



Expanding Educational Horizons  
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# CREATING A DIGITAL STORY

Using Microsoft Photo Story 3

Developed by the Educational Technology Team  
**2009**

*This project is a joint initiative between the Governments of Jamaica and the United States of America through their monitoring agencies the Ministry of Education and Youth and the United States Agency for International Development (USAID).*

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## A. INTRODUCTION

### 1. Overview

Digital Storytelling is a method of producing narrated short films using still photos, music and voice. During the workshop, you will use Microsoft Photo Story 3 to create a digital story. You will start by watching examples of digital stories, looking for ideas and techniques that you can use. There will be a discussion on ways teachers might use digital storytelling to develop literacy skills in their students. You will work with photos that were taken to help deliver the Jamaican Revised Primary curriculum. If time allows, you can also use the digital camera take pictures to be used in the development of your digital story.

### 2. Task

Produce a 2-3 minute narrated story about a topic related to the Jamaican Revised Primary Curriculum using photos and music provided. In one paragraph, describe how the story will be used in a lesson.

### 3. Objectives

**During this workshop you will:**

1. Prepare a storyboard;
2. Import images into Photo Story;
3. Add transitions, effects, and titles;
4. Add narration;
5. Add background music;
6. Produce a digital story.

### 4. Resources

#### (a) Images

Note that for a classroom project, students would use either the images that they captured with the digital camera, or images which are copyright-friendly. Copyright friendly images and music are usually linked to *generous* copyright licensing. While you may not need to seek permission to use the media when publishing on the Web for educational purposes, you should **give credit** to their creators unless otherwise informed!

**Note: Always check individual copyright licensing notices before publishing on the Web!**

For copyright-friendly images visit the following websites:

<http://www.sxc.hu/> or <http://www.barrysclipart.com/> or <http://pics.tech4learning.com/>)

If you download an image, you should choose the largest size available and do not use images smaller than 640 x 480 pixels. (Pixels refer to the dimensions of the image. If you search for images using Google, you will see the dimensions listed in the results.)

You can also use images made available under a Creative Commons license. Creative Commons is a nonprofit organization that allows artists, authors, publishers and musicians the option of creating and defining a flexible copyright for their creative works. A Creative Commons license allows creators to place conditions on their copyrights. Usually, copyrights limit the rights of others from changing or sharing copy-written works. Creative Commons licenses provide flexibility by allowing the creator (copyright holder) the opportunity to choose what restrictions they want in place concerning specific copy-written works. See <http://www.rss-specifications.com/creative-commons.htm> for details.

Visit <http://www.flickr.com/creativecommons/> to view images made available under a Creative Commons license.

### **(b) Music**

Sample music clips have been provided in the folder 'freeplaymusic'. You can download more music from <http://www.freeplaymusic.com> or create your own.

### **(c) Websites**

There are many websites you can go to watch examples of digital stories and their use in the classroom. Here are a few:

- <http://www.storycenter.org/stories/> Center for Digital Storytelling

The *Center for Digital Storytelling* is an international not-for-profit community arts organization rooted in the craft of personal storytelling. We assist youth and adults around the world in using media tools to share, record, and value stories from their lives, in ways that promote artistic expression, health and well being, and justice.

- <http://www.digitalstories.org/>

This website, *Digital Stories*, was designed to showcase digital stories told by students, teachers and the community of a high school in Skokie, Illinois.

- <http://www.umass.edu/wmwp/DigitalStorytelling/Digital%20Storytelling%20Main%20Page.htm>

This website has been developed for educators seeking to infuse traditional writing instruction with new emerging technologies in such a way as to excite young writers through the composition of personal narrative stories, integration of family photographs, recorded voice narration and multi-media production.

- <http://www.digitales.us/index.php>

Visit *Digitales* website to learn more about the art of digital storytelling and the tools that can be used to create digital stories. Digitales also provides a rubric to evaluate your story, resources on digital storytelling and examples of digital stories.

- <http://www.coe.uh.edu/digital-storytelling/default.htm>

The *Educational Uses of Digital Storytelling* website was developed as a resource for teachers and students who are interested in how multimedia can be integrated into a variety of educational activities.

