

This rubric lists criteria but does not yet communicate what might distinguish between A - C- or failing levels.

Dr. Goody Memo Holistic Rubric (Draft)

<p>Memo Includes</p> <p>Gateway requirement; missing any of these components results in automatic failure for the assignment</p>	<p>YES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heading Segment <input type="checkbox"/> Opening Segment <input type="checkbox"/> Body <input type="checkbox"/> Summary Segment/Conclusion <input type="checkbox"/> Annotated Bibliography of Historical Sources <input type="checkbox"/> Bibliography of Works Consulted and Cited 	<p>NO:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heading Segment <input type="checkbox"/> Opening Segment <input type="checkbox"/> Body <input type="checkbox"/> Summary Segment/Conclusion <input type="checkbox"/> Annotated Bibliography of Historical Sources <input type="checkbox"/> Bibliography of Works Consulted and Cited
<p>Opening Segment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines the nature of the task in a tone that is informed, articulate, professional <input type="checkbox"/> criteria shows an appreciation for the rhetorical audience concerns about using a film as part of a Holocaust unit for 11th and 12th graders <input type="checkbox"/> Memo author is synthesizing course content to write an informative opening segment <input type="checkbox"/> Opening segment offers a thesis that summarizes recommendation to Dr. Goody. <input type="checkbox"/> Provides essential information about the film. 	
<p>Body Analysis and reflection of filmmakers' claims to history</p>	<ul style="list-style-type: none"> <input type="checkbox"/> corroborated with at least <u>three</u> different source examples leaving little doubt that student has uncovered a range of opinions <input type="checkbox"/> Claims are substantiated with examples and analysis 	
<p>Body Analysis of Film's message or lesson</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly articulates at least one message/lesson that is representative of the film <input type="checkbox"/> Provides examples to illustrate (examples from films and textual discussion of messages/lessons) 	
<p>Body Insight about film's quality from reading professional reviews</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Portrays the balance of opinions in revealing important themes or patterns in the reviews (if, of course, a range of opinions exist) <input type="checkbox"/> Evaluates the plausibility of the reviews by comparing with the film <input type="checkbox"/> Discusses at least three reviewers claims 	
<p>Summary Segment/Conclusion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation concludes with a recommendation that restates main points <input type="checkbox"/> Evaluation considers the limits and possibilities of the film to help high school students learn about some aspect of the Holocaust. 	
<p>Annotated Bibliography of Historical Sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follows guidelines from Writing Manual and sample of Dr. Goody Memo <input type="checkbox"/> Listed alphabetically by last name, first name. <input type="checkbox"/> Sources are useful, relevant to the subject <input type="checkbox"/> Annotation helps the teacher ponder if the source will be useful, relevant to goals of using the film. <input type="checkbox"/> Citations provide all essential data that enables Dr. Goody or teachers to locate materials. <input type="checkbox"/> If there are websites, includes link and date when link was accessed. 	
<p>Bibliography of Works consulted and Cited</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All works consulted are cited with the essential information that enables Dr. Goody or teachers to locate materials. <input type="checkbox"/> Listed alphabetically by last name, first name. <input type="checkbox"/> If there are websites, includes link and date when link was accessed. 	

Composition

Composition	A to B+	B and C level work	D and F level work
Standard Written English	Always effective or errors could be chalked up to typos, not a pattern	Causes the reader to struggle or moments of confusion; errors suggests a pattern that writer needs to address	Interferes with clarity and becomes a chore to read
Room to improve: <input type="checkbox"/> limit use of first person <input type="checkbox"/> fix verb tense <input type="checkbox"/> fix punctuation (commas; semicolon; colon; possessive case) <input type="checkbox"/> improve word choice <input type="checkbox"/> fix word usage <input type="checkbox"/> reduce wordiness <input type="checkbox"/> pronouns with clear antecedents <input type="checkbox"/> fix spelling errors; follow rules of capitalization <input type="checkbox"/> fix sentence segues <input type="checkbox"/> fix paragraph topic sentences <input type="checkbox"/> fix paragraph transitions <input type="checkbox"/> fix paragraph breaking or organization within paragraphs <input type="checkbox"/> italicize book, film, journal, magazine, newspaper titles <input type="checkbox"/> use first and last name on first reference to authors, directors, actors, etc when known			
Citation of Sources (summarized and paraphrased ideas and verbatim passages must be cited)	___ Uses footnotes when citing ___ Verbatim passages are in quotations marks ___ Authentic paraphrasing ___ No detectable plagiarism		___ Fails to cite summarized sources ___ Fails to cite but uses quotation marks around verbatim passages ___ Inauthentic paraphrasing ___ Plagiarism
Professional Appearance	Clean copy quality suggests student took time to proofread and edit	Take more time to proofread	Did you proofread? Or "one and done"!
Reader experience	Flow between sentences and paragraphs, paragraph topic sentences and transitions stay focus on film recommendations, logical paragraph breaks, coherent, pleasant experience, articulate, creative, not verbose	Reader might struggle a bit with an occasional jump in logic between sentences or paragraphs, get confused because an isolated word or passage lacks clarity, word order or passive voice makes sentences difficult to follow, yet reader will be able to decide if s/he wants to watch the movie	Difficult to follow because goals never clarified, report or describes but does not evaluating or analyzing poorly organized, goal of paragraphs unclear, lacks flow, weak vocabulary, punctuation errors that interfere with meaning, cumbersome word order or passive voice makes it a chore to read
<input type="checkbox"/> Student appreciates complexity of the course content; <input type="checkbox"/> that no film can be historically accurate; <input type="checkbox"/> that film has the ability to shape collective memory; <input type="checkbox"/> that when a film is used in an educational setting, then its use by teachers carries a responsibility; <input type="checkbox"/> that film has limits and possibilities to reach audiences in ways that text cannot; <input type="checkbox"/> that when student discusses the film, you get the impression that they understand the subject matter in the film (e.g. use historical terminology correctly).			