Gender Studies: Film Critique Essay Rubric

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|  | 4 | 3 | 2 | 1 |
| **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
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| **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.
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| **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.
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| **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
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| **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.
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