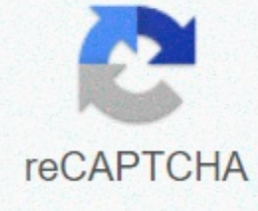




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## Digital story rubric

In order for teachers to assess student work, they must use assessment tools such as subject matter. One topic is used to assess the quality of student work on a complex project, using several categories. A good resource is Rubistar, where you'll find pre-made evaluation options as well as information on how to create your own assessment resources. Click here for sample subject sample subject based on work created by teachers and shared on Rubister's website, as well as the work of Dr. Helen Bart, and the University of Massachusetts, Amherst. By using the sample theme to use the subject to evaluate student work on digital storytelling, you need to determine the number of points obtained in each of the 10 categories. Then add points for all 10 categories and multiply by 2.5. The lowest possible score is a 25 and the highest is 100. Please note that a score of at least 3 in a category should be achieved for the quality of the student's work to be considered satisfactory in that category. A topic for graduate students at the University of Houston, graduate students in a course on digital storytelling, creates a comprehensive project that includes selecting a subject, doing research, writing scripts, collecting & creating images, recording audio narratives, and putting together all elements as a final semester project that is educationally meaningful. Students are also required to submit a written report describing the process they went through in completing the project, how to use digital fiction in an educational environment and what they feel they learned from the work. Click here to view the topic used for ass digital storytelling projects and reports created by graduate students at the University of Houston Student/Peer Assessment in many cases, students can benefit by being able to view the work done by their classmates and their classmates commenting on their work. Peer Review is a process that needs to be carefully addressed due to the nature of students' feelings. Some students don't handle constructive criticism very well, and many students don't know how to offer constructive criticism. DigiTales gives an in-depth look at evaluating digital media projects on its website using its scoring digital media help. Creating your subject was found the following article on TeacherVision. The article gives a detailed overview of ruñ, ruñ benefits, comparison of analysis versus comprehensive ruñ, how to weigh ruñ, and student produce ruñ. Create a main theme: Five Part Series Image Editing Tool Audio Editing Tool Lenso Create (Android) (iOS)Small Bird Story \$ (iOS) (Web 2.0)myCreate (iOS) \$Magisto (iOS, Android, Web 2.0)Meograph (Web 2.0)Moovly (Web 2.0)Our Story (iOS, Android)PicLits (Web 2.0)Piktochart (Web 2.0) \$Pixntell (iOS) Plotagon (iOS)Powtoon (Web 2.0)PuppetPals (iOS)Replay (iOS)Screencast-o-matic (Chromebook)Screencast-o-matic (Web 2.0)Screencastify for Chrome/ChromebooksScribble Press (iOS)Shadow Puppet EDU (iOS)Sharalike (iOS, Web 2.0)ShowMe app (samples)SlideStory (Web 2.0)SockPuppets (iOS)Sonic Pics (iOS)SpeakingPhoto (Web 2.0, iOS, Android)Steller (iOS)StoryCorps (iOS, Android)Storify (in the classroom) (Web 2.0)Storybird (Web 2.0)StoryJumper (Web 2.0)Storyrobe (iOS) \$Sway (iOS | Win)TeleStory (iOS)Tellagami (iOS, Android)Toontastic (iOS)Toontastic, Jr. (iOS)Tumblr (iOS) (Android)UTGreat (iOS) (Android)Videolicious (iOS)Visme (Web 2.0)WeVideo (Web 2.0, Android)Wideo (Web 2.0)ZooBurst (Web 2.0, iOS for viewing) Recorded video from a presentation 2012 Discovery Education Day of Discovery: Dean Shareski (pt. 1) 2012 Discovery Education Day of Discovery: Dean Shareski (pt.2) Sample digital story introduction to a unit of study. Welcome to Arkansas from Kathy Schrock in Vimio. Copyright: Kathy Schrock. It is. The re-publication of this list of links is not permitted without the permission of the author of this site. Links to this page may be used, provided that full and clear credit is given to Kathy Schrock and Kathy Schrock's guide to everything with appropriate and specific direction (via URL) to the original compilation of information on this page. Permissions beyond the scope of this license may be available by emailing the creator. Creation: 12/01/2012Updated: 07/27/2020Kathy SchrockURL from this page: in order for teachers to evaluate student work requires the use of an assessment tool such as the subject. One topic is used to assess the quality of student work on a complex project, using several categories. A good resource is Rubistar, where you'll find pre-made evaluation options as well as information on how to create your own assessment resources. 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Welcome to Arkansas from Kathy Schrock in Vimio. Copyright: Kathy Schrock. It is. The re-publication of this list of links is not permitted without the permission of the author of this site. Links to this page may be used, provided that full and clear credit is given to Katie Schrock and Kathy Schrock's guide to everything with the right and Direction (via URL) to the original compilation of information on this page. Permissions beyond the scope of this license may be available by emailing the creator. Created: 12/01/2012Updated: 07/27/2020Kathy SchrockURL from this page: 4 pts 3 pts 2 pts 1 pt Storytelling Originality Composition is exemplary in originality, Both in concept and implementation, and show strong evidence of combining critical thinking skills sufficiently in both concept and original execution and suggests some evidence of combining critical thinking skills lacks authenticity in both concept and execution and shows little evidence of combined critical thinking skills lacking authenticity in both concept and execution and shows little to no evidence of critical thinking skills. The purpose of the story is to create an early goal and keep the focus clear throughout. Clearly, the author cares about their video and feels they have something important to communicate with. There is a goal early on and maintaining focus for many providing a few rounds in focus, but the goal is fairly clear. It is difficult to figure out the purpose of providing dramatically appealing question content - the viewer is left with thought-thinking ideas and/or story developments in a way that differs from initial expectations. Useful for sparking discussion. Content is interesting—the viewer remains with thinking ideas and/or the story develops in a way that differs from the initial expectations. Some surprises and/or insights, but the realization is