# Rubric ‘The Story of Me’
Evidence of levels of performance

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<th>Criteria for assessment</th>
<th>Evidence of levels of performance</th>
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| **English, Thinking Processes**  
Ability to plan an electronic text | Designs a general question that does not allow for a clearly focused approach  
Selects a thinking tool to assist in planning  
Locates information and images which are not always relevant  
With assistance, creates a storyboard that makes some use of multimodal elements  
Writes a narrative script in which the viewpoint is not always focused but which attempts to communicate personal information | Designs an appropriate focus question which concentrates the story on a particular aspect of their life  
Selects and uses an appropriate thinking tool to assist in planning the story  
Locates and selects relevant information, including images and sounds, to use in the story  
Creates a storyboard which articulates the combination of multimodal elements such as sound, words and images  
Writes a narrative script that presents a clear, focused viewpoint, and communicates personal ideas, beliefs and values | Designs a significant question which narrows the focus of their story to a challenging aspect of their identity  
Selects and uses a thinking tool which is very effective in helping to plan the story  
Locates and judiciously selects sources which enhance the response to the topic question  
Creates a storyboard which skilfully synthesises multimodal elements and develops complex connections  
Writes a narrative script that offers a well-developed and clear focus and viewpoint, and communicates significant personal ideas, beliefs and values |
| **English**  
Ability to create an electronic text for a specific purpose and audience | Creates an electronic text that makes use of sound, words and images  
Uses voice to some effect in the voice-over narrative | Creates an effective electronic text which makes use of appropriate sound, words and images to communicate ideas and understandings to a specific audience  
Uses voice effectively and fluently in voice-over narrative, making appropriate use of pitch, volume, pauses and intonation | Creates an extremely effective electronic text which makes complex use of the interplay between multimodal elements to communicate significance understandings to a specific audience.  
Uses voice in the narrative voice-over in an engaging, dynamic and highly effective manner |
| **English, Thinking Processes**  
Ability to review and edit an electronic text | Reviews and edits some aspects of the electronic text | Reviews and edits all aspects of the electronic text during the process of creation to ensure use | The highly polished nature of the finished digital story indicates great care has been |
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<th>Text and evaluate the process involved in its creation</th>
<th>Uses a thinking tool to reflect on the process and evaluate learning and performance</th>
<th>of accurate English, both spoken and written, and effective use of sound and presentation of images</th>
<th>taken in reviewing and editing not only the technical aspects of the story, but also its intended effect on the specified audience</th>
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<td>Selects and uses an appropriate thinking tool to reflect on the process and to evaluate learning and performance</td>
<td>Selects and uses a highly appropriate thinking tool to show an ability to engage in considered reflection and significant evaluation</td>
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