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## Storyboard- multimedia : Rubric for Aesop's Fables Storyboard

Teacher Name: **Ms. Costa**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Required Elements</b>	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
<b>Clarity and Neatness</b>	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
<b>Cooperation</b>	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.
<b>Spelling &amp; Grammar</b>	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
<b>Use of Time</b>	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.