hardly different from the predictable and not-so-interesting expectation. Realization and expectation are not different economics stories are told exactly by the right amount of detail for their purpose. He doesn't see too long or too short. Combining stories is normally good, thought to seem to drag somewhat or require a little more detail in one or two parts. The story seems to need more editing. It is substantially too long or too short in more than one section. The story needs extensive editing. It's too long or too short to be interesting. The sequence of events/ideas of the story is told in a way that is thinking, coherent and effortless. The events/ideas of the story are said to be influential and coherent, but lacking in flow. The events/ideas of the story are said to lack influence, but are still coherent enough to follow. The story does not flow at all. Events/ideas look home from each other and are difficult to follow. The author of the artist's statement of artistic choices can clearly explain his choices in vocabulary, audio, graphics, and fictional lines in a short written statement that relates these choices to the awareness of the author's audience can partly explain his choice in vocabulary, audio, and the fictional line is written in a short statement relating to these choices to the awareness of the audience writer can partly explain his choice in vocabulary, audio, graphics, and fictional lines in a short written statement, but it sees these choices to be aware of the author's audience. It is difficult to explain your choice in vocabulary, audio, graphics, and fictional line written in a short statement, but these choices do not link to the awareness of the clear choice image audience: images create a distinctive atmosphere or tone that matches different parts of the story. Images may communicate symbolism and/or metaphors. The meaning of the story is transformed using images. Commentary: Images create an atmosphere or tone that matches some parts of the story. Images may communicate symbolism and/or metaphors. The story relies on images to convey meaning. Illustration: An attempt was made to use images to create atmosphere/tone, but it needed more work. Choosing an image makes sense. Images are decorative—the story doesn't change using images. Inappropriate: Low or no attempt to use images to create the right atmosphere/tone. Images interfere with or cross-purposes with the meaning of music story audio selection and SFX enhance the piece and match the fictional line of music and SFX match the fictional line of music and SFX a lot to the music story and SFX inappropriate to the fictional script line is compelling and well written — use the works to make important points. Deftly integrates assignment themes. Well written - makes important points. Speaks to assignment themes. It's written enough, but sometimes meanders or confusing. Hardly address assignment themes. It's hard to understand the point. It doesn't address assignment themes. Pacing quickly (rhythm and sound pudding) fits the fictional line and helps the audience really enter the story. Sometimes the climax is too fast or too slowly for the fictional line. Pacing (rhythm and sound pudding) is fairly involved with the audience. It tries to use pacing (rhythm and audio pussies), but it's often remarkable that pacing doesn't fit the story line. The audience is not constantly involved. There is no attempt to match the speed of storytelling with the story line or the audience. The technique/use of audio sound quality technology is clear and constantly audible throughout the presentation. Music and SFX are seamlessly integrated and are of decent volume. The sound quality is clear and consistently audible throughout the majority of the presentation. Music and SFX are more well integrated, but sometimes too loud or a distraction. The sound quality is clear and constantly audible throughout some presentations. Music and SFX are often too loud or a distraction. Sound quality requires more attention. Music and SFX Inappropriate Loud distract . High quality and size images/video images/images. Obviously, the author cares in choosing the best possible quality images of images/videos of acceptable quality and size. There may be a few flaws, but it doesn't go down from the storyline/message. Images/videos of poor quality and size. Reduces many disadvantages now and often from the fictional line/message. Images/videos are garbled and unsy readable or of inappropriate size. These flaws distract the audience during the presentation. Editing Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the most video transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video some transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not deviate from video transmission, effects, sound, and inappropriate editing to the topic, add to the video streaming, and the wacky of video programming/storyboard mechanic Storyboard shows the original detailed layout for composition, including scripting and ideas for Storyboard images/audio shows many ideas for combining and providing basic information about ideas for images and audio stories suggesting ideas The basic of the composition, but includes screenwriting details, images, or incomplete audio stories and fails to address the major aspects of the plot for the story. It is likely that there are no plans for the story. The development author uses the production process to test the planned concepts and make more effective choices if needed. Any issues or holes in the storyboard are not apparent in the final product. The author deals enough with issues or holes in the tropical board, but the fact that they existed is a little noticeable. The author addresses the issues/holes in the storyboard, but does so in a hurry. Obviously, these issues existed at the planning stage. The author fails to address the issues and holes present on the tropical board. Citation All sources are documented completely in required format. All sources are documented, but only some citations are required in the format. All sources are documented, but none of the citations are required in the format. The documentation does not fully lack one or more sources of thematic elements compiled from: Isner, Ann, Fleming, Ann, Kafel, Ann, Vogel, Jay, Digital Storytelling Assessment Methods, jevogel2/lis506/evaluation.html Kamamaha Schools, The Subject of Public Digital Storytelling, its.ksbe.edu/dst/PDFs/Rubrics/digstorysample.pdf. Matthews-DeNatale, G., Digital Storytelling: Tips and Ohler, J. (2013) Chapter 4: Assessing Digital Stories. قسه گوی دینجتل در کلاس درس . Thousand Oaks, CA : Corwin. ۸۳-۹۱. ۸۳-۹۱.