Bull, G., & Kajder, S. (2004). *Digital Storytelling in the language arts classroom*. Learning & Leading with Technology, Volume 32 Number 4, pages 46-49. Online at:

[http://cs2.cust.educ.ubc.ca/csed/400/csed\\_readings/display%2024.pdf](http://cs2.cust.educ.ubc.ca/csed/400/csed_readings/display%2024.pdf)

This website has an excellent article on how to use digital storytelling in the language arts classroom.

#### **(d) Software**

**Digital Story Creation** The software you'll need to make a digital story is free. We recommend using Photo Story 3 (Windows XP). Click [here](#) to download PhotoStory 3 or copy the following address in your browser to read about how to download PhotoStory 3:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp>

Photo Story 3 is used to put together the images and audio. You can also export the Photo Story 3 project to Movie Maker (also free with Windows XP), which gives you a few more options with audio and adding titles and credits.

**Picture Organization** Picasa is a good tool to organize, adjust and crop images and then save them to a folder for use in Photo Story 3. Visit <http://picasa.google.com/> to download Picasa software for free.

**Sound** Audacity® is free, open source software for recording and editing sounds. Click <http://audacity.sourceforge.net/> to find out more about audacity and download this software.

#### **(e) Rubrics**

<http://digitalstorytelling.coe.uh.edu/rubrics.html>

Visit this website for examples of rubrics that can be used to evaluate digital stories that you create or those created by students A rubric is used to evaluate the quality of a piece of work on a project, by using a number of categories.

[www.jasonohler.com/pdfs/storydevelop-rubric-v3.pdf](http://www.jasonohler.com/pdfs/storydevelop-rubric-v3.pdf)

This website presents a draft version of a rubric that can be used to assess story development.

#### **(f) Example of a Storyboard**

<http://www.umass.edu/wmwp/DigitalStorytelling/Shark%20Sample%20Storyboard.htm>

Visit this website to see the example of a storyboard.

## **B. OVERVIEW OF DIGITAL STORYTELLING**

### ***1. What Is Digital Storytelling?***

Digital storytelling is the art of converting a personal account into a multimedia experience. It usually combines music, video and/or still images with an expressive voice. The outcome is an original creation that captivates the viewing audience.

Digital storytelling is a valuable tool for both students and teachers. It engages students in a creative way to help develop speaking, reading, writing, and listening skills. In discovering the power of personal expression, students can develop greater independence, comprehension, and fluency. In addition, regular use of digital storytelling can help students develop organizational, technological, presentation, and interpersonal skills.

In the classroom, teachers can also create and employ digital stories to: (a) introduce a lesson, (b) enhance students' understanding of difficult content, (c) facilitate classroom discussion; and integrate multimedia into the curriculum, thereby appealing to the different ways individuals receive information.

### ***2. Features of a Good Digital Story***

Before you begin, it's important to think about what makes a good digital story. According to a rubric posted at <http://digitalstorytelling.coe.uh.edu/pdfs/samplerubric.doc>, a good digital story:

1. Establishes a purpose early on and maintains a clear focus throughout;
2. Has a point of view which is well developed and contributes to the overall meaning of the story;
3. Poses a meaningful dramatic question which is answered within the context of the story;
4. Selects contents that create a distinct atmosphere or tone which matches different parts of the story;
5. Features narration that is clear and consistently audible throughout the presentation;
6. Fits the story line and helps the audience really "get into" the story;
7. Has a sound track with music that stirs a rich emotional response, matches the story line well, and is coordinated with the images;
8. Has images that create a distinct atmosphere or tone that matches different parts of the story;
9. Displays economy of detail; and
10. Uses correct grammar.

### **3. Main Steps in Creating a Digital Story**

#### **Step One: Brainstorm and plan your story**

The first thing you need to have is a good story. Brainstorming in a group can help you get good ideas.

1. Select a topic for your digital story.
2. Decide on the purpose and point of view. Are you trying to inform, convince, provoke, question?
3. Write down your ideas about the story. Use the following story elements to guide you.
  - a) Setting – where and when the story takes place
  - b) Characters – people, animals or other creatures in the story. There are usually two kinds of characters: hero or protagonist and the villain or antagonist. Typically, the hero is the main character who overcomes the villain. The villain, more often than not, tries to keep the hero from succeeding. There are however, exceptions to this rule.
  - c) Plot – the way events are ordered to create the story; it involves all of the action that takes place in the story
    - i. Exposition – an explanation of the background information on the characters and setting; it usually is the first part of the plot.
    - ii. Conflict – that part of the plot which features a problem faced by the characters; Conflict heightens when someone or something tries to stop your character from solving the problem. The more times your hero tries and fails the better.
    - iii. Climax - the turning point of the story where the conflict is resolved.
  - d) Resolution – the end of story which comes after the climax. Write about what happens to the characters after the resolution of the conflict.
4. Now write your story.

