

Lesson: \_\_\_\_\_

Date: \_\_\_\_\_

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

Grade: \_\_\_\_\_

Select from the following criteria and/or add your own as appropriate for each project:

	<b>Advanced</b> 3 points	<b>Proficient</b> 2 points	<b>Developing</b> 1 point	<b>Points</b>
<b>Clarity and Neatness</b>	Storyboard is easy to read and all elements are written, labeled, or drawn clearly enough that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn.	Storyboard is hard to read with rough drawings and labels. It would be difficult for another person to follow the logic without asking lots of questions.	
<b>Planning</b>	Much planning is evident, in terms of props or background preparation, assigning tasks, or other aspects of production.	A reasonable amount of planning is evident, but some necessary items were left unprepared until the last minute.	Little planning is evident, more is necessary before project could be carried out successfully.	
<b>Use of Time</b>	Used time well during each class period with no adult reminders, as observed by teacher.	Used time well during most class periods with few adult reminders.	Did not use time well without frequent reminders by teacher.	
<b>Cooperation</b>	Worked cooperatively with group all the time with no need for adult intervention.	Worked cooperatively most of time but had a few problems that the team resolved themselves.	Working cooperatively proved difficult, because of several problems that required adult intervention.	
<b>Content</b>	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and required few corrections.	Less than half of the content is in the students' own words and/or required many corrections.	
<b>Economy</b>	The story is told with exactly the right amount of detail throughout. It is paced to fit the time allowed.	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.	

<b>Creativity</b>	Creativity is evident in the high number of ideas, the application of unusual solutions, surprise twists, or different materials.	There is some evidence of creativity in one or two aspects of idea generation and solutions, but other areas seem cliched or have been given little thought.	Solutions seem to be derived from easiest or quickest ideas, no evidence of creative problem solving, reliance upon cliched stories or characters.	
<b>Craftmanship</b>	Uses the materials and tools properly, and consistently chooses the right tools for the job.	Uses the materials and tools properly for the most part, but not consistent with making the best choices of what tools to use.	Makes poor choices and does not demonstrate understanding of how to use the tools properly.	
<b>Critical Viewing</b>	Can explain artistic choices (for example on content, technique, or style) made by themselves and by other animators, relating them to the larger world of cinematography and animation.	Can explain their choices but not in relation to the larger world of animation.	Cannot identify major themes or stylistic elements, relate their own or others' work to animation or cinematic traditions, or justify their artistic choices.	
<b>Historical Background</b>	Can identify and discuss works of animations not previously viewed. For example: by identifying techniques or styles, or relating these new works to previously known animators.	Can identify some information about previously viewed works, such as characters, techniques, or artist.	Cannot consistently identify the technique or style of previously viewed animations.	
<b>Total Points</b>				