

Name: _____

Student Self Assessment ☐

Teacher Assessment ☐

Go Animate Digital Story Checklist

- ☐ 5-10 scene or **background** changes
- ☐ At least 2 main **characters**
 - 3-5 (or more) secondary characters
 - Bonus: Create your own characters
- ☐ 5-8 different **props** used (in a realistic way.. not floating or out of place)
- ☐ **Text** (headers or captions used)
 - In the beginning (Title or way to introduce the story)
 - At the end
- ☐ 2-3 well used **sound effects**
- ☐ Background **music** used at least 2 different times (when appropriate)
- ☐ 3-5 different **special effects**

Standard on Report Card	Digital Story Elements	4	3	2	1
Creativity and Innovation	Choice of Content and Quality of Images	Content (all together th images, props, special effects and background, chosen fit the story line, and make it more exciting to watch.	Content, or images, props, special effects and background, chosen fit the story line.	Content, or images, props, special effects and background, at times do not match the story theme.	Lack of content, use of images, props, special effects and backgrounds.
	Meaningful Audio Soundtrack	Music (and sound effects) stirs a rich emotional response that matches the story line well. Images coordinated with the music.	Music and sound effects used match the story line. Images mostly coordinated with the music.	Music and sound effects used are ok, and not distracting, but it does not add much to the story. Not coordinated with images.	Music is distracting, inappropriate, OR was not used.
	Economy of Story Detail	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
	Use GoAnimate Tools	Uses beyond what is required on the GoAnimate Checklist	Uses minimum requirements on checklist.	Missing one or two items on checklist.	Missing multiple items on checklist.
	Justification for a 4: (There may be things that you did that I don't notice in your video.)				
Digital and Global Citizenship	Dramatic Question	A meaningful dramatic question is asked or drawn out from the video.	A dramatic question is able to be brought up or discussed based on the video.	A dramatic question is hinted at but not clearly established OR the question is a comprehension not a dramatic question.	Little or no attempt is made to pose a dramatic question.
	Cited Sources (If Applicable)	All sources used are cited and put in MLA formatting.	Sources are listed within the video.	Student has sources, but credit is not given during video, or sources are missing.	No sources listed.
	Justification for a 4: (There may be things that you did that I don't notice in your video.)				

Communication and Collaboration	Purpose of Story	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
	Point of View	The director/author's point of view is clear in the story, and makes a convincing argument through video for audience to think the same way.	The point of view is clear in the story.	The point of view is there, but it is not expressed through the whole video.	No point of view is able to be identified.
	Clarity of Voice	Voice quality (written or verbal) is clear and consistently able to be read/heard easily throughout the presentation.	Voice quality (written or verbal) is clear and is able to be read/heard a majority of the time.	Voice quality (written or verbal) is clear and is able to be read/heard inconsistently throughout the video.	Voice quality needs more attention.
	Pacing of Narrative	The pace fits the story line and helps the audience really "get into" the story.	The pacing is relatively engaging for the audience.	The pace of the story is too fast for audience to understand what is happening.	Due to pacing the video is not understood.
	Grammar and Language Usage	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story	Repeated errors in grammar and usage distracted greatly from the story.
Justification for a 4: (There may be things that you did that I don't notice in your video.)					
Technology Operations and Concepts	Google Docs.	Google doc was used exceptionally well as a tool to organize story plot. Student went above and beyond in the google doc.	Google doc was used sufficiently and appropriately as a tool to organize the story.	Google doc was used to the bare minimum requirement. Missing aspects of the story line/plot.	Google docs were not used.
	GoAnimate	During work time and presentation student demonstrated that they were able to use GoAnimate beyond what is required on the GoAnimate Checklist	During work time and presentation student demonstrated that they were able to use GoAnimate to the minimum requirements on checklist.	Due to lack of ability to use GoAnimate video was missing one or two items on checklist.	Due to lack of ability to use GoAnimate video was missing multiple items on checklist.
	Justification for a 4: (There may be things that you did that I don't notice in your video.)				
Critical Thinking and Problem Solving Skills	Independent Learner during work time.	Student was able to help other students multiple times during class in order to solve problems.	When problems arose student first troubleshoot independently, and then asked peers and teacher for help.	When problems arose, student immediately asked for help or gave up on the task.	Student needed teacher to work with him/her throughout the project to solve problems together.
	Justification for a 4: (There may be things that you did that I don't notice in your video.)				