**GRADE 10A ELA VIEWING Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Ideas and Information** | **Determine what is represented in the text** | You demonstrate a deep understanding of how an author represents ideas through a variety of texts.You support your ideas with details from this and other texts. | You identify what the author is representing in a text and discuss it with understanding.You can support your ideas with relevant and clear details. | You identify what the author is representing in a text.With cuing, you identify some relevant details that support your ideas. Look at all aspects of the representation. | With much help you identify what the author is trying to usthrough representation. Get help with identifying details that support your ideas. |
| **Identify Audience** | You deeply understand how an author represents in a certain way so that the intended audience is reached, and are able compare and contrast examples to other representations. | You discuss with examples how an author represents in a certain way so that the intended audience is reached. | With help, you identify how an author represents in a certain way so that the intended audience is reached. You require assistance with identifying supporting examples. | With much help you identifyhow an author represents in a certain way so that the intended audience is reached. |
| **Identify Point of View** | You identify the point of view and discuss various ways that it might change if the representation were altered. | You identify the point of view and discuss how it might change if the representation were altered. | With help, you identify the point of view and how it helps with understanding the ideas and information in the representation. Imagine how point of view affects the message. | You need help with identifying point of view. What is point of view? How can you recognize it? |
| **Text structures and features** | **Identify and Analyze Text construction** | You explain why an author chose a given text construction and discuss how the ideas and information might differ if an alternative structure were used. You draw comparisons to other works. | You identify aspects of text construction and explain why the author chose a given text construction. You can discuss how the ideas and information might differ if an alternative structure were used. | With help, you identify and explain why the author chose a given text construction and discuss how the ideas and information are enhanced by this structure. Look at all aspects of a text and think about how to support your ideas. | You need help with identifying text construction. What are ways texts are structured? How does it differ from text to text? How does how a text is constructed affect what the text is communicating? |
| **Recognize language and media techniques (Verbal/nonverbal)** | You identify and discuss with depth how many verbal and nonverbal techniques are used to enhance the meaning of the text. You are able to extend this to examples in other texts and/or to “what if” scenarios for the given text. | You identify and discuss how verbal and nonverbal techniques are used to enhance the meaning of the text. | With help, you identify verbal and nonverbal techniques and give some examples of how they are used to enhance the meaning of the text. What are other techniques used in representations? | You need help to identify verbal and nonverbal that enhance the meaning of the text. Spend more time learning about these techniques. |
| **Apply Language Cues and Conventions** | You discuss in depth how the identified language cues and conventions used in the text are appropriate to the text and to analyze the effect of those cues and conventions on the meaning and overall impact. | You identify and discuss how the language cues and conventions used in the text are appropriate to the text. | With help, you identify language cues and conventions used in the text and with cuing, can discuss how those cues and conventions suit the text. Spend time exploring all cues and conventions in the representation. | You need to work on identifying language cues and conventions used in the text and understanding how some cues and conventions work better in some representations than others. |
| **Respond to and analyze texts** | **Infer assumptions, interests, beliefs and values (culture, gender, socio-economic)** | You deeply understand the inferred assumptions, interests, and values in a visual text, and relate those to your own experiences and the experiences of other individuals or groups. | You infer assumptions, interests, and values in a visual text, and relate those to your own experiences. | You infer some assumptions, interests, and values in a visual text, and with help relate those to your own experiences. Re-examine the text to find other clues. | You need help with inferring assumptions, interests, and values in a visual text. See me for help with recognizing when something is inferred. |
| **Analyze methods for creating impact/emotion (Argument, images, placement and other sensory features)** | You engage in rich discussions methods for creating impactand the emotions or impacts they create. You extend your observations similar methods in other texts. | You independently identifymethods for creating impact and discuss what emotions or impacts they create. | With help, you can identify some methods for creating impact and what emotions or impacts they create. What other aspects of a representation can make us feel certain ways when we view them? | With much help you identify methods such asmethods for creating impactused in representations. Spend more time on understanding how those methods create impact/emotion in representations. |
| **Infer credibility and purpose of author** | You independently infer the credibility and purpose of the author and are able to critically and insightfully discuss these when responding to texts. | You independently infer the credibility and purpose of the author and are able to discuss these when responding to texts. | With assistance you infer the credibility and purpose of the author and are able to discuss these with prompting. | You need much help to infer the credibility and purpose of the author. What does infer mean? How does the author’s purpose affect their credibility? |
| **Evaluate and Critique persuasive techniques** | You easily evaluate and critique the effectiveness of persuasive techniques in a representation, back up your ideas and draw comparisons to similar techniques in other works. | You evaluate and critique the effectiveness of persuasive techniques in a representation and back up your ideas with evidence. | With help you evaluate and critique the effectiveness of persuasive techniques in a representation. How can you recognize these techniques on your own? | With much assistance you evaluate and critique some persuasive techniques. What does it mean to be persuasive? How do people persuade? |

**Feedback:**