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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **A** | **B** | **C** | **D** | **E/****Not Yet achieved** |
| **Knowledge and understanding** | Student displayed a very **high level** of understanding of the purpose of a digital story through original and creative ideas. Students select highly effective digital elements and emotive language to display their life event. | Student displayed a **high level** of understanding of the purpose of a digital story through original and creative ideas. Students select highly effective digital elements and language to display their life event. | Student displayed a **satisfactory** understanding of the purpose of a digital story through original and creative ideas. Students select some effective digital elements and language to display their life event. | Student displayed limited understanding of the purpose of a digital story through original and creative ideas. Students utilise some digital elements and language choices to display their life event. | **Did** not create a design that suited the purpose and need of the task. |
| **Constructing** | Students very effectively plan a digital story through detailed storyboarding, including sketches and sequencing. Students include a wide range of effects elements of music, images, narration and transitions.Students include verbal and nonverbal elements throughout their creation to portray life event. | Students effectively plan a digital story through detailed storyboarding, including sketches and sequencing. Students include a range of effects elements of music, images, narration and transitions.Students include verbal and nonverbal elements throughout their creation to portray life event. | Students plan a sound digital story including sketches and sequencing within a storyboard. Students include elements of music, images, narration and transitions.Students include the use of some verbal and nonverbal elements throughout their creation to portray life event. | **Student shows Incomplete** or limited planning of a digital story. Shows limited construction and presentation of a digital story with few elements explored. | **Did not** construct and present stages of the digital story task. |
| **Evaluating and Reflecting** | Articulate and insightful reflection on the effectiveness of the digital elements used in their digital story. Very clearly expressed their reasoning of the design and digital elements and programming selected. | Effectively reflects on the effectiveness of the digital elements used in their digital story. Very clearly expressed their reasoning of the design and digital elements and programming selected. | Student provide sound reflection on the effectiveness of the digital elements used in their digital story. Very clearly expressed their reasoning of the design and digital elements and programming selected. | Limited reflection on the effectiveness of the digital elements used in their digital story. Very clearly expressed their reasoning of the design and digital elements and programming selected. | **No** reflection on students learning and their findings. |

**Name**

**Comment**

Year 5/6 Digital and Technology Assessment – What is your Story?

Date: / /2016

**Overall Grade**