Gender Studies: Film Critique Essay Rubric

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| **Content and Focus** | * Exceptionally clear, focused, interesting thesis. * Strong, rich supporting details and examples that prove thesis. * A meaningful conclusion explaining the importance of the research and how it can be used. | * Clear thesis which maintains a consistent focus from beginning to end. * Specific supporting details are present. * A clear conclusion as to why the research is important. | * Contains thesis but with inconsistent focus. * Generalized supporting details that prove thesis. * Conclusion tends to summarize research. | * Thesis statement lacks   clarity and focus. * Inadequate or missing supporting details. * Missing a summarizing conclusion |
| **Organization** | * Strong introduction and   conclusion. * Consistent and coherent logical progression. * Uses clear and skillful transitions. | * Clear introduction and   conclusion.   * Illustrates some consistency and   shows some logical   progression.   * Uses clear transitions. | * Introduction and conclusion is present but not clear * Show some attempt of   consistency and order.  Paper shows attempt of  transitions between paragraphs. | * Unable to clearly identify   introduction and conclusion.   * Lack of consistency and order. * Paper shows little or no   attempt of transitions   between paragraphs. |
| **Style** | * + Written in formal language (avoids slang completely).   + Elaborate and colorful language.   + Consistently strong and varied sentence structure.   + Direct quotes support student’s ideas.   + Paper written in student’s own words. | * + Majority of paper written in formal language.   + Language appropriate to topic.   + Words convey intended message.   + Direct quotes support student’s ideas.   + Majority of paper written in student’s own words. | * + Some use of formal language recognized; informal language is dominant.   + Most language is appropriate to topic.   + Able to get vague idea   of message.   + Some parts of paper written in student’s own words. | * + Paper frequently uses informal language. * Language is not appropriate to topic. * Message is unclear. * Majority of paper is plagiarized. |
| **Application of Theory** | * + Clearly cites theorists & theorists’ works when using their ideas   + Includes 3 feminist theorists from class   + Analyzes 3+ axes of identity (race, class, gender, sexuality…)   + Correctly utilizes a variety of feminist vocabulary | * + When using a theorists’ idea, usually cites author & written work   + Includes 2 feminist theorists from class   + Analyzes 2 axes of identity (race, class, gender, sexuality…) * Correctly utilizes some feminist vocabulary | * + Uses theorists’ ideas, but does not cite author or written work   + Includes 1 feminist theorist from class   + Only analyzes gender (no other axis of identity) * Includes 1-2 feminist vocabulary words, but may be incorrectly used | * Does not use theorists’ ideas from class at all * Does not analyze any parts of main character’s identity * No feminist vocabulary used |
| **Conventions** | Superior editing. Rarely makes errors in the following areas:   * Spelling and mechanics. * Correct usage and grammar. | Careful editing. Makes few errors in the following areas:   * Spelling and mechanics * Correct usage and grammar | Some evidence of editing:   * Extensive spelling and   grammatical errors. | Poor editing:   * Spelling and grammatical errors make it difficult to read paper. |