**Grade 2: Viewing and Explaining Representations (Signs, Illustrations, Diagrams, Photographs, Graphs, Simple Charts, Poster, Multimedia)**

**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 the intent and appeal | Justify how the designer used the representation and why this particular style and format enhances the ideas/information communicated. | Explain how the designer used the representation and why this particular style and format enhances the ideas/information communicated. | With help, explain how the designer used the representation and why this particular style and format enhances the ideas/information communicated. | Recognizes how a representation has appeal, and with intensive teacher assistance, is able to explain why this particular style and format enhances the ideas/information communicated. |
| Ideas | Explain and distinguish between the key literal and inferential ideas with support from the text. | Explains the key literal (obvious message) and inferential ideas (hidden message) with support from the text. | Explains the key literal idea and, with support and prompting, explains inferential ideas with support from the text. | Requires intensive teacher assistance to explain literal and inferential ideas. |
| Identify important details | Justifies why numerous details are important to message. | Explains why some details are important to message. | Describes some details. Needs prompting to indentify why details are important to the designer’s message. | Requires intensive teacher assistance to indentify details and explain why they are important to the message. |
| **Text structures and features** | Elements | Identifies and explains how color, layout, medium, and special fonts help viewer understand the message. Explain why these elements work or enhance this message. | Identifies and explains how color, layout, medium, and special fonts help viewer understand the message. | Identify some elements. Need prompting to explain how elements enhance message. | Requires intensive teacher assistance to indentify some elements and explain why these help enhance the message. |
| **Respond to and analyze texts** | View and interpret message | Explains reasons why the designer chose to communicate his/her message in this way and how this representation helps us to understand the designer’s purpose. | Explains the message (selling a product, expressing feelings, information). | Indentifies the message using a checklist or model. Needs prompting to explain the message. | Requires intensive teacher assistance to indentify a message. |
| Distinguish between fact and fantasy | Justifies how fact and fantasy is used in message. | Identify representations that are factual or fantasy. | Identify the representations. With prompting can distinguish which are factual or fantasy. | Requires intensive teacher assistance to identify if representation if factual or fiction. |

**Feedback:**