Visit the website: <http://www.learner.org/interactives/story/> to learn more about the elements of a story. Your students will find this site very useful.






#### **Step Two: Organise elements of your digital story**



To accompany the story ideas you put together in Step One, you will need photos and documents which form the visual elements in your story as well as music and sound for the audio elements of the story. The best way to organise all the elements is through use of a storyboard. There is a blank storyboard template in Appendix 1. With it, you can organise your story in terms of (a) time, that is what happens first, next, and last; and (b) interaction, that is, how can the voiceover

narrative or your story and music enhance the images or video. It can also be used to help you decide where and how effects and transitions will be arranged.

From the story you wrote in Step One, create a storyboard for your story. We have included a storyboard below as an example.

### Storyboard Example

<b>Writers: N. Biggs, L. Khouri and M. Williams</b>		<b>Date: March 5, 2008</b>		
<b>Storyboard Worksheet Title: <u>Thief in the Market</u></b>		<b>Grade: 5</b>		
<b>Focus Question: How do I talk and write about the endless variety of foods we eat? (p. 175, Revised Primary Curriculum)</b>				
<b>Frame Number</b>	<b>The Narration</b>	<b>Description of Picture</b>	<b>Music</b>	<b>Transition</b>
1	Thief in the Market	Blank Slide with text: Thief in the Market by N. Biggs, L. Khouri and M. Williams © 2008	<i>Going to the market</i>	Cross Fade
2	“Juicy sweet mangoes, yellow, ripe bananas; nice dry yellow yams, good to boil soup”. As the children and I entered the market we saw vendors selling different kinds of food. “Come children, come patronize me,” shouted one of the vendors. We each bought a ripe banana.	Vendor at stall 	<i>Going to the market fading</i>	
3	We walked over to another vendor’s stall to see what he had there. He had dry yellow yams, lovely cucumbers, pumpkin and sweet potato.	Market stall with yellow yam, pumpkin, bananas 	None	None
4	While talking about the variety of foods and the kinds of meals we prepared with the food,	Group of persons shouting 	None	None
5	we heard a disturbing noise coming from a huge crowd calling out “Thief! Thief!”.	Crowded scene 		
6	To our surprise we saw a man pushing a handcart with a barrel on it speeding away through the entrance and onto the road.	Boy pushing hand cart 	None	None

	Men and women ran after him and when they caught up with him, they held on to him.		Suspense	None
7	Mary and I saw a police vehicle approaching us and drew the police officers' attention to the now frightened hand cart driver. The police officer took the man into custody.	Police vehicle 	<i>Going to the market</i>	Split horizontally
8	When the police opened the barrel all kinds of food rolled out onto the ground.	Photo with a variety of food items 	<i>Going to the market</i>	
9		Name and School, Date	Music for 5 s then fade	

[http://www.growingpower.org/Full\\_Market\\_Basket1.jpg](http://www.growingpower.org/Full_Market_Basket1.jpg)

<http://www.traveladventures.org/continents/southamerica/images/kingston-market07.jpg>

The preceding storyboard example was developed by teachers from an EEH school and one of the NGOs. They suggested that the story could be used at the beginning of the lesson or for evaluation. Examples of questions that students could be asked after watching the story include: What are some of the foods that were in the barrel? If you were cooking soup, what food items would you ask your friend to buy? How would you describe each kind of food to him?

Now here are the steps to develop your storyboard.

1. Divide your story into easy-to-read sections and then in the storyboard template, type a section of the story in a frame. You will be reading aloud each section per frame. This will be the narration for your story.
2. Create a folder on the desktop where you can store the resources you find.
3. In the storyboard, describe the picture that you will display for each chunk of narration.
4. Search for images for each section of your story. Images can include: pictures, drawings, photographs, maps, charts, etc. Save these resources in your folder. **Note the following.**
  - If you have a digital camera, take photos of the objects or events you will need to enhance your story.
  - The first three pictures in the storyboard example were taken during a school's field trip to the market. The other photos were found on the Internet.

