



Make-a-Movie Assessment Rubric

Prompt for Students: Make a movie about [topic]. Begin with a letter that includes a question about [topic]. Answer your question by building a movie using BrainPOP images, recording sound, drawing, and annotating. Make sure your movie does not exceed ___ minutes.

TOPIC: _____

	3	2	1	0
Opening Scene: The Letter	Movie begins with a letter that asks a relevant question about the topic. The question requires more than three or four scenes to answer.	Movie begins with a letter that asks a relevant question about the topic. The questions require no more than one or two screens to answer.	Movie begins with a letter that asks a question, but it is only loosely relevant to the topic.	Movie begins with a letter that either asks a question not relevant to the topic or is missing a question altogether.
Knowledge/Content	Movie demonstrates thorough understanding of _____. It includes _____.	Movie demonstrates some understanding of _____. It includes _____.	Movie demonstrates some understanding of _____. It includes only _____.	Movie demonstrates little to no understanding of _____. It has little correct information or examples.
Collaboration	Group worked well together. Students fully cooperated and participated.	Group worked well together, but some students participated more than others.	Group worked together, but several students lacked participation and cooperation.	Group had difficulty working together. Students did not cooperate or participate at all.

Planning/ Rehearsing	Movie shows strong planning and rehearsing through its scripting, pacing, clarity and voice inflection.	Movie shows some planning and rehearsing, but could benefit from more rehearsal and/or tighter scripting.	Movie shows some evidence of rehearsal and practice, but lacks consistency in its scripting, pacing, clarity, and voice inflection .	Movie shows no evidence of planning or rehearsing. Movie lacks direction in script, pacing, clarity, and voice inflection.
Movie Format and Design	Applied consistent transitions, creativity in scenes, variation in backgrounds, and length of scenes.	Applied some consistency in transitions, creativity in scenes, variation in backgrounds, and length of scenes.	Applied little consistency in transitions, creativity in scenes, variation in backgrounds, and length of scenes.	Movie lacked any thought of consistency in design elements.
Time Frame	Movie was __ minutes in length.	-	-	Movie was __ minutes too long/short.
Organization	Movie shows evidence of planning and storyboarding through its logical sequence. All scenes relate to the question in the letter (the topic).	Movie shows some evidence of planning and storyboarding. Sequence somewhat logical. Some scenes relate to the question, but others include irrelevant information	Movies shows evidence of moderate to little planning and storyboarding. Some scenes include information not related to question or topic.	Movie does not follow a logical sequence. Little to no planning involved. Scenes include no information about the topic.
Comments				

Credit: Rubric adapted from Heidi Shorr, 3rd grade teacher, Grafton Public Schools, MA with contributions from Patricia Flavin, Technology Integration Specialist, Flemington Raritan School District, NJ.and Kristy Florey, 5th and 6th grade teacher, Archdiocese of Indianapolis