

Audiovisual Essay Grading Rubric – FTVM 150

Criteria	Excellent	Adequate	Needs Significant Work	Score
Central argument 30 points	<p>Has a specific thesis that is contestable, which is clearly stated from the start and remains the focus of the essay. It should move beyond how it sets up the film’s story and main characters; paying particular attention to how it engages with thematics and/or highlights other kinds of patterns/relationships</p> <p style="text-align: center;"><i>(27-30 points)</i></p>	<p>Has a specific thesis that is contestable, which is clearly stated from the start, but the essay does not connect to it consistently. The essay occasionally misses the mark in terms of considering what would be interesting implications of the thesis, or occasionally digresses into summary.</p> <p style="text-align: center;"><i>(23-26 points)</i></p>	<p>Thesis is implied or not specific enough, and the essay does not connect back to it.</p> <p style="text-align: center;"><i>(16-22 points)</i></p>	
Analysis/Effective Use of Evidence/ Audiovisual Form 30 points	<p>The essay demonstrates proper application, and understanding of, relevant terms and techniques. It also uses well-chosen examples from the film(s), and uses the proper terms to conduct an analysis that connects to the thesis.</p> <p>The audiovisual construction of the video and manipulation of the clips is necessary for the success of the argument; whether by supplying unique evidence or in the structure of the essay. (i.e. the creator must consider ideas of image, voice, pacing, text, sound, music, montage, rhythm, etc.)</p> <p style="text-align: center;"><i>(27-30 points)</i></p>	<p>The essay uses relevant terms correctly, but sometimes results in analysis that does not adequately and/or directly support the thesis.</p> <p>The audiovisual construction of the essay and the manipulation of clips helps to support the argument, but only minimally. The essay could take written form with only some minor consequences.</p> <p style="text-align: center;"><i>(23-26 points)</i></p>	<p>The terms are not applied correctly, or not used enough, resulting in a lack of evidence or evidence that does not adequately support the thesis.</p> <p>The audiovisual construction of the essay and the manipulation of clips does not support the argument. The essay could be made in written form with no consequences at all.</p> <p style="text-align: center;"><i>(16-22 points)</i></p>	

<p>Organization and Development 30 points</p>	<p>The narration and editing structure advance the central thesis, with effective transitions and detailed development, aided by the use of editing and other image manipulation.</p> <p>The narration is audible, precise, has a professional tone, and is clearly comprehensible.</p> <p><i>(27-30 points)</i></p>	<p>The structure is mostly unified, developed, and adequately employs topic sentences and transitions, but the narration, editing, and/or clip choices do not relate effectively</p> <p>The narration is occasionally hard to follow, lacks focus, and/or a professional tone.</p> <p><i>(23-26 points)</i></p>	<p>The structure is disorganized, repetitive, or inconsistent in using topic sentences and transitions.</p> <p>The narration is inaudible, imprecise, and/or unprofessional.</p> <p><i>(16-22 points)</i></p>	
<p>Mechanics 10 points</p>	<p>Excellent word choice, sentence structure, and use of moving images. Meets or surpasses (while still being compatible with) the technical standards specified by ISS.</p> <p><i>(9-10 points)</i></p>	<p>Mistakes in word choice and/or sentence structure, although these errors do not significantly impede the overall point. Meets ISS standards of ISS, but has poor resolution and/or sound quality.</p> <p><i>(6-8 points)</i></p>	<p>Multiple mistakes in grammar, word choice, and sentence structure that hamper its overall effectiveness. Does not meet technical standards established by ISS.</p> <p><i>(3-5 points)</i></p>	

Rubric created by Vincent Longo, Dept. Film, Television, and Media, University of Michigan.

This resource was adapted from a rubric created by Laura Schram and Naomi Silver, Center for Research on Learning and Teaching and Sweetland Center for Writing. The original is available here: https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/teachingresources/GivingFeedbackonStudentWriting/Sample_GridRubric.pdf