

## **Grading Rubric for Storyboard Project**

<i><b>Category</b></i>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Title</b>	Storyboard contains title, student's name, and author.	Storyboard is missing one of the title requirements.	Storyboard is missing two of the title requirements.	No title or wrong information in title square (#1).
<b>Required Elements</b>	Storyboard includes all required elements: title, setting, characters, plot, conflict, solution, conclusion, and personal reaction.	Storyboard is missing 1 required element.	Storyboard is missing 2 required elements.	Storyboard is missing 3 or more required elements.
<b>Content</b>	Storyboard contains 4-5 appropriate sentences for all required elements.	Storyboard does not contain 4-5 appropriate sentences for 1 of the required elements.	Storyboard does not contain 4-5 appropriate sentences for 2 of the required elements.	Storyboard does not contain 4-5 sentences for 3 or more of the required elements.
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<b>Grammar / Mechanics</b>	Storyboard contains no errors in grammar, capitalization, or punctuation.	Storyboard contains 1-2 errors in grammar, capitalization, or punctuation.	Storyboard contains 3-4 errors in grammar, capitalization, or punctuation.	Storyboard contains 5 or more errors in grammar, capitalization, or punctuation.
<b>Attractiveness</b>	Storyboard is exceptionally attractive in terms of design, layout, and neatness.	Storyboard is attractive in terms of design, layout, and neatness.	Storyboard is acceptably attractive though it may be a bit messy.	Storyboard is distractingly messy or very poorly designed. It is not attractive.

Rating Scale = 20 – 24 pts —————> grade 90 – 100  
 16 – 19 pts —————> grade 80 – 89  
 12 – 15 pts —————> grade 70 – 79  
 6 – 11 pts —————> grade 65

# Grading Rubric For Storyboard Project

**Mercedes M. Fisher, Bonita  
Coleman, Jennifer R. Neuhauser**



## **Grading Rubric For Storyboard Project:**

Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002

### **Resources in Technical**

**Communication** Cynthia Selfe,2017-03-02 Provides the instructors of introductory technical communication courses with a set of resources for their classrooms *Teaching the Video Production Class* David Howard,Amy Hunter,2014-01-13 This guidebook is a must have resource for anyone teaching a television production class or running a morning news show at the elementary middle or high school level Teaching a television production class is a real challenge especially when working with the typical budget and time limitations of most elementary middle or high school curricula Beyond the technical aspects of teaching this subject what is the best way to keep students engaged and challenged while teaching them skills that will help make them college and career ready Spanning lesson plans video production activities assessment and more this book supplies a comprehensive step by step guide to teaching a television production class using whatever equipment is readily available It focuses on the critical aspects of how to teach television production and organize lessons rather than the quickly evolving details of what equipment or editing software to use The authors also provide lessons on creating and executing a daily newscast show how to evaluate that show and collect school wide data for further evaluation and improvement and how to archive and mount these productions on the school website

### **Resources for Student Assessment**

Peggy Kelly,M. G. Kelly,Jon Haber,2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels *School Library Journal* Digital Content Creation in Schools Karen S. Ivers,Ann E. Barron,2014-12-17 Discover how digital content creation supports 21st century learning providing new insights into organizing synthesizing and evaluating information This practical guide will make it easy for you to engage your students through this powerful communications medium Digital content creation supports the Common Core State Standards CCSS and 21st century learning skills by helping students use their knowledge to analyze create solve problems communicate collaborate and innovate This update of the popular *Multimedia Projects in Education* Fourth Edition emphasizes digital content creation and the use of the CCSS as benchmarks to help you create cutting edge classroom instruction The book begins by presenting research on student learning through multimedia and digital content creation This introduction is followed by outlines of each stage of the practical easy to use Decide Design Develop and Evaluate DDD E model which is designed specifically for classroom use Content also includes discussion of multiple intelligences constructivist learning and cooperative grouping blackline masters to guide you and your students through the DDD E process and assessment and management strategies In addition you ll find sample activities using an array of development tools information on mobile and web apps and numerous other resources to support digital projects in your classroom The book which is most applicable to students in grades 4 through 12 will also serve as an ideal resource for media specialists who work with teachers and students

### **Educational Technology Beyond Content**

Brad Hokanson,Gregory

Clinton, Andrew A. Tawfik, Amy Grincewicz, Matthew Schmidt, 2020-04-09 This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology AECT Consisting of twenty four chapters including an introduction and conclusion it argues that informational content should not be the main element of education and that to provide more for learners it is necessary to go beyond content and address other skills and capabilities It also discusses the false premise that learning is complete when the information is known not when learners seek more their own directions answers and ideas The authors assert that the ability to synthesize solve problems and generate ideas is not based on specific content although education often focuses solely on teaching content Further they state that content can be separated from the learning process and that instructional design and educational technology must be about the skills habits and beliefs to be learned

