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| **Movie Trailer Project** | | | | | |
| **Presents to class: 30pts.** | **30** | **20** | **10** | **5** | Score |
| **Scenes & Essence** | Scenes are chosen appropriately. They are short and filled with text or action, or other relevant moments from the story. Symbol and theme are clear. | Scenes are chosen appropriately for the most part, with the purpose basically captured. A few scenes might not be relevant to capturing the theme of the story, or symbol may be questionable. | Scenes chosen do not add to trailer and are weak. Symbol scene is off or missing. Many clips are lengthy or leave me wondering what they have to do with the story's theme/purpose. | Not a clear connection at all to your movie trailer scenes and the theme of what the author was trying to say. |  |
| **Titles & Text** | Titles and text add something special to the trailer, and do not distract from overall trailer. Dialogue relevant and appropriate with clear links to the story.  At least 1 title and 2 texts.  Names are included. | Titles and text are basic, but overall, they do not greatly distract from the trailer. Dialogue of text was fair but could use more development.  At least a 1 title and 1 text.  Names? | Titles and text distract from trailer, as they add little to nothing to the overall trailer. They may be too long or poorly written and lack a clear connection to the novel.  At least 1 title.  Names? | Little Text/ Action. Poorly composed or filled with errors! |  |
| **Time (60-90 seconds)** | Length of trailer meets minimum requirement. (1:00 1:45) | Length of trailer does not meet minimum/maximum requirement, but is in the ballpark. (no less than 55 seconds, no more than 1:50) | Length of trailer does not meet minimum requirement by a significant margin. (More or less than 10 seconds.) | Did you time this at all? |  |
| **Storyboard/**  **Planning**  (Must show page and line numbers from Beowulf) | Storyboard illustrates the video presentation structure with sketches of each scene. Dialogue and scenes are included. All sketches are in a logical order and match the finished project. | Storyboard illustrates the video presentation with some sketches of each scene. Some dialogue is included. Some of the sketches are in order and match the finished project. | Storyboard lacks the video presentation and includes little to no sketches of scenes. None of the scenes are in logical order and follow the finished project. No dialogue is included. | No storyboard or planning were shown to me. |  |

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| **Book Report Soundtrack** | | | | | |
| **Presents to class: 30pts.** | **30** | **20** | **10** | **5** | Score |
| **Support for Song Choices**  (Line numbers) | Demonstrates full knowledge of the story and is able to support all song choices with clear connections to the text. | Shows basic understanding of the content of the story, but fails to connect several lyrics to theme and character.  Few connections to lines from the text. | Demonstrates little understanding of the content of the story. Student chose songs that related to the story but was unable connect to lines from the text. | Student does not have a grasp of the content of the story. The song choices do not show a relationship to the story. Line connections were missing completely. |  |
| **Song Explanation Requirements** | Student wrote three to four sentences for each song explaining why the song was chosen. Explanations provided with great detail! | Student wrote three incomplete sentences or two complete sentences for each song explaining why the song was chosen. | Student wrote two incomplete sentences for each song explaining why the song was chosen OR only explained some of the song choices. | Student wrote one or less than one sentence for each song that briefly explained why each song was chosen OR only explained some of the song choices. |  |
| **Content of the Text**  Where your lines/examples are from. | Student selects scenes or portions of the story from the beginning, middle and end, showing a variety of knowledge about the text. | Student selects scenes or portions of the story from at least two parts of the text; showing a small variety of knowledge about the text. | Student concentrates on one area of the book only (beginning, middle or end); This does not demonstrate that the student has read the entire story. | Student does not provide any textual evidence of reading the entire book at all. |  |
| **Final Product** | Student turns in a soundtrack that is easily heard, presented or written; soundtrack contains at least 3 songs.  Between 3-6 minutes long. | Student turns in a very good soundtrack but may be lacking a song  At least 3 minutes long. | Student turns in a portion of the soundtrack but only has 1 song.  Less than 3 minutes long. | Student does not turn in soundtrack. |  |

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| **Picture Collage** | | | | | |
| **Presents to class: 30pts.** | **30** | **20** | **10** | **5** | Score |
| **Collage Images** | Collage images clearly and accurately symbolize a theme from the text..    At least 6 images, each with quotes. | Collage images somewhat symbolizes an important theme from the book.  At least 5 images, each with quotes. | Collage images symbolize some important idea or event but not a theme.  At least 4 images, each with quotes | Collage images do not symbolize a theme.  At least 3 or less images, each with quotes. |  |
| **Written Explanation** | Writing clearly explains the collage images. Accurately describes how images are related to the theme. Textual evidence (line numbers) clearly and accurately supports ideas. | Writing identifies collage images and somewhat describes how the images are related to theme. Most ideas are supported with textual evidence (line numbers). | Writing identifies collage images and describes how images are related to the ideas, events but not a theme. Ideas are supported with a limited portion of textual evidence (line numbers). | Collage has few images and/ or does not describe how the images are related to the theme in the story. Textual evidence (line numbers) is not included or irrelevant. |  |
| **Theme Analysis**  (Page and Line numbers) | A strong theme has been identified and it is clear the student understands what a theme is.  Textual evidence clearly and accurately supports ideas | A theme has been identified and somewhat understands what theme is.  Ideas are supported with some textual evidence. | A theme was attempted to be identified, but the student may not be clear about what a theme is.  Ideas are supported with a limited portion of textual evidence. | A theme was not identified or shows serious lack of understanding about theme.  Textual evidence is not included or irrelevant |  |
| **Creativity and Effort** | Collage is decorated with scenery or symbols directly related to the text. It is colorful, creative, and a sense of pride is evident. | Collage is decorated with scenery or symbols related to the text. It is creative, but may look a little rushed. | Collage is decorated with scenery or symbols that may not be related to the text or there is evidence that little effort was put into being creative. | Collage is not decorated at all or the scenery/symbols are not related to the text at all. There is no evidence of effort. |  |