

Film Review Assessment Rubric

| Learning Component/Focus | Minimal | Partial | Sound | High | Outstanding |
|--|--|---|--|--|--|
| Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences. (ACELA 1571)Language | A limited ability to make distinctions in vocabulary choices for a particular audience. Showing a limited understanding of language for a specific text type | An ability to make distinctions in vocabulary choices for a particular audience. Showing some understanding of language for a specific text type | An sound ability to make distinctions in vocabulary choices for a particular audience. Clearly showing a understanding of language for a specific text type | An insightful ability to make distinctions in vocabulary choices for a particular audience. Clearly showing a understanding of language for a specific text type. | Outstanding ability to make distinctions in vocabulary choices for a particular audience. Clearly showing a insightful understanding of language for a specific text type. |
| Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)Language | A limited ability to evaluate the impact on audiences of the different choices that film directors have made in the use of film elements to represent their ideas about particular issues. | An ability to evaluate the impact on audiences of the different choices that film directors have made in the use of film elements to represent their ideas about particular issues. | A sound ability to evaluate the impact on audiences of the different choices that film directors have made in the use of film elements to represent their ideas about particular issues. | An insightful ability to evaluate the impact on audiences of the different choices that film directors have made in the use of film elements to represent their ideas about particular issues. | Outstanding ability to evaluate the impact on audiences of the different choices that film directors have made in the use of film elements to represent their ideas about particular issues. |
| Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choice. (ACELY1749)Literacy | A limited ability to analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choice. | An ability to analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choice. | A sound ability to analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choice. | An insightful ability to analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choice. | Outstanding ability to analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, through language, structural and/or visual choice. |

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|---|--|--|---|---|---|
| Identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage. (ACELY 1750)Literacy | A limited ability to identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage - giving your personal opinion in a limited way. | An ability to identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage - giving your personal opinion in a some way. | A sound ability to identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage - giving your personal opinion. | An insightful ability to identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage - clearly giving your personal opinion. | Outstanding ability to identify and explore the purpose and effects of different text structures and language features of spoken texts, and use this knowledge to create purpose texts that inform, persuade and engage - clearly giving your personal opinion. |
| <i>Use and reference quotes</i> Understand conventions for citing others,and how to reference theses in different ways (ACELT1568)Language | Only one quote is included (or none) and/or it is not referenced. | One to two quotes used, may be referenced correctly. | At least three quotes or examples are provided and correctly referenced. | Examples and referenced quotes selected to prove points and/or attempts made to have them flow within the text. | Pertinent examples and referenced quotes inserted into discussion insightfully. |

Comments:

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