- You may need to edit your narration if the picture clearly conveys your message. Remember the principle of economy: use words to illuminate but not to replicate what is already on the screen.
5. Try to locate audio resources such as music, speeches, interviews, and sound effects. Save these resources in your folder. Indicate on the storyboard where these will be used.
  6. Try to find informational content which might come from web sites, word processed documents, or PowerPoint slides. Save these resources in your folder.

### **Step Three: Create your story by following the steps in Photo Story**

1. Open Photo Story and begin creating your digital story.
2. Import images into Photo Story and edit your images if necessary.
3. If needed, add a title to your pictures.
4. For each picture, record your narration. Use a computer microphone and record the narration. **Note.** In Photo Story 3, narration is recorded in segments and associated with only one image.
5. If you prefer to record it in one piece, you can do that in Windows Movie Maker, which is free with Windows XP. Import the narration into Photo Story.
6. Customize the motion of your images.
7. Add appropriate background music.
8. Finalize your digital story by saving it as a Windows Media Video (.wmv) file.
9. **Note.** The process of using Photo Story to create your digital story is outlined in detail in Section C.

### **Step Four: Evaluate your story**

An important last step is to assess a digital story before it is presented. In Appendix 2, you will find a rubric to help you assess your digital story. The rubric assesses all features of a digital story, including technical aspects of sounds and visuals. It uses a point system to score or grade digital stories based on ten categories.

1. Show your digital story to your colleagues.
2. Gather feedback about how the story could be improved, expanded, and used in your classroom.
3. Congratulate yourself for a job well done! It would be beneficial to you if you now taught a colleague how to create their own digital story.

To assess the actual story content and structure, you could visit <http://www.jasonohler.com/pdfs/storydevelop-rubric-v3.pdf> for a draft version of a rubric entitled: *Story Development Assessment Rubric* developed by Jason Ohler and Brett Dillingham.

#### **4. Another Approach to Digital Story Creation**

Teachers have been capitalizing on the power of Photo Story to bring together visuals, music, narration and motion in a captivating way. One teacher took her students on a tour of the school environment and community to identify safe and unsafe places (a topic from the Revised Primary Curriculum). She took pictures of safe and unsafe places. When she returned to the classroom, she transferred the pictures from the digital camera to the computer. She assigned a photo of a safe/unsafe place to a particular group of students and asked the students to write sentences about the safe/unsafe place they saw. She imported the photos into Photo Story and then helped students to read aloud their sentences about the photo and make a recording of the reading. She then added suitable background music before producing the digital story. Both the teacher and students were pleased with their production!

#### **5. Reference**

Aspects of Section B were inspired by information presented at the following website:

[http://digitalstorytelling.coe.uh.edu/getting\\_started.html](http://digitalstorytelling.coe.uh.edu/getting_started.html)

A Step-By-Step Approach to Creating a Digital Story from Material Found On the Web

## C. USING PHOTO STORY TO CREATE A DIGITAL STORY

Now that you have an idea of how to put together a digital story, you will get practice in using Photo Story 3.

### **Step 1 Introduction to Photo Story 3**

We are going to quickly construct a sample digital story in about 20 minutes using 4-6 images and music. You can add narration if time and technology permit. Constructing a real story would take considerably longer and would involve writing a script prior to assembling everything. We hope that the short task you will complete here will show that the project is something manageable and help you to gain confidence that the tools won't be too difficult to use.

Photo Story 3 (PS3) is the application we will use to construct our story. PS3 has a linear model where one step in the process is done on each screen. We will concentrate on importing our images, sequencing them, making some adjustments (cropping, zooming), adding some motion and finally adding our audio.

PS3 has a built-in music generator which produces sounds in a variety of styles which will fit exactly to the length of your digital story. Another option is to download music from <http://www.freeplaymusic.com> or create your own music.

### **Step 2 Downloading Photo Story 3**

Before we get started, you will need to have a copy of Photo Story 3 (PS3) on your computer. You can find information about [Photo Story 3 \(Windows XP\) software](http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx) at <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx> (copy and paste the address in your browser).



**Figure 1**

Although PS3 is free, you will need to validate your copy of Windows XP in order to download it. Click the **Continue** button. See Figure 2.



Figure 2

If the validation is successful, you will be directed to a web page where you can now download PhotoStory 3. See Figure 3.



Figure 3

Click the **Download** button and follow the on-screen instructions to download and install PhotoStory.

Once you have installed PS3, you can move on to the step-by-step tutorial and learn to use the program.

## Step 3 Using Photo Story 3

### 1. Launch Photo Story 3.

Click on **Start**, then **All Programs** and select **PhotoStory 3 for Windows**. You should see the PhotoStory 3 for Windows like the one in Figure 4.

Select **Begin a new story** to start creating your story. Click the button **Next**. The “Import and arrange your pictures” window will appear (Figure 5).

Click in the radio button to select **Begin a new story**.



Figure 4

### 2. Import and Edit Images

Click the **Import Pictures** button to move images into PS3. Locate the images on your computer and import them by folder or by holding down the Ctrl Key and clicking on each image you want to import.

Once the images are imported, they will show up in the tray at the bottom of the PS3 screen, (see Figure 5). You can re-order the images by pointing, clicking and dragging the images to the desired position in the tray. **Note.** To move from one picture to the next, select the forward and backward arrows on the right. To delete a picture, select the button with X.

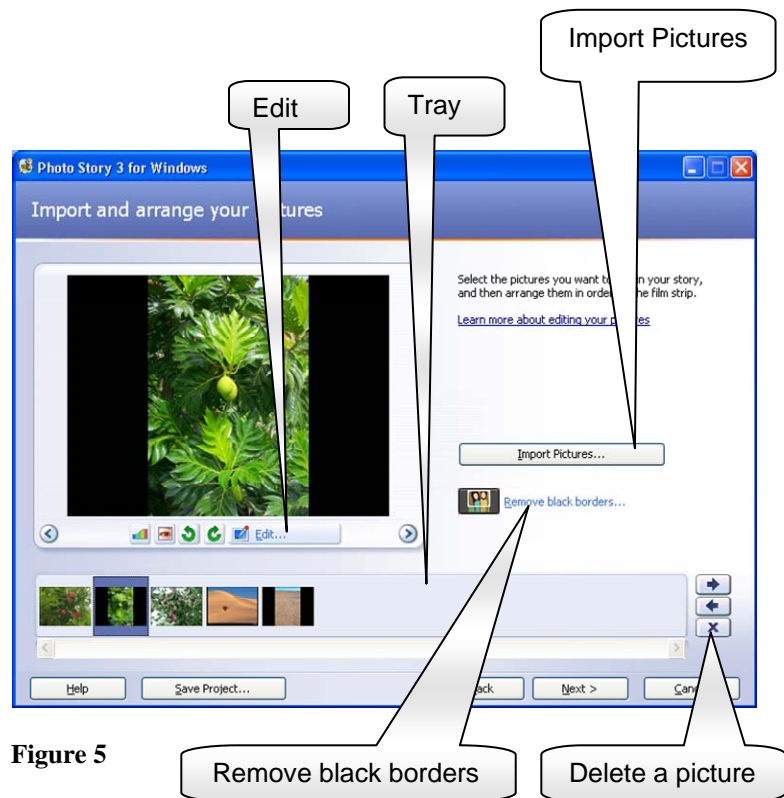


Figure 5

If you have images which have a vertical orientation you will see a black border on each side. You can remove the border by clicking the **Remove black borders** button (see Figure 5).

Selecting the **Remove Black Borders** feature will give you the option to zoom in on the image until the border is no longer visible. Be careful, however, when you use this option. If your image is small, the results may not look good.

Click **Edit** to access options to change image (see Figure 5). Selecting **Edit** allows you to change features of your image. You have three features:

**Rotate and Crop** – allows you to delete unwanted parts of the image

**AutoFix** – provides you with an option to correct contrast, correct color levels or correct red eye. See Figure 6.

**Add Effect** - lets you adjust the appearance of the image e.g. you can set the image to be black and white or washout.

Select the **Close** button on the right when you have finished editing to return to the **Import and arrange your pictures** screen (Figure 6). You can move to the next screen by clicking the **Next** button at the bottom right of the screen.

