**Rubric for Viewing – ELA 30B 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** | **Identify and analyze 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 analyze, 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 and historical context** | 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 also can explain how this representation fits within its historical context, drawing clear connections between the text and the context of the text. | You identify the point of view and historical context of a representation 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. Spend a little more exploring the historical context of the image. How does this impact the message? Imagine how point of view and context affects the message. | You need help with identifying point of view and historical context. What is point of view? When was the representation created? How can you recognize these elements? |
| **Evaluate key ideas and 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 understand how ideas are shared, both explicitly and implicitly. | You can identify key ideas and information presented in the representation and evaluate its ability to deliver a message. | You can identify information presented and begin to evaluate it in relation to the message. How effective is the information shared? 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. |
| **Text structures and features** | **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? |
| **Analyze techniques (images, placement, argument, music)** | You show well-developed understanding of visual, audio or design techniques in representations and can relate you ideas to both aesthetics and literal interpretations. 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 can analyze the literal and aesthetic effects of the texts. 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, both literally and aesthetically. 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. Think about both the aesthetics and literal meaning. |
| **Analyze language characteristics, cues and conventions** | You discuss in depth how the identified language characteristics, cues and conventions used in the text are appropriate to the text and shape content, influence and meaning. You assess the effect of those cues and conventions on the meaning and overall impact. | You identify and discuss how the language characteristics, cues and conventions used in the text are appropriate to the text and shape content, influence and meaning. | With help, you identify language characteristics, cues and conventions used in the text and with help, can discuss how those cues and conventions suit the text. Spend time exploring all cues and conventions in the representation. Think about how they influence all of content, influence and meaning. | 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’s method and purpose** | You can examine, analyze and assess the various factors that impact the information presented by the author. You can insightfully assess the relationship between the author and their own context, 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 consider how the context influences presentation of ideas. You support your ideas clearly. | With help, you can identify some of the assumptions, interests, beliefs, values, credibility, tone, attitude and bias of author. 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. |
| **Make connections and respond personally** | You intuitively and deeply relate texts to yourself, the world, and other texts. You can provide insightful detail to support your connections. You reflect on your own values and how they relate to the text. You relate this text to other texts in terms of topics, purposes and points of view and assess the impacts on readers. Your responses are personal and insightful. | You independently relate texts to yourself, the world, and other texts using detail to support your views. You consider differences and similarities in values, topics, purposes and points of view. Your responses are personal. | You need help to relate texts to yourself, the world, and other texts. How can you connect these texts to larger issues? How do these texts represent your values? How do they not? How does this text compare to other texts in points of view? Purpose? Topic? How can you respond in a way that is unique to you? | With much help and prompting you relate texts to yourself, the world, and other texts. See me for a visual organizer of questions/prompts that can help you with this. Think about things like values, point of view, topic and purpose as you make your comparisons. How does this text make you feel? Why? |
| **Evaluate persuasive techniques (emotion and propaganda)** | 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 or altering 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. |
| **Analyze impact of text** | You can analyze and assess the impact of visual texts on the values and behaviours of different audiences. You are able to suggest which parts of the text may have the greatest impact and explain why. You can draw strong connections between the time and place in which a text was both created and viewed affects the interpretation. Your examples are strong and detailed. | You can analyze the impact of visual texts on the values and behaviours of different audiences. You can explain how the context may influence possible interpretations. You support your ideas with details and examples. | With help, you can identify aspects of visual texts that may have an impact on different audiences. You are beginning to express the connection between context and interpretations. Continue to explore all aspects of the text and how it could be interpreted differently depending on time and place. Support your ideas fully. | You are having trouble analyzing the impact of texts. Why was the text created? Where and when was it created? What was its purpose? How could different audiences interpret the text differently and why? |
| **Identify and analyze perspectives and/ or biases and their impact** | You can confidently and clearly express the relationship between the perspectives presented in a text (biases included) and what those texts communicate to an audience. You can assess the degree to which a text communicates various beliefs and values and expresses power. | You can identify and analyze the unique perspectives and/ or biases in texts and comment on questions the texts may raise about beliefs, values and power. | You can identify some of the perspectives and/ or biases present in a text. Spend more time thinking about the impact of these elements and how they might present certain values, beliefs or positions of power. This will help you support your ideas more fully. | You are having trouble indentifying perspectives and/ or biases. How can you figure out the perspective an author is taking? What clues do you need to gather? How can we recognize bias? How will this affect the message? |

**Feedback:**