

Digital Reflection Rubric

	1	2	3	4
	Beginning	Developing	Accomplished	Exemplary
Script Organization of Content	The script is not well developed. There is little evidence of the thoughts and feelings of the authors. Considerable additional detail is required because the viewer must infer the authors' message while struggling to understand the message of the presentation.	Evidence of the three-part structure (introduction, body, and conclusion) is present, but the sections are not developed fully. Content is disorganized. There is some mention of the thoughts and feelings of the authors, but additional detail is required for a clear understanding of the authors' message. The viewer must use considerable effort to understand the message of the presentation.	The script contains three sections. The introduction, the body, and the conclusion are present and offer some thoughts and feelings of the authors. Understanding the authors' message to respond to and appreciate the topic requires no additional effort.	The script contains three sections. The introduction, the body, and the conclusion are well developed with supporting details. The authors clearly identify their thoughts and feelings about the topic. Understanding the authors' message to respond to and appreciate the topic requires no additional effort.
Titles and Transitions	Titles and transitions were not produced.	Titles and transitions are not uniform and/or consistently formatted; They detracted from the effectiveness of the message presentation.	Title and transitions are effective and consistently formatted. However, the choice of transition or its timing detracts from the message or is distracting.	Title and transitions are highly effective. They are not distracting and do not detract from the message of the presentation.
Graphics	Photos do not support the message or the content of the presentation.	Photos may match the presentation's topic, but do not enhance the message. More thoughtful selection of the photos would contribute to a more effective presentation of the message.	Photos represent the topic, but may not be matched to or supportive of the content of the script. Most selected photos are of excellent quality.	Photos are well chosen and support the content. They are artistically sequenced to catch the reader's attention and to support the content of the script.

Voice/Sound	The speaker's words can be understood but additional listener attention is required. Reading of the script is not smooth and there is little or no evidence of expression. Repetitions and/or pauses limit the listener's ability to understand the message.	The speaker's words can be heard if the listener is very attentive. Reading of the script is not expressive or appropriately paced-- there are pauses, hesitations, and repetitions. Additional practice seems to be needed.	The speaker's voice can be heard at the appropriate volume (without distortion). Reading of the script is somewhat expressive, appropriately paced, and practiced, with few repetitions or pauses.	The speaker's voice can be heard at the appropriate volume (without distortion). Reading of the script is smooth and practiced, without repetitions or pauses. Expression is used to convey the message and provide vocal interest.
Work Habits	The student is usually off task and seems unwilling to focus attention on completion and satisfactory achievement of the minimum requirements. The student requires consistent monitoring and/or direct assistance to progress.	The student is frequently off task and seems willing to settle for less than personal best. The teacher or a group member must regularly redirect him or her to maintain progress.	The student usually uses class time wisely while working toward personal best. Teacher or group member redirection of student attention is minimal.	The student uses class time wisely while working toward personal best. The student does not require redirection of attention.
Total Points				

Grade: