**ELA10B Viewing rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **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** | **Interpret and draw conclusions about ideas and information** | You demonstrate a deep understanding of how an author represents ideas through a variety of texts. You are able to draw insightful conclusions and 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 interpretations and conclusions 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. Begin to look for deeper meaning and work on supporting your ideas more fully. | You are having trouble identifying what the author is trying to say through the representation. What was the purpose of the representation? What was the creator trying to say? Get help with identifying details that support your ideas. |
| **Identify Character** | You show a well-developed understanding of character and how to identify it in representations. You can expand you understanding by assessing aspects of character and how they are presented visually, supporting your assessment with examples. | On your own, you can identify character as it is represented visually. You can describe many aspects of the given characterization. | With help, you can identify some aspect of character in the given representation. Work on viewing even more critically and recognizing aspects of character in less obvious details.  | You are having trouble identifying character in representations. What do we mean by character? What makes up a character? How is this portrayed visually and verbally (if applicable)? |
| **Identify themes and relate to periods in time** | You show a well-developed understanding of theme and can identify themes of increasing difficulty or of a secondary nature. You can clearly explain how these themes relate to time periods. | You identify themes present in the representation and relate these themes to present day as well as periods in the past and future. You support you ideas with relevant explanations. | With some help, you can identify some basic themes and identify some relationships to time period. Look for themes that are less obvious and think about how they relate to periods in time. With practice, you will be able to do this more confidently on your own. | You are having trouble identifying themes and relating them to time periods. What is a theme? How do you recognize it? How does it relate to message? What does time have to do with a theme? |
| **Text structures and features** | **Identify and evaluate ideas and effects of verbal and visual features (static and moving)** | You show well-developed understanding of verbal and visual features in representations. You can identify several features of increasing complexity and discuss their impact on the representation itself. You can even make suggestions for increasing certain effects. | On your own, you can identify and evaluate ideas and effects of several verbal and visual features, both static and moving. You support your evaluation with details and examples. | With help, you can identify some verbal and visual features and describe their impact on the viewer. Look for other features and how they affect the message. Clarify what features could exist. | You are having trouble identifying visual and verbal features. Review what a feature is and how to recognize it. A chart may help you to gather this information so you can apply it to new representations. |
| **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.  |
| **Apply personal experiences and prior knowledge to interpretation** | You show a well-developed ability to make connections. You can apply your own experiences and knowledge to your understanding resulting in highly engaging and accurate interpretations. | You apply your personal experiences and prior knowledge to your interpretations. There is a clear connection between what you see and your own life and knowledge. | With support, you can apply some personal experiences and prior knowledge to your interpretations. How can you apply these things when you don’t immediately connect with a representation? How can you dig deeper?  | You are having trouble applying personal experiences and prior knowledge to interpretations. Why would your experiences help you to understand someone else’s text form better? |
| **Analyze and assess the impact of 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:**