**Voicing Your Own Cartoons Rubric**

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|  | Beginning (1) | Developing (2) | Proficient (3) | Mastery (4) |
| Criteria | Student shows a beginning level of understanding of the educational standard/ learning goal | Student shows a developing level of understanding of the educational standard/ learning gaol | Student achieves the educational standard/ learning goal | Student goes above and beyond application of the educational standard/ learning goal |
| Character Consistency | Student is starting to exhibit character development. | ….and somewhat consistently portraying a character | ...and effectively portrays a character consistently throughout their performance. | ...and gives depth to their character throughout their performance |
| Vocal Expression | Student is starting to portray pitch, tone, and rate in their cartoons, though it is not consistent or long-lasting.  | ...and is somewhat consistently portraying pitch, tone, and rate in their cartoons to give more depth to their character.  | ...and effectively portrays pitch, tone, and rate to sufficiently portray character.  | ...and effectively uses emphasis or exaggeration to give meaning to the words they say.  |
| Projection/ Diction | Student is starting to use projection and diction in their performance, though there are several places where the audience can’t hear or understand them.  | ...and is somewhat consistently using projection and diction.  | ...and uses projection and diction throughout their performance to be heard and understood effectively. | ...and enunciates their words (with emphasis or exaggeration on some words) to make them heard and give them more meaning.  |
| Plot | Student has some story elements present, though it is not complete. | ...and has the majority of the elements present, though they are not within the 2-4 minute limit. | ...and effectively tells a complete story with a beginning, middle, and end. | ...and shows the character’s experience in the story within the 2-4 minute limit. |