Digital Storytelling Evaluation Rubric

Student Name(s)_____

School_____

Topic/Assignment_____

Element	1 Point	3 Points	5 Points	Total
		PRODUCTION QUALITY		
Transitions and Edits	Transitions and edits are confusing; transitions are overused or are not used when needed; transitions and edits detract from the "flow" of the video	Most transitions and edits are smooth but some seem out of place and are distracting; most edits and transitions are appropriate to the subject matter but some are distracting	Transitions and edits are smooth and do not distract from the video; transitions and edits are appropriate to the subject matter and add to the flow of the video	
Evaluator's Comments:				
Sound	Sound is uneven and distracting; sound is not coordinated with video; sound or music is gratuitous and does not add to meaning or tone; speakers are difficult to understand because of low volume or competing sounds	Sound is mostly well suited to the meaning and tone of the video but it may be uneven (too loud or too soft) in places; speakers are mostly clear but difficult to understand in some instances	Sound is well coordinated with video; sounds/music add meaning or tone; speakers are easy to understand	
Evaluator's Comments:				
Camera Technique	Panning or zooming is unsteady or at an inappropriate speed; excessive panning or zooming is distracting; shots are out of focus; shots are unsteady	Pans and zooms are mostly smooth but may be inappropriate or distracting or used too frequently; some shots are out of focus; some shots are unsteady	Zooms and pans are smooth and at the appropriate speed for the content; shots are in focus; shots are steady	
Evaluator's Comments:				
Lighting	Scenes are too dark or too light; subject is lit badly; easily solvable lighting problems are ignored	Most scenes are lit properly but some problems that might be solvable have not been addressed; subject is mostly lit correctly	Lighting is clean and clear; subjects are well-lit; evidence that potential lighting problems (if any) have been addressed	
Evaluator's Comments:				
Framing	No variety in camera angles or placement; subjects are too far away; subject placement is awkward and does not follow rules of thirds, headroom, and lead space	Some variety in camera angles and placement is evident; subjects may be too far away in some cases; subject placement usually follows rules of thirds, headroom, and lead space	Camera angles and placement are varied and add interest to the subject matter; subjects are framed appropriately according to all rules	
Evaluator's Comments:				

CURRICULUM CONNECTION			
Planning and Storyboarding	Little or no evidence that planning and storyboarding occurred; scenes are too long and do not advance the story OR are too short and leave out essential information; pace is inconsistent to the point of being distracting or interfering with meaning; elements are inconsistent from scene to scene; story does not seem to have a beginning, middle, and end	Evidence that planning and storyboarding occurred in most cases; scenes show some variety in length; pace is somewhat consistent but can be distracting in some instances; elements are mostly consistent from scene to scene; story is missing one of the following: beginning, middle, end	Strong evidence that planning and storyboarding occurred; scenes advance at a comfortable pace for the subject matter; video has a consistent pace; scenes show good variety in length; elements are consistent from scene to scene; story has clearly identifiable beginning, middle, and end	
Evaluator's Comments:			
Content and Theme	Content is not relevant to the theme of the assignment or topic; message is unclear or nonexistent	Content has some relevance to the theme of the assignment or topic; message is present but may be confusing	Content is clearly relevant to the theme of the assignment or topic; message is clear	
Evaluator's Comments:			
Accuracy of Information	Project contains inaccurate information; information is incomplete; conclusions or opinions do not flow logically from the content; there is little to no evidence of learning and understanding on the part of the students	Information is mostly accurate and complete; conclusions and opinions mostly flow logically from the content; there is some evidence of learning and understanding on the part of the students	Information is accurate and complete; conclusions and opinions flow logically from the content; students clearly learned form and understood their content	
Evaluator's Comments:			
Acting and Dialog	Acting is unrehearsed and awkward; dialog is unclear or difficult to understand	Acting is rehearsed but sounds "read" rather than natural; dialog is mostly understandable but needs some work	Acting is polished and smooth; dialog is clear and easy to understand	
Evaluator's Comments:			
Originality and Creativity	Story shows little or no originality in composition and delivery	Story shows some originality in composition and delivery	Story shows excellent originality in composition and delivery	
Evaluator's Comments:			
Documentation	Sources are not cited; copyrighted material is used without permission; actors or participants are not identified	Sources are cited but not in every case; it is not always clear that copyrighted material, if used, is cited correctly; identification of actors or participants may be incomplete	All sources are cited completely; copyrighted material, if used, is identified and used with clear permission; actors are participants are identified consistently	
Evaluator's Comments:			

Scoring

Number of Elements Scored_____

Total of Points Awarded_____

Total Score (Total Points divided by Number of Elements Scored):

Note: It is not necessary to score every element for every project. For example, a project may not contain any acting or dialog, or some more complex elements may be left out for beginners. A total score is derived by dividing the total number of points awarded by the number of elements scored.