**Rubric for Viewing – Grade 6 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** | **Discuss purpose, point of view and biases** | You had a deep understanding of how the purpose, point of view and biases have impacted the representation and can elaborate on your thinking. | You can clearly identify the purpose, point of view and any biases within the representation. | With some help, you were able to identify the purpose, point of view and any biases of the representation. Think a little more about how the reason for making the representation might have impacted the representation itself. | Why was this representation made?  What was the point of view presented?  Were there any biases in this representation? What is a bias and how might it look? |
| **Identify underlying values** | You showed a deep understanding of how values impacted the representation and were able to expand on your thinking. | You were able to see what values the creator might hold and how their values might impact their work. | With some help, you could see how the creator’s values might have impacted the representation. Spend a little more time learning about the creator and his/her beliefs. | What do you know about the person who created this representation?  Can you see how what they value and may have affected their work? |
| **Distinguish between fact and opinion** | You have a clear understanding of fact and opinion and how the creator used them to convey a specific message. | You can clearly identify which aspects of the representation are fact and which are opinion. | With some help, you can tell which parts might be fact and which might be opinion. Make sure you know what fact and opinion are and how they might look in a representation. | What is a fact and what is an opinion?  How can you tell which is which in a representation?  Which did this creator use and why? |
| **Text structures and features** | **Identify text structures and features** | You have an in depth understanding of text structures and features used and how they impacted the viewers and the message. | You have a good understanding of the text structures and features used in the representation. | With some help, you were able to identify some structures and features used by the creator. Where can you learn more about text structures and features used in representations? | What are the parts of a representation?  What helps to organize the message?  What was used in this representation? |
| **Respond to and analyze texts** | **Identifying persuasive techniques** | You clearly understand how the creator of a representation can use strategies to influence opinions. You are broadening you knowledge to other contexts. | You have a good understanding of the persuasive techniques used in this representation