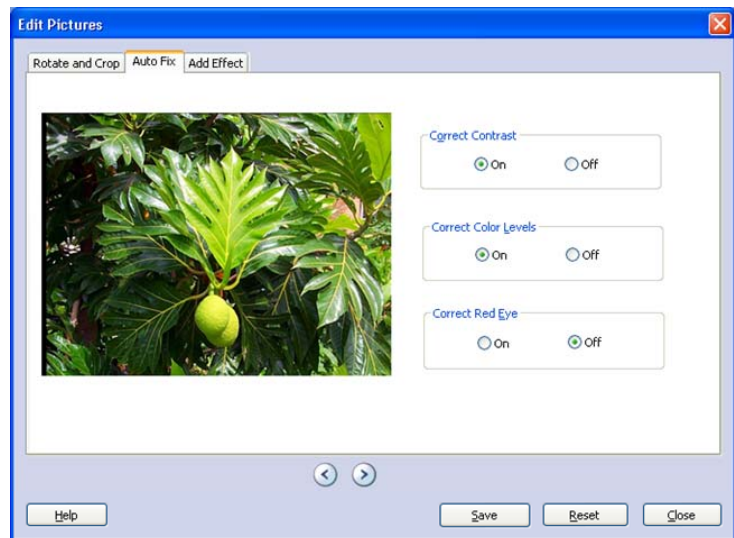


Figure 6

### 3. Add a Title to Your Picture

In the title area, you may add titles over your images (see Figure 7).

To add a title, enter your text in the text box and use the formatting buttons to change the alignment, spacing, font, size and color of your text.

Remember to make your titles large so they will be readable when your finished video is shown on a television or computer screen.


You can also add the title of your story on the first picture. If the title on the picture is difficult to read, go to **Effect** below the picture and select the **Washout** effect.



Figure 7

## 4. Narrate your Pictures

Narration in *Photo Story 3* is recorded one image at a time. This has some advantages and disadvantages, but it can work fine if you plan your story with this in mind.

To record narration, you will need a microphone connected to your computer. Click the microphone icon on the right side of the screen to test your microphone (Figure 8). If everything is working fine, click the circle with the red dot in it to record your narration for the current image. The **Preview** button will allow you to see and hear your results. If you wish to delete the narration, select the curved arrow button .

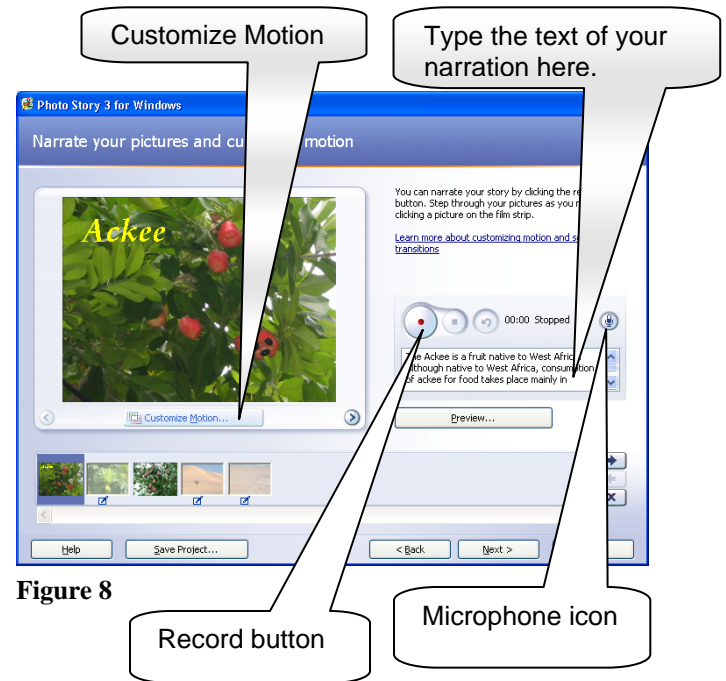


Figure 8

## 5. Customize Motion

When you have finished adding narration, you can prescribe the time for which the image is displayed and set the way you want the image to transition. To do this, select the **Customize Motion** button.

### *Prescribe Motion and Duration*

If you are new to this process and prefer to save time, you may want to use the default motion settings. After you click the **Customize Motion** button under the image, you can specify a **start** and **end** position for the movement across the image. Check the box at the top -- **Specify start and end position of motion** -- then resize the boxes which highlight the starting and ending image position.

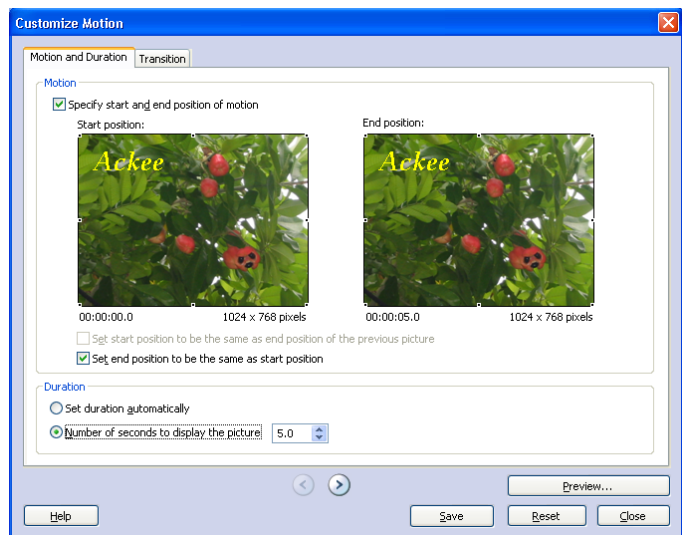


Figure 9

To create a zoom out effect, start with a small box and end with a large one. Reverse it to zoom in. If you want to pan across an image, keep the size of the box the same in each image and start on the left and end on the right side (or vice-versa). Click the Preview button to see what things will look like. You can also specify the length of time the image will be on the screen or allow the program to do this automatically (this is the default setting).

## Transitions

There are 48 transitions you can use in between your images. Examples include *Circle*, *Inwards* and *Cross Fade* (see Figure 10). By default, transitions are inserted between pictures in your story.

You can select the number of seconds a transition will display or you can let Photo Story set the duration automatically.

Point and click on a few of these transitions one at a time. Select the Preview button to observe the transition. Decide on one you will use for your picture.

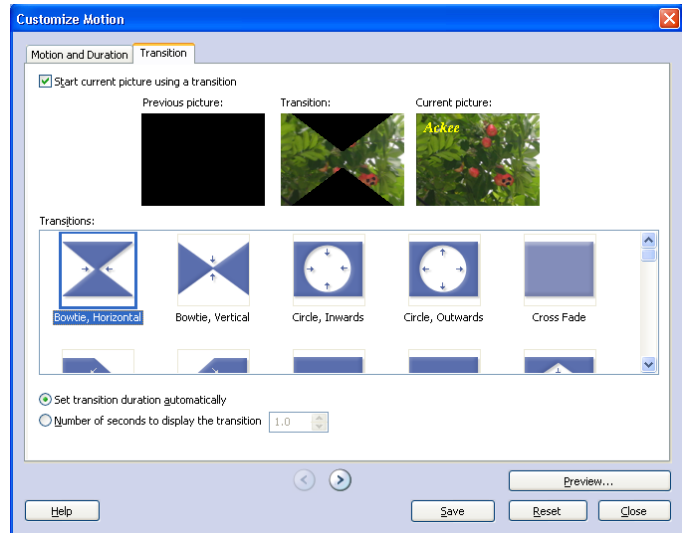


Figure 10

## 6. Add Background Music

The final step in the process is to add background music. You can add background music to one picture, a series of pictures or all pictures. To add background music, first, select the picture at the beginning of your story.

