

Assessment Criteria for Digital Storytelling (DST) Projects

The DST process can be assessed based on students' written reflections such as learning journals or spoken reflections such as coaching dialogues between students and teachers acting as coaches.

The DST product(s) can be assessed based on their quality and impact in view of the needs of the target audience and the purpose and key message of the story.

The pitch presentations of student teams can be assessed based on the following criteria: Involvement of team members in the presentation; Message tailored to the audience; Structure, clarity, persuasiveness, and effectiveness of the presentation materials; Confidence and ability to captivate the attention of the audience.

The following rubrics can be used to guide the assessment of collaborative digital storytelling projects:

DST PROCESS	Outstanding	Flourishing	Emergent	Dormant
Creativity*	<p>Student's work</p> <ul style="list-style-type: none"> - considers several digital storytelling approaches for this particular challenge. - challenges common positions or ideas. - demonstrates a clear understanding of the strengths and limitations of this particular approach. - shows an open-mindedness to other ideas, critique, and feedback when relevant. 	<p>Student's work</p> <ul style="list-style-type: none"> - considers at least one other digital storytelling approach for this particular challenge. - challenges at least one common position or idea. - shows a clear understanding of the strengths and limitations of this particular digital storytelling approach. - shows an open-mindedness to feedback on their creative ideas. 	<p>Student's work</p> <ul style="list-style-type: none"> - demonstrates willingness to go beyond initial creative ideas for digital storytelling. - does not clearly identify the underlying assumptions of their creative ideas. - shows that they may have had trouble to understand the strengths and weaknesses of their digital storytelling approach. 	<p>Student's work</p> <ul style="list-style-type: none"> - shows little willingness to explore other ideas for digital storytelling apart from the most commonly accepted. - shows no willingness to question underlying assumptions.

Reflective learning	Student demonstrates excellence in purposeful learning, systems thinking, iterative learning, and critical reflection.	Student demonstrates a reliable command of purposeful learning, systems thinking, iterative learning, and critical reflection.	Student shows willingness to develop purposeful learning, systems thinking, iterative learning, and critical reflection.	Student shows little readiness for purposeful learning, systems thinking, iterative learning, and critical reflection.
Collaborative skills**	Student consistently and actively contributes knowledge, opinions, and skills and <ul style="list-style-type: none"> - helps the team identify needed changes. - encourages team action for change. - values, encourages, and acknowledges the work of other team members. - takes responsibility for the team's end product. 	Student actively contributes knowledge, opinions, and skills and <ul style="list-style-type: none"> - willingly participates in needed changes. - respects differing points of view. - agrees on team priorities, goals, and procedures. 	Student contributes to the group with occasional prompting and <ul style="list-style-type: none"> - participates in needed changes with occasional prompting. - listens attentively to team members. - contributes in some way to the team's end product. 	Student listens to team members and <ul style="list-style-type: none"> - contributes in some way to the team's end product. <p>The following points have a negative effect on assessment:</p> <ul style="list-style-type: none"> - tends to rely, without questioning, on the first solution generated. - fails to acknowledge the views of team members. - cooperates reluctantly or obstructs progress.
Adaptability (openness to change)***	Student eagerly takes on new challenges and <ul style="list-style-type: none"> - works effectively even in a climate of ambiguity and changing priorities. - embraces mistakes as an essential part of learning. - is willing to innovate based on past errors. 	Student takes on new challenges, but <ul style="list-style-type: none"> - prefers to avoid a climate of ambiguity and changing priorities, but works in it effectively if need be. - deals with mistakes but does not consider them as an essential part of learning. - is somewhat willing to innovate based on past errors. 	Student is somewhat reluctant to take on new challenges and <ul style="list-style-type: none"> - does not work very effectively in a climate of ambiguity and changing priorities. - is not very open to embracing mistakes as an essential part of learning. - is not very willing to innovate based on past errors. 	Student is reluctant to take on new challenges and <ul style="list-style-type: none"> - does not work effectively in a climate of ambiguity or changing priorities. - refuses to embrace mistakes as an essential part of learning. - is not willing to innovate based on past errors.

DST PRODUCT	Outstanding	Flourishing	Emergent	Dormant
--------------------	--------------------	--------------------	-----------------	----------------

Creativity*	Students' work presents a specific concept of digital storytelling. Students are able to fully explain their concept and key message.	Students' work presents a specific concept of digital storytelling. Students are able to partially explain the concept and key message.	Students' work presents a concept of digital storytelling that is not clearly formulated. Students can only explain the concept minimally.	Students' work presents a common concept of digital storytelling. Students cannot explain the concept and fail to clarify the story's purpose and message.
Openness for change	Students' output demonstrates excellence in learning growth and transformation in terms of 1) showing a new perspective on the concept presented 2) applying new and relevant tools to present the concept 3) using innovative ways of communication.	Students' output demonstrates reliable learning growth and transformation in terms of 1) showing a new perspective on the concept presented 2) applying new and relevant tools to present the concept 3) using innovative ways of communication.	Students' output demonstrates limited learning growth and transformation in terms of 1) showing a new perspective on the concept presented 2) applying new and relevant tools to present the concept 3) using innovative ways of communication.	Students' output demonstrates very low learning growth and transformation in terms of 1) showing a new perspective on the concept presented 2) applying new and relevant tools to present the concept 3) using innovative ways of communication.
Story	Students demonstrate excellent ability to create and present their story consistently with 1) a clear idea and purpose 2) good structure and story components (storyboard) 3) using attractive tools 4) using relevant style considering the target audience (visuals, design and language) → the final product communicates the message clearly, generates interest and makes a thrilling overall impression	Students demonstrate a reliable ability to create and present their story consistently with 1) a clear idea and purpose 2) good structure and story components (storyboard) 3) using attractive tools 4) using relevant style considering the target audience (visuals, design and language) → the final product communicates the message clearly, generates interest and makes a thrilling overall impression	Students demonstrate a limited ability to create and present their story consistently with 1) a clear idea and purpose 2) good structure and story components (storyboard) 3) using attractive tools 4) using relevant style considering the target audience (visuals, design and language) → the final product communicates the message clearly, generates interest and makes a thrilling overall impression	In most points, students fail to demonstrate ability to create and present their story consistently with 1) a clear idea and purpose 2) good structure and story components (storyboard) 3) using attractive tools 4) using relevant style considering the target audience (visuals, design and language) → the final product communicates the message clearly, generates interest and makes a thrilling overall impression

*Rubric based on [the rubric developed by the OECD for the CERI project](#) Fostering and assessing creativity and critical thinking skills, available under the Creative Commons AttributionNonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO). © OECD.

** Rubric based on [Collaboration Rubric | The University of New Orleans \(uno.edu\)](#)

*** Rubric based on [MEDFORD HIGH SCHOOL FLEXIBILITY AND ADAPTABILITY RUBRIC](#)