**Rubric for Viewing – ELA 20 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** | **Determine and analyze message** | You demonstrate a deep understanding of the message of this representation. You can assess the impact of this message on the viewer. You support your ideas with a variety of details from this and other texts. | You determine and analyze the message of the text. You are able to make connections between the message and the viewer. You can support your ideas with relevant and clear details. | You identify the general message of the text. With cuing, you identify some relevant details that support your ideas. Look at all aspects of the representation and try to make connections between the message and the viewer. | You are having trouble determining the message of the text. What is the representation telling the viewer? How is this message conveyed? How does it impact the viewer? |
| **Identify audience and purpose** | You deeply understand how an author represents in a certain way so the intended audience and purpose are reached, and are able compare and contrast examples to other representations. | You discuss, with examples, how an author represents in a certain way so the intended audience and purpose are reached. | With help, you identify some ways an author represents in a certain way so the intended audience and purpose are reached. Continue to explore who this representation was created for and why. Then consider how decisions were made based on this. | You are having trouble explaining how an author represents in a certain way so the intended audience and purpose are reached. First explore who this representation was meant for. Then consider why the representation was created. |
| **Identify point of view** | You identify the point of view and discuss various ways that it might change if the representation were altered. You connect point of view to author’s purpose. | 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?  |
| **Evaluate information** | You can identify the information presented, evaluate the information in terms of its connection to message, audience and purpose, and make suggestions for improvement or alternatives. | You can identify information presented in the representation and evaluate its ability to persuade and deliver a message. | You can identify information presented and begin to evaluate it in relation to the message. How effective is the information shared? How biased is it? What values does it promote or share? What is missing? | You are having trouble evaluating information presented. Spend time first describing what you see and hear. Be clear in your understanding of the information given before you think about how valuable the information is. |
| **Examine intersections and conflicts** | You can examine, explain, analyze and assess the intersections and conflicts between aspects of the visual and verbal. You see the relationship between visual and verbal and how they were used for a specific audience and purpose. You can determine the success of each component in achieving its intended effect. | You can examine, explain and analyze the intersections and conflicts between aspects of the visual and the verbal in multi-dimensional texts. | With help, you can examine and identify some intersections and conflicts within the representation. Continue to work on examining the visual and verbal components of the representation. What are all the ways this text communicates its message? How do they different ways work together and work against each other? | You are having trouble identifying the intersections and conflicts within the representation. Begin by looking at the visual components. Then look at the verbal aspects. Do they communicate the same thing? How is each unique? |
| **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 and assess the effectiveness of various decisions made relating to text construction. | 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 and analyze techniques and effects** | You show well-developed understanding of visual, audio or design techniques 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 special effects. | On your own, you can identify and analyze visual, audio or design techniques and special 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 visual, audio or design techniques and describe their impact on the viewer. Look for other techniques and how they affect the message. Clarify what special effects could exist. Think about navigation, division of content, camera angle, music, interactive media and other techniques. | You are having trouble identifying visual, audio and design techniques. Review what a technique 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** | **Identify and analyze author/ speaker method and purpose** | You can examine, analyze and assess the various factors that impact the information presented by the author/ speaker. You can insightfully assess the relationship between the author and their own experiences, beliefs and values and the product they share. You support your ideas fully. | You can identify and analyze assumptions, interests, beliefs, values, credibility, tone, attitude and bias of author/ speaker and relate it to their purpose. You support your ideas clearly. | With help, you can identify some of the assumptions, interests, beliefs, values, credibility, tone, attitude and bias of author/ speaker. Continue to explore how these factors impact the message and how they relate to the viewers. | You are having trouble identifying the methods used and the purpose for the representation. Look for specific examples of fact ors that may or may not impact the message, depending on the point of view of the author/ speaker. |
| **Analyze methods for creating impact/ emotion** | You engage in rich discussions methods for creating impact and the emotions or impacts they create. You extend your observations of similar methods in other texts. You assess these methods in terms of their effectiveness. | You independently identify methods 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 as methods for creating impact used in representations. Spend more time on understanding how those methods create impact/emotion in representations.  |
| **Evaluate persuasive techniques** | You easily evaluate the effectiveness of persuasive techniques in a representation, back up your ideas and draw comparisons to similar techniques in other works. You may make suggestions for increasing the impact. | You evaluate the effectiveness of persuasive techniques in a representation and back up your ideas with evidence.  | With help you evaluate the effectiveness of persuasive techniques in a representation. How can you recognize these techniques on your own? | With much assistance you evaluate some persuasive techniques. What does it mean to be persuasive? How do people persuade? Look for examples in multiple texts. |
| **Interpret and use information given** | You can interpret and use information given in a wide variety of representations of increasing complexity. You can compare and analyze the information and draw stronger conclusions through comparisons. | On your own, you can engage in a text and, when appropriate, interpret and use the information given in maps, charts, graphs, timelines, tables and diagrams. | With some help, you can interpret and use most information given in a text. Spend a little more time exploring less obvious interpretations by applying the information to a variety of needs. How is information used and manipulated? | You are having trouble interpreting and using information given in a representation. Your first step is to identify information. Practice first with a representation you are comfortable with and move onto more complex examples. What do we mean by use? |
| **View, compare and analyze different presentations on the same ideas and issues** | You can compare, analyze and assess different presentations on the same ideas and issues. You can draw comparisons that are insightful and unique, supporting your ideas with thought-provoking examples and details. You can determine the impacts of the various representations. | You can compare and analyze different presentations on the same ideas and issues. You support your analysis with relevant and clear evidence and examples.  | With some help, you can compare and analyze different presentations on the same ideas and issues. Continue to work on supporting your ideas with strong evidence from the texts.  | You are having trouble comparing and analyzing different presentations on the same ideas and issues. Perhaps a graphic organizer (Venn diagram, chart) would help you to clarify your thinking. Explore all the aspects that could be used for a comparison (message, techniques, etc.) |

**Feedback:**