Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

History Through Film

Essay Scoring Guide

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|  | **Level 4 (40-50)** | **Level 3 (35-39)** | **Level 2 (30-34)** | **Level 1 (25-29)** | **Student Assessment** | **Teacher Assessment** |
| **Thinking/Inquiry**  - Ability to research, question and reflect upon the film | making excellent use of historical evidence | making considerable use of historical evidence | Lacking a varied use of historical evidence and documentary support | making little use of historical evidence |  |  |
| **Knowledge**  - Knowledge & Understanding of film/book and the Time Period & Events within which it is set. | clearly explaining the relationship between the film’s portrayal of the past and the historical record | explaining the relationship between the film’s portrayal of the past and the historical record | making some effort to explain the relationship between the film’s portrayal of the past and historical record | making a limited effort to explain the relationship between the film’s portrayal of the past and historical record |  |  |
| **Communication**  -Volume, language, fluency and physical expression  - Creativity, engages the audience  - Organization | begins with a clear intro. that sets the historical scene  providing clear descriptions of segments and their relation to history in a highly effective essay style  ending with a clear and effective conclusion, summing up the evidence | begins with an intro. the sets the historical scene  providing descriptions of segments and their relation to history in an effective essay style  ending with a clear conclusion, summing up the evidence | begins with an intro. that attempts to set the historical scene  providing descriptions of segments and their relation to history in a satisfactory essay style  ending with a conclusion and attempts to sum up the evidence | Begins with an intro that does not set the historical scene  providing clear descriptions segments and their relation to history in a poor essay style  ending with a conclusion and makes little attempt to sum up the evidence |  |  |
| **Conventions**  - Sentence formation, usage, and mechanics (citations, punctuation, spelling, capitalization, and paragraph breaks) | sentences are extensively varied, clear, and effective in all parts of your paper  all elements of usage were consistently correct (subject-verb agreement, standard word forms, pronoun-antecedent agreement, tense)  All elements of mechanics were consistently correct (citation of original sources, internal punctuation, spelling, capitalization, paragraph breaks).  very few errors | sentences are varied, clear and generally effective  most elements of usage and mechanics were consistently correct  few errors | simple sentences were correct, but there were frequent fragments and run-ons  contained a mixture of correct and incorrect usage and mechanics  some errors interfered with the reader’s understanding of ideas | sentences were incorrect, inappropriate, or unclear  usage and mechanics were incorrect, inappropriate, or unclear  contained severe errors that prevented the reader from understanding ideas |  |  |
|  |  |  |  |  | **Total:**  **/200** | **Total:**  **/200** |

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| Student Comments: |
| Teacher Comments: |