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 sceneproviding clear descriptions of segments and their relation to history in a highly effective essay styleending with a clear and effective conclusion, summing up the evidence | begins with an intro. the sets the historical sceneproviding descriptions of segments and their relation to history in an effective essay styleending with a clear conclusion, summing up the evidence | begins with an intro. that attempts to set the historical sceneproviding descriptions of segments and their relation to history in a satisfactory essay styleending with a conclusion and attempts to sum up the evidence | Begins with an intro that does not set the historical sceneproviding clear descriptions segments and their relation to history in a poor essay styleending 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 paperall 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 effectivemost elements of usage and mechanics were consistently correctfew errors  | simple sentences were correct, but there were frequent fragments and run-ons contained a mixture of correct and incorrect usage and mechanicssome errors interfered with the reader’s understanding of ideas | sentences were incorrect, inappropriate, or unclearusage and mechanics were incorrect, inappropriate, or unclearcontained severe errors that prevented the reader from understanding ideas |  |  |
|  |  |  |  |  | **Total:****/200** | **Total:****/200** |

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| Student Comments: |
| Teacher Comments: |