



Students are required to come up with an idea for an animation geared towards senior elementary students. This animation should act as fun, informative, promotional video for PCHS. It can highlight one area of the school such as Art, Tech, Sports, Clubs, etc. Each student will be required to complete a detailed storyboard that must be approved by the teacher before log-ins to Go-Animate will be provided.

Animations are to be between 1-2 minutes in length.

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Presentation	Very well planned with a clear and clever introduction. Flow of animation makes it easy to follow.	Planned and runs fairly smooth. The delivery holds the audiences attention most of the time.	Some signs of planning. Delivery not smooth, but able to maintain interest of the audience most of the time.	Poor planning. Delivery not smooth and audience attention often lost.
Creativity	Animation shows a large amount of original thought. Ideas are creative & inventive. Animation enhances viewers understanding of the selected topic.	Animation shows some amount of original thought. Ideas are creative & inventive. Animation enhances viewers understanding of the selected topic.	Limited creativity or thought shown. The Animation does little to sell the school.	Ideas didn't seem to be in line with the topic and didn't help us fully understand your topic.
Animation Skills	Final animation is fun & interesting to watch. Use of characters, dialogue, and setting is a major component to the "awesomeness" of your project.	Final animation is well put together and could be viewed more than once. A few touch ups needed. Use of characters, dialogue, and setting enhance your project.	Final animation is more like a rough draft. Obvious errors present. Characters, dialogue, and setting were used but didn't maximize the potential of your project.	Final animation contains several errors or areas that need to be re-done. More and better use of characters, dialogue, and setting would have made your project much better.
Use of time	Student used all class time to the fullest. There was never a need to remind the student to get back on task. Evidence that student also worked on assignment outside of class.	Student used most class time to the fullest. Little need to remind the student to get back on task. Some evidence that student also worked on assignment outside of class.	The student had to be reminded to get back on task on several occasions. The student arrived late or missed class all together.	The student did not use class time to the fullest. Constant need to remind the student to get back on task. No evidence that student worked on assignment outside of class.

Notes: