

White Rose Student Research Contest – Assessment Rubric for Documentary

Student Name/Entry # _____

CATEGORY	EXEMPLARY 4 POINTS	PROFICIENT 3 POINTS	DEVELOPING 2 POINTS	NOVICE 1 POINT	NOT EVIDENT 0 POINTS	SCORING COLUMN
QUALITY OF HISTORICAL DOCUMENTARY						
HISTORICAL ACCURACY x 3	Historical information is consistently accurate, credible, and without critical omissions.	Historical information is mostly accurate, credible, and without critical omissions.	Historical information is somewhat accurate, credible, and without critical omissions.	Historical information has limited accuracy, credibility, or omissions that impede understanding.		x 3 (12)
HISTORICAL CONTEXT	When evaluating actions and decisions taken by other people, the documentarian consistently demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the documentarian mostly demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the documentarian sometimes demonstrates historical rather than ahistorical* thinking.	When evaluating actions and decisions taken by other people, the documentarian rarely demonstrates historical rather than ahistorical* thinking.		
THESIS/ HISTORICAL ARGUMENT	Thesis is clearly stated and consistently supported by analysis and evidence.	Thesis is discernable and mostly supported by analysis and evidence.	Thesis is suggested and somewhat supported by analysis or evidence.	Thesis is vague and supported by minimal analysis or evidence.		
THEME & CONTENT (7-10 minutes total run time)	Documentary's theme is consistently clear and comprehensively addresses all components of the contest topic.	Documentary's theme is adequately clear and addresses all components of the contest topic.	Documentary's theme is somewhat clear and addresses some components of the contest topic.	Documentary's theme has minimal clarity and loose connection to the contest topic.		
SUPPORTING EVIDENCE FROM SOURCES	Three or more sources provided by MCHE <u>and</u> two or more sources <u>not</u> provided by MCHE have been effectively used to support the documentarian's thesis about the contest topic.	Three sources provided by MCHE <u>and</u> two sources <u>not</u> provided by MCHE have been adequately well used to support the documentarian's thesis about the contest topic.	Two sources provided by MCHE <u>and</u> two sources <u>not</u> provided by MCHE have been moderately well used to support the documentarian's thesis about the contest topic.	Documentarian attempted to support their thesis about the contest topic with at least one source provided by MCHE <u>and</u> at least one source <u>not</u> provided by MCHE.		
IMAGES & SOUND	The documentarian makes excellent use of images and sound to support their thesis and the contest theme.	The documentarian makes effective use of images and sound to support their thesis and the contest theme.	The documentarian makes inconsistently effective use of images and sound to support their thesis and the contest theme.	The documentarian makes ineffective use of images and sound to support their thesis and the contest theme.		
REFLECTION (2 minutes of total length)	The reflection portion of the documentary demonstrates personal insight as well as critical thinking about all portions of the prompt.	The reflection portion of the documentary attempts personal insight as well as critical thinking about all portions of the prompt.	The reflection portion of the documentary attempts critical thinking about portions of the prompt.	The reflection portion of the documentary addresses portions of the prompt.		
SUB-TOTAL FOR SIDE ONE (36 POINTS POSSIBLE)						

*ahistorical thinking – judging a person's decisions or actions by the information that you have now rather than the information that they had at the place and the time when they made the decision or chose the action

CATEGORY	EXEMPLARY 4 POINTS	PROFICIENT 3 POINTS	DEVELOPING 2 POINTS	NOVICE 1 POINT	NOT EVIDENT 0 POINTS	SCORING COLUMN
QUALITY OF PROCESS PAPER						
MEETS CRITERIA	The author comprehensively but succinctly describes how they conducted their research and created an original documentary. The paper answers the four required questions without quotes, images, or captions.	The author adequately describes how they conducted their research and created an original documentary. The paper answers the four required questions without quotes, images, or captions.	The author describes how they conducted their research and created a documentary but details are lacking. The paper does not answer all four of the required questions or uses quotes, images, or captions.	The author provides limited details about how they conducted their research and created a documentary. The paper answers few of the four required questions or uses quotes, images, or captions.		
WORKS CITED PAGE	--Citations are accurately and consistently written in a commonly used academic style such as MLA, APA or CMOS. --Only sources cited in the documentary should appear on the Works Cited.	--Citations are mostly accurate and consistently written in a commonly used academic style such as MLA, APA, or CMOS. --Sources cited in the documentary appear on the Works Cited.	--Citations are sometimes inaccurate but mostly consistent in style. It is possible to determine the academic style used. --Sources cited in the documentary should appear on the Works Cited. Sources may be missing or added.	--Citations are often inaccurate or inconsistently written. It is difficult to determine the academic style chosen to credit sources. --The Works Cited is inaccurate, incomplete, or a Bibliography has been substituted.		
GRAMMAR & MECHANICS	Text is consistently clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is mostly clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text is somewhat clear, concise, free of grammatical or mechanical errors, and appropriate to the topic.	Text contains major grammatical or mechanical errors that impede understanding. Text is inappropriate to the topic.		
TOTAL RANK: SIDE ONE + SIDE TWO =				SUB-TOTAL FOR SIDE TWO (12 POINTS POSSIBLE)		
/ 48 ENTRY # _____						

STUDENT / TEACHER CHECKLIST:

<ul style="list-style-type: none"> <input type="checkbox"/> The process paper should answer these four questions: <ul style="list-style-type: none"> <input type="checkbox"/> How did you choose your topic and how does it relate to this year's theme? <input type="checkbox"/> How did you conduct your research? <input type="checkbox"/> How did you create your project? <input type="checkbox"/> What is your historical argument (thesis)? <input type="checkbox"/> The documentary should have a title relevant to its thesis. "White Rose Documentary" and the like are not appropriate titles. <input type="checkbox"/> The title of the documentary along with page numbers are permitted in the headers of the process paper. No other identifying information should appear (i.e. student, teacher, or school name; grade level). 	<ul style="list-style-type: none"> <input type="checkbox"/> The process paper should not include quotes, images, or captions. <input type="checkbox"/> The paper—excluding the Works Cited—may not exceed 500 words. <input type="checkbox"/> The Works Cited page is included as the last page. It lists—in alphabetical order—<u>all</u> and <u>only</u> the sources cited within the paper. MLA, APA, or CMOS formatting should be consistently used. <input type="checkbox"/> Ask yourself, "Will this documentary be interesting to my viewer?" You had to create one, but your teacher and the judges must watch many. Will yours stand out for positive reasons?
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