

June, 2009 Writing Rubric – Film Studies Addendum. Final Draft 6/4/10

Learning Objectives	Scoring Scale 4 highest	Scoring Scale 3 middle high	Scoring Scale 2 middle low	Scoring Scale 1 lowest
Title and Introduction	Awakens and focuses interest on the writer’s agenda. Compelling.	Clear and focused. Establishes its subject. May be compelling, but may miss opportunities.	Problems with clarity or focus.	Does not attempt to generate interest. Serious problems with clarity or focus.
Audience Awareness	The writer is fully aware of an audience and accommodates readers’ needs throughout.	The writer is aware of an audience and sometimes accommodates readers’ needs.	The writer is aware of, but not clear about, audience. The essay is occasionally confusing.	The writer is not aware of audience needs. The essay is frequently confusing
Thesis or Research Question	The writer formulates an elegant, ambitious argument or question which governs the evidence and analysis throughout.	The thesis / question is clear and arguable, even interesting, and governs the evidence throughout.	The thesis/question is not entirely clear or is not arguable or does not govern the evidence throughout	The thesis/question is difficult or impossible to identify, and the purpose of the essay is unclear.
Use of Key Terms	The writer establishes, and defines where necessary, the key terms of the argument. Key terms are used with confidence and sophistication.	Key terms are established and defined. Use of key terms lacks either confidence or sophistication	Key terms are established but not consistently used or not clearly defined.	Key terms are not established, or they are unclear or inappropriate.

Information and Evidence	The writer selects persuasive, interesting, and insightful information to contextualize and inform the argument. Sources are cited appropriately. When necessary, evidence counter to the argument is effectively addressed	Sufficient and appropriate persuasive information informs and contextualizes the argument. Sources are appropriately cited. Ineffective counter argument.	Information informing and contextualizing the argument is sometimes insufficient or unpersuasive for the argument. Sources are sometimes inappropriately cited. No counter argument	Information informing and contextualizing the argument is rarely sufficient or persuasive for the argument. Sources are generally inappropriately cited or not cited.
Structure	Elegantly organized with respect to both the whole essay and the continuity of paragraphs. Accommodates the complexity of the argument imaginatively.	Well organized throughout but without either elegance or complexity. It accommodates the argument satisfactorily.	Well organized on the whole but occasionally needing work on individual paragraphs or continuity. It accommodates the argument.	Organization is haphazard and the argument is difficult to follow. Paragraphs and continuity need work.
Analysis and Interpretation	The writer always analyzes the evidence in support of the argument. Interpretation is insightful and persuasive, and displays extraordinary depth of thought.. May pose original ideas.	The writer usually analyzes the evidence in support of the argument. Interpretation is persuasive and occasionally insightful.	The writer sometimes analyzes the evidence in support of the argument. Interpretation is sometimes persuasive but rarely insightful.	The writer rarely analyzes the evidence in support of the argument. Interpretation may be implausible.

Mechanics	The writer demonstrates a wide range of vocabulary and sentence structures. Few or no errors.	The writer demonstrates some range of vocabulary and sentence structures. Some errors.	The writer demonstrates a limited range of vocabulary and sentence structures. Frequent errors when attempting complexity.	Persistent errors with simple vocabulary and sentence structures.
Voice and Style	The writer sustains an appropriate and interesting voice. The essay is complex and handled with sophistication throughout.	The writer sustains an appropriate voice and is occasionally interesting. The essay is handled with clarity and purpose, and occasional sophistication.	The writer's voice is occasionally inappropriate or lacking confidence. The essay is handled without sophistication.	The writer is unable to sustain an appropriate voice. The essay may be potentially interesting but is handled without clarity or purpose.
Conclusion	The conclusion answers all questions with insight. It continues to stimulate the reader's thinking and may suggest questions for further research.	The conclusion answers all questions satisfactorily and may suggest questions for further research.	The conclusion answers most questions, but may be unclear or incomplete.	The essay ends without concluding.

Discipline Forms & Vocabulary	Uses discipline forms &/or vocabulary with confidence & sophistication.	Uses discipline forms &/or vocabulary regularly, but lacks confidence & sophistication. Sometimes the terms are used incorrectly.	Understands discipline forms &/or vocabulary, & uses them occasionally, but fails to incorporate them fluently into their text.	Discipline forms &/or vocabulary is poorly understood and/or used incorrectly
Discipline Tradition: Exemplary Texts & Scholars	Selects persuasive, interesting, and insightful elements of the disciplinary tradition to contextualize and inform the argument. Sources are cited appropriately. When necessary, evidence counter to the argument is effectively addressed	Selects elements of disciplinary tradition to inform and contextualize the argument. Sources are appropriately cited. Ineffective counter argument.	References to disciplinary tradition often uncertain or unpersuasive for the argument. Sources are sometimes inappropriately cited. No counter argument	Little or no references to the disciplinary tradition. Sources are generally inappropriately cited or not cited
Visual, Quantitative & Extra Textual Evidence, Including Precise Descriptions of Film Sequences	Selects persuasive, interesting, and insightful visual, quantitative &/or extra textual evidence to contextualize and inform the argument. Sources are cited appropriately. When necessary, evidence counter to the argument is	Selects elements of visual, quantitative &/or extra textual evidence to inform and contextualize the argument. Sources are appropriately cited. Ineffective counter argument.	References to visual, quantitative &/or extra textual evidence is often uncertain or unpersuasive for the argument. Sources are sometimes inappropriately cited. No counter argument	Little or no references to visual, quantitative &/or extra textual evidence. Sources are generally inappropriately cited or not cited

	effectively addressed			
Consciousness of Competing Critical Methods/Perspectives	Acknowledges critical perspective on subject displaying awareness of alternative methods. Interpretation is insightful and persuasive, and displays thoughtful, sensitive application of method.	Adapts critical perspective on subject but displays little awareness of alternative methods. Interpretation is persuasive and occasionally insightful.	Employs critical perspective with limited facility or understanding. Interpretation may be persuasive but rarely insightful.	Displays little or no understanding of critical methods. Interpretation is weak lacking in insight.
Contextualizing Texts	The text is placed within a provocative context which facilitates greater understanding and promotes insightful analysis & interpretation	The text is placed in a typical context which establishes a common foundation for understanding.	The text is placed in a context which is poorly established and fails to provide a proper foundation for understanding.	No context is suggested for the text even though proper context would be useful.

Student # _____ Paper Date/ Assignment _____
Date Reviewed _____ Reviewed by _____