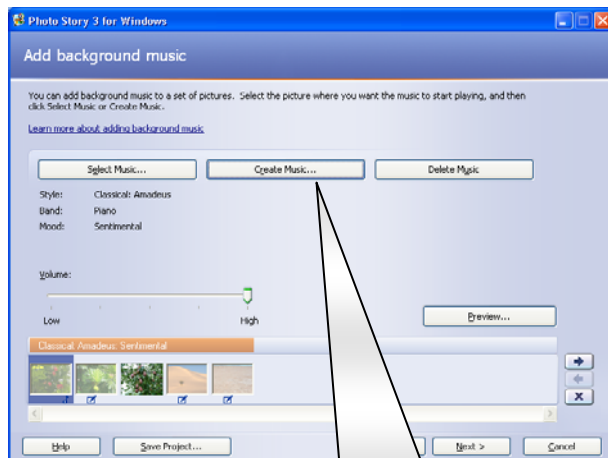


Figure 11

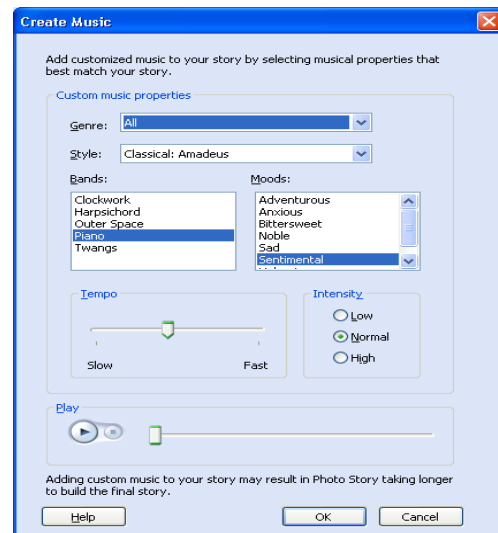


Figure 12

If you are making a digital story for the first time, you may want to just use the built-in music generator. To do this, select the **Create Music** button (Figure 11) to listen to and select a particular type of music from options such as Genre, Style, Bands, and Moods (Figure 12). Once you have made your selection, click **OK**. If you selected the first picture, the selected music will be exactly the length of your video and will playing from the first picture.

Suppose you wanted to change the music or have silence for the third and fourth pictures (Figure 13). Select the third picture and go to **Create Music** to select your music. If you want silence, go to **Style** and select *Silence* in the drop down menu.



Figure 13

To resume music playing for the fifth picture, select the fifth picture; go to **Create Music** to select your music.

You can use music that you have prepared and saved as an mp3 or a WMA file. If you import an mp3 or WMA file, remember that you may need to make some adjustments to the duration of your images to get your video and music to match up.

It's also important to note that if you have narration in your video, you will want to lower the volume of the music by sliding the volume control to the left.

Click the **Preview** button to check your results.

## 7. Save Your Story

When you are done, you can save your story in a variety of formats. For our purposes, use the **Save your story for playback on your computer** option.

Select **Browse** to specify the location and type the file name of your digital story. Select the folder you created in Step 1 to save your story. (Note. By default, the project for your story is saved in your **My Videos** folder.)

Select **Save Project** and save your project in the folder you created on the desktop.



Figure 14

***Congratulations! You have created a digital story.***

## Appendix 1 Storyboard Template

School: _____ Grade: _____ Name: _____ Date: _____ Storyboard Worksheet Title: _____ Curriculum Reference: _____				
Frame Number	The Narration	Description of Picture	Music	Transition
1		Blank Slide with text: 1. Title of Story 2. Author 3. © Year		
2				
3				
4				
5				
6				
7	Credits page Name and School Date			

## Appendix 2 Rubric to assess a digital story

Source: <http://digitalstorytelling.coe.uh.edu/pdfs/samplerubric.doc>

<b>CATEGORY</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
1. Purpose of Story	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
2. Point of View	The point of view is well developed and contributes to the overall meaning of the story.	The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.	The point of view is stated but no attempt is made to connect it to the overall meaning of the story.	The point of view is only hinted at, or is difficult to discern.
3. Dramatic Question	A meaningful dramatic question is asked and answered within the context of the story.	A dramatic question is asked but not clearly answered within the context of the story.	A dramatic question is hinted at but not clearly established within the context of the story.	Little or no attempt is made to pose a dramatic question or answer it.
4. Choice of Content	Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use contents to create an appropriate atmosphere/tone.
5. Clarity of Voice	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
6. Pacing of Narrative	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
7. Meaningful Audio Soundtrack	Music stirs a rich emotional response that matches the story line well. Images coordinated with the music.	Music stirs a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.	Music is ok, and not distracting, but it does not add much to the story. Not coordinated with images.	Music is distracting, inappropriate, OR was not used.
8. Quality of Images	Images create a distinct atmosphere or tone that matches different parts of the	Images create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere/tone but	Little or no attempt to use images to create an appropriate atmosphere/tone.

	story. The images may communicate symbolism and/or metaphors.	The images may communicate symbolism and/or metaphors.	it needed more work. Image choice is logical.	
9. Economy of Story Detail	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long	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.	The story needs extensive editing. It is too long or too short to be interesting.
10. Grammar and Language Usage	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.