*Third Grade Technology Curriculum* Ask a Tech Teacher, 2020-06-21 Used world wide as a definitive technology curriculum this six volume series Fourth Edition 2011 is the all in one solution to running an effective efficient and fun technology program whether you re the lab specialist IT coordinator classroom teacher or homeschooler It is the choice of hundreds of school districts across the country private schools nationwide and teachers around the world Each volume includes step by step directions for a year s worth of projects samples grading rubrics reproducibles wall posters teaching ideas and hundreds of online connections to access enrichment material and updates from a working technology lab Aligned with ISTE national technology standards the curriculum follows a tested timeline of which skill to introduce when starting with mouse skills keyboarding computer basics and internet Web 2 0 tools in Kindergarten First MS Word Publisher Excel PowerPoint Google Earth internet research email and Photoshop in Second Fifth Each activity is integrated with classroom units in history science math literature reading writing critical thinking and more Whether you re an experienced tech teacher or brand new to the job you ll appreciate the hundreds of embedded links that enable you to stay on top of current technology thinking and get help from active technology teachers using the program Extras include wall posters to explain basic concepts suggestions for keyboarding standards discussion of how to integrate Web 2 0 tools into the classroom curriculum and the dozens of online websites to support classroom subjects

*Multimedia Projects in Education* Karen S. Ivers, Ann E. Barron, 2010-09-13 This practical and easy to use resource will help teachers and library media specialists effectively integrate multimedia projects into their curriculum Like the three earlier editions *Multimedia Projects in Education* Designing Producing and Assessing Fourth Edition addresses the need to help students use their knowledge to analyze create solve problems communicate collaborate and innovate With 40 percent new materials and updates to everything else it offers the perfect hands on approach to using multimedia in everyday practice The book is centered around the easy to use DDD E model Decide Design Develop and Evaluate coupled with practical advice on how to effectively integrate the development of multimedia projects into classrooms Focus is on student learning outcomes and such issues as classroom management grouping alternatives computer scheduling options design stages and assessments Readers will learn

how to select and plan multimedia projects use hypermedia programs and presentation and development tools manage graphics audio and digital video and create webpages Project suggestions come complete with a scenario overview topics and reproducible worksheets and can be easily adapted for different grade levels      *The Teacher's Gradebook* Barry Raebeck,2002-07-16 In *The Teacher's Gradebook* Barry Raebeck a practicing secondary school English teacher shares the grading strategies that he uses so successfully with his own students Ample discussion is given to not only grading techniques but also to other important issues surrounding the philosophy and ethics of grading These include test construction rubric creation grade friendly projects assessment without grades and cultivating student ownership of the grading process Using these strategies can bolster student interest and achievement in the classroom and can dispel the all too familiar behavioral and attention problems Written for teachers by a teacher this concise straightforward and practical book will help your own gradebook look quite differently      *55 Technology Projects for the Digital Classroom--Vol. I* Jacqui Murray,2020-01-25 The all in one K 8 toolkit for the lab specialist classroom teacher and homeschooler with a years worth of simple to follow projects Integrate technology into language arts geography history problem solving research skills and science lesson plans and units of inquiry using teacher resources that meet NETS S national guidelines and many state standards The fifty five projects are categorized by subject program software and skill grade level Each project includes standards met in three areas higher order thinking technology specific and NETS S software required time involved suggested experience level subject area supported tech jargon step by step lessons extensions for deeper exploration troubleshooting tips and project examples including reproducibles Tech programs used are KidPix all MS productivity software Google Earth typing software and online sites email Web 2 0 tools blogs wikis internet start pages social bookmarking and photo storage Photoshop and Celestia Also included is an Appendix of over 200 age appropriate child friendly websites Skills taught include collaboration communication critical thinking problem solving decision making creativity digital citizenship information fluency presentation and technology concepts In short it's everything you'd need to successfully integrate technology into the twenty first century classroom See the publisher's website at structuredlearning.net for free downloads and more details      *Amazing Social Studies Activities* Mercedes M. Fisher,Bonita Coleman,Jennifer R. Neuhauser,2005 Teachers are responsible for delivering selecting and implementing learning activities for their classrooms They must consider the best approaches to engage their students as well as to meet the school's standards in instruction Here is a practical how to book to supplement the social studies curriculum It places at the teacher's disposal hundreds of classroom tested activities that build learner support and interest in Social Studies grades 6 12 content while at the same time being quick and low cost to implement Many of the lessons and activities can be easily adapted to existing lessons and may serve as a bridge to younger generations of learners Both experienced and brand new teachers can benefit from this book      **Digital-age Literacy for Teachers** Susan Brooks-Young,2007 This book provides readings and activities

that will support classroom teachers professional development providers and teacher preparation instructors as they strive to incorporate twenty first century learning tools and skills into daily practice      **Collaborative Strategies for Teaching**

**Reading Comprehension** Judi Moreillon, 2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension      **Elevating Clinical Practice in Mathematics**

**Education** Drew Polly, Christie S. Martin, 2025-06-20 Elevating clinical practice in mathematics education has potential to greatly transform the preparation of effective mathematics teachers This book showcases examples of clinical practice in mathematics education with each chapter focused on one of the National Council for Teachers of Mathematics Effective Teaching Practices      *Going Global through Social Sciences and Humanities: A Systems and ICT Perspective* Zhanna

Anikina, 2019-02-08 This book presents contributions submitted to the 2nd international conference Going Global through Social Sciences and Humanities GGSSH 2019 held in Tomsk Russia on 27 28 February 2019 The conference focused on such issues as interdisciplinary pedagogy language teaching and learning cultural studies and linguistics particularly highlighting global academic integration and professional development for research As such the event provided a platform for discussions and sharing publication activities to help Russian academics to take first steps toward global research Showcasing the ongoing Russian research in focus areas this book is of interest to a diverse academic audience working in social sciences and humanities particularly those from the post Soviet countries      **iPad in Education For Dummies** Sam

Gliksmann, 2014-09-30 The easy way to effectively implement iPads in the classroom The iPad is a natural fit for education in the 21st century and this hands on guide shows you just how to implement it in your educational institution iPad in Education For Dummies serves as a roadmap for the device s successful use as an education tool from both a personal and institutional perspective It examines why the iPad is a perfect fit for contemporary educational needs how to purchase and deploy them within an organization and outlines best practices tools and apps for their educational use across all curricula and grade levels A cross between a powerful computer iPod game console and e reader the iPad is an ultraportable and ultra cool touch device from Apple In 2013 the iPad was deployed in Chicago Public Schools LA Unified School district Oxnard School District in California and Raleigh County Public Schools in West Virginia to name a few In this new edition of iPad in Education For Dummies you ll find the latest coverage of interactive media and augmented reality apps creating and publishing class books and textbooks moving from lectures to interactive classroom presentations setting up digital student profiles and much more Includes up to date coverage of Apple s iPad hardware and iOS software Covers managing classroom workflow challenges including how to distribute share collaborate and collect digital documents Written by one of the foremost authorities on iPad deployments in schools Provides clear information on what decisions you need to make to deploy and use the iPad effectively in the classroom If you re a school administrator teacher or educational IT specialist who is considering deploying the iPad in the classroom this handy guide has everything to set you up for success      *A Land Not Forgotten* Michael A.

Robidoux, Courtney W. Mason, 2017-04-12 Food insecurity takes a disproportionate toll on the health of Canada's Indigenous people. *A Land Not Forgotten* examines the disruptions in local food practices as a result of colonization and the cultural, educational, and health consequences of those disruptions. This multidisciplinary work demonstrates how some Indigenous communities in northern Ontario are addressing challenges to food security through the restoration of land-based cultural practices. Improving Indigenous health, food security, and sovereignty means reinforcing practices that build resiliency in ecosystems and communities. As this book contends, this includes facilitating productive collaborations and establishing networks of Indigenous communities and allies to work together in promotion and protection of Indigenous food systems. This will influence diverse groups and encourage them to recognize the complexity of colonial histories and the destructive health impacts in Indigenous communities. In addition to its multidisciplinary lens, the authors employ a community-based participatory approach that privileges Indigenous interests and perspectives. *A Land Not Forgotten* provides a comprehensive picture of the food security and health issues Indigenous peoples are encountering in Canada's rural north.

*Teaching Digital Storytelling* Sheila Marie Aird, Thomas P. Mackey, 2024-03-18 Everyone has a story to tell, and this book will inspire and guide readers to teach and learn through the production of digital narratives. This book presents the stories of educators who, through digital storytelling, inspire students from diverse communities to construct their empowering digital narratives. Educators from a wide range of disciplines present innovative case studies of teaching digital storytelling through the lens of personal narratives, metaliteracy, and information literacy. They describe how teaching students to tell their personal digital stories prepares them as learners who are reflective while playing active learner roles such as producer, publisher, and collaborator. As an innovative resource for teaching and learning with digital media, this book combines the theory and practice of digital storytelling with metaliteracy and the ACRL Framework for Information Literacy for Higher Education. Explores how to inspire learners to share their original digital narratives. Offers the opportunity to explore and address issues of race, class, and gender to give voice to these issues as part of the storytelling process. Investigates the role of diversity, equity, and inclusion in writing and producing original digital narratives. Examines novel approaches to collaborative digital storytelling and peer review. Presents pioneering models for global digital storytelling among international learners online. Describes empowering digital narratives constructed by students who found and shared their voices through this creative process. Provides inventive models for teaching effective planning through well-written scripts and visual storyboards. Offers openly available resources such as rubrics, assignment descriptions, and digital technologies. Showcases the application of metaliteracy OER in digital storytelling learning activities and courses. Through this book, faculty, librarians, school library media specialists, and instructional designers will learn how to teach the theory and practice of digital storytelling. This innovative resource will also empower students to reflect on their roles as digital storytellers and metaliterate learners in today's dynamic and evolving information environment.

**Microsoft Office(r) Simple Projects**

Teacher Created Resources,2004-06-28      **Multimedia Projects** Donna Axelson,1996 Discusses what is multimedia how to use it gives sample student projects and grading rubrics



## **Grading Rubric For Storyboard Project** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Grading Rubric For Storyboard Project**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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