Rubric for Determining Central Ideas: Scientific Documentary “Who Killed the Electric Car?”

CCSS.ELA-Literacy.RST.9-10.2: Determine the central ideas or conclusions of a video; trace the video’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the video.

|  |  |  |  |
| --- | --- | --- | --- |
| Exemplary | Proficient | Developing | Deficient |
| At least 4 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [4] | At least 3 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [3] | At least 1-2 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [2]  | No central ideas of the video are correctly identified. [0] |
| Author’s purpose and/or bias is precisely stated. [2] | Author’s purpose and/or bias is generally stated [1.5] | Author’s purpose and/or bias is barely stated. [1] | Author’s purpose and/or bias in omitted [0] |
| Uses evidence from the video and internet to fully state an opinion on “Who Killed the Electric Car?” Also includes how the commercial prospects of electric vehicles have changed since the end of the EV1 [3] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” Briefly mentions how the commercial prospects of electric vehicles have changed since the end of the EV1 [2] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” [1] | Does not include an opinion. [0] |
| All sentences in the student’s essay are coherent and spelling and grammar are correct. Essay is at least one page in length [1] | One or two sentences in the student’s essay are difficult to understand, or have spelling or grammar mistakes. Essay is slightly less than one page in length [0.5]  | Multiple mistakes in spelling, grammar and/or comprehension. Essay is less than one page in length [0] |

|  |  |  |  |
| --- | --- | --- | --- |
| Exemplary | Proficient | Developing | Deficient |
| At least 4 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [4] | At least 3 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [3] | At least 1-2 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [2]  | No central ideas of the video are correctly identified. [0] |
| Author’s purpose and/or bias is precisely stated. [2] | Author’s purpose and/or bias is generally stated [1.5] | Author’s purpose and/or bias is barely stated. [1] | Author’s purpose and/or bias in omitted [0] |
| Uses evidence from the video and internet to fully state an opinion on “Who Killed the Electric Car?” Also includes how the commercial prospects of electric vehicles have changed since the end of the EV1 [3] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” Briefly mentions how the commercial prospects of electric vehicles have changed since the end of the EV1 [2] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” [1] | Does not include an opinion. [0] |
| All sentences in the student’s essay are coherent and spelling and grammar are correct. Essay is at least one page in length [1] | One or two sentences in the student’s essay are difficult to understand, or have spelling or grammar mistakes. Essay is slightly less than one page in length [0.5]  | Multiple mistakes in spelling, grammar and/or comprehension. Essay is less than one page in length [0] |

|  |  |  |  |
| --- | --- | --- | --- |
| Exemplary | Proficient | Developing | Deficient |
| At least 4 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [4] | At least 3 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [3] | At least 1-2 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [2]  | No central ideas of the video are correctly identified. [0] |
| Author’s purpose and/or bias is precisely stated. [2] | Author’s purpose and/or bias is generally stated [1.5] | Author’s purpose and/or bias is barely stated. [1] | Author’s purpose and/or bias in omitted [0] |
| Uses evidence from the video and internet to fully state an opinion on “Who Killed the Electric Car?” Also includes how the commercial prospects of electric vehicles have changed since the end of the EV1 [3] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” Briefly mentions how the commercial prospects of electric vehicles have changed since the end of the EV1 [2] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” [1] | Does not include an opinion. [0] |
| All sentences in the student’s essay are coherent and spelling and grammar are correct. Essay is at least one page in length [1] | One or two sentences in the student’s essay are difficult to understand, or have spelling or grammar mistakes. Essay is slightly less than one page in length [0.5]  | Multiple mistakes in spelling, grammar and/or comprehension. Essay is less than one page in length [0] |

|  |  |  |  |
| --- | --- | --- | --- |
| Exemplary | Proficient | Developing | Deficient |
| At least 4 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [4] | At least 3 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [3] | At least 1-2 of the central ideas of the video are correctly and clearly identified in the student’s paragraph. [2]  | No central ideas of the video are correctly identified. [0] |
| Author’s purpose and/or bias is precisely stated. [2] | Author’s purpose and/or bias is generally stated [1.5] | Author’s purpose and/or bias is barely stated. [1] | Author’s purpose and/or bias in omitted [0] |
| Uses evidence from the video and internet to fully state an opinion on “Who Killed the Electric Car?” Also includes how the commercial prospects of electric vehicles have changed since the end of the EV1 [3] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” Briefly mentions how the commercial prospects of electric vehicles have changed since the end of the EV1 [2] | Uses some evidence from the video to state an opinion on “Who Killed the Electric Car?” [1] | Does not include an opinion. [0] |
| All sentences in the student’s essay are coherent and spelling and grammar are correct. Essay is at least one page in length [1] | One or two sentences in the student’s essay are difficult to understand, or have spelling or grammar mistakes. Essay is slightly less than one page in length [0.5]  | Multiple mistakes in spelling, grammar and/or comprehension. Essay is less than one page in length [0] |