# Adaptation Rubric - New Line Cinemas\*

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Name of Person Being Evaluated Adaptation (New Line Cinemas) World Studies

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Criteria	Weight		Unsatisfactory	Proficient	Advanced
English Content Standards3.0 Literary Response and Analysisa.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature-	Weight 100%	requestion the the true the	e screenplay lacks re than one of the uired genre conven-	The screen-play includes 4 out of the 5 following genre conventions:  a. setting description b. camera position / distance c. dialogue / narration d. soundtrace visual effects (fade in, dissolve, etc.)  The screen-play follows a PG-13 rating:	• The screen- play includes all 5 of the follow- ing genre conventions:  1. setting description 2. camera posi- tion / dis- tance 3. dialogue / narration 4. soundtrack 5. visual effects (fade in, dis- solve, etc.)
tween the ex- pressed pur- poses and the charac- teristics of dif- ferent forms				/ nar- ration d. soundtrace. visual effects (fade in, dis- solve, etc.)	5. visual effects (fade in, dissolve, etc.)  ck  The screen- play follows a PG-13 rating, creatively expressing
matic litera-				play follows a PG-13 rating.  • The screenplay is true to the content of the novel and to the historical context.	ing content of the novel in a way that does not violate MPAA rules • The screen- play is extremely faithful to the novel
logue, scene designs, soliloquies, asides, and character foils in dramatic htits yature 3.12 Analyze the	$oldsymbol{ar{g7}}$ content/m38092/1.1/			81————————————————————————————————————	and to history, utilizing the film conventions listed above as a means for expressing the parts of the book that do not easily translate on film
yze the					130

Table 1

Written ProficiencyCA English Language Arts Standards**Grammar** and Mechanics of Writing 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participial), and mechanics ofpunctuation (e.g., semicolons, ellipses, colons, hyphens).1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement ofmodifiers) and proper English usage (e.g., consistency tenses).1.3 verb Demonstrate understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. Manuscript Form1.4 Produce legible work that shows accurate spelling and correct use of the conventions punctuation and capitalization.1.5 Reflect approprimanuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and 8092/1.1/

support

rial (e.g., in-text

citation, use of

mate-

 $25\%50 \mathrm{pts}$ 

Each error, from any of the following areas, will result in a 5% reduction in score:

#### Capitalization

- · Proper Nouns
- Titles / Headings
- $1^{\rm st}$ Letter in Sentences

#### Punctuation

- Ends of Sentences
- Quotes / Citations

Apostrophes

- Spelling
- Word Choice

Homonyms (There,

Their,

They're;

Its, It's,

etc.)

Each

Word

Fits

the In-

tended

Use

"I (ex.

cheer

forethe

Kings.")

#### Grammar

- Subject / Verb Agreement - Verb Tense - No Run-Sentences On Sentence No Fragments

Connexions module: m38092 5

### Table 2

Historical Write-up

History Con- 80% Historical write-up lacks ele-		
tent Standards10.8.5 Analyze the Nazi policy of pursuing racial purity, espe- cially against the Euro- pean Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civil- ians.10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion re- garding the need for a Jewish state, and the sig- nificance and effects of the location and establishment of Israel on  Lacks citation  • Is historically inaccurate • Contains personal biases of group members  0 — -50 — -80   **Analyze  **Enthalishment of Israel on world affairs.**	Historical write-up includes  An explanation of the Nazi policy of racial purity against the Jews An overview of the Jewish experience during WWII An interview with an American citizen or resident containing their opinion on the creation of the State of Israel A non-American perspective on the creation of the State of Israel (a cited quote or interview) A group hypothesis on how the Holocaust/Show affected	In addition to all of the elements of the proficient column, historical write-up includes:  • Middle Eastern response to the Creation of Israel • Religious importance of the territory of the State of Israel • A connection between current political events and the Creation of the State of Israel  130—140—150

world

Table 3