

## DRAFT – Documentry Analytical Scoring Guide - DRAFT

		5 - Exemplar	4 Not Quite	3 - Developed	2 Not Quite	1 - Limited	0	
Part I: Content Communication	Preparation Process	a. <b>Complex, focused topic</b> with essential question(s) selected and shaped by author(s) b. Purpose and audience <b>explicit</b> c. Primary sources used definitely <b>abundant</b> (at least 12+), varied and relevant d. <b>Extensive preparation tasks</b> completed (e.g. <i>in-depth research, note-taking, mind mapping, scripting, story boarding, image/sound lists etc.</i> ) e. Collaboratively <b>self-managed</b> teams demonstrated shared leadership of tasks / group management / problem-solving <b>with little intervention</b> needed to complete quality tasks while working well with other members		a. <b>Complex, focused topic</b> with essential question(s) selected by teacher b. Purpose and audience <b>implied</b> c. Primary sources used varied, <b>mostly relevant but limited</b> in number d. <b>Limited</b> preparation tasks completed e. Collaboration (AKA Cooperative Groups) <b>formally structured</b> for team through assigned individual responsibilities – <b>some team intervention needed</b> to complete quality tasks and work well with other members		a. <b>Topic simplistic</b> , unfocused or missing essential question(s) b. Purpose and audience <b>unclear or missing</b> c. Primary sources used weak, <b>lacking</b> in variety, relevancy and/ or communication <b>too dependent on secondary sources</b> d. Significant preparation tasks <b>missing or weak</b> e. Collaboration and/or Cooperative skills missing or weak - team <b>consistently needed intervention</b> to complete their tasks and work with other members		___ X 4 pts = ___
	Content Knowledge	a. <b>Fair and balanced multiple points-of-view</b> unfolded understanding of the depth and complexity of the topic b. Insightful & logical perspectives <b>abundantly supported</b> with detailed primary source evidence c. Strong evidence of author’s understanding, original, critical thinking, going beyond existing information while incorporating an <b>explicit reflective connection</b> of self, community or humanity to the topic d. Information vivid, revealing and accurate details – <b>comes alive!</b> e. Evidence of <b>genuine</b> learning – others find message from this product <b>useful and beneficial</b>		a. <b>At least two points-of-view</b> unfolded understanding of the topic b. Perspectives adequately supported with <b>mostly detailed</b> primary source evidence c. Adequate evidence of author’s critical thinking with an <b>implied reflective connection</b> of self, community or humanity to the topic d. Information basically accurate and <b>interesting</b> . e. Evidence of <b>learning for author</b> but not developed as useful / beneficial for others		a. <b>Only one perspective developed</b> – topic presented as too simplistic or superficial b. Limited, generalized or missing support for points of view – <b>too dependent on secondary sources</b> c. Evidence lacking or missing of author’s understanding and critical thinking – mostly repeating existing information (summary report) with <b>no personal connections</b> made. d. Information needed to understand topic <b>seriously lacking or missing</b> e. New learning for author <b>not evident</b> – also not developed as useful / beneficial for others		___ X 4 pts = ___
	Format / Structure	a. Highly effective and memorable <b>“hook”</b> used for introduction b. Overall structure <b>naturally flows</b> as a well-economized, coherent & organized piece c. Highly <b>compelling</b> conclusion d. Author’s personal style compelling and riveting – <b>showing not telling</b> e. Sources <b>thoroughly</b> documented and credited		a. Introduction <b>developed</b> b. Overall structure organized, coherent but economizing or natural flow <b>not consistently sustained</b> c. Conclusion <b>developed</b> d. Author’s personal style clear and present – <b>less showing than telling</b> e. Sources <b>mostly</b> documented and credited		a. <b>Ineffective or missing</b> introduction b. Overall structure <b>lacking or missing</b> organization, economizing, or natural flow c. Conclusion <b>weak or missing</b> d. Author’s style weak or missing – <b>mostly telling</b> e. Documentation and credits for sources <b>weak or missing</b>		___ X 2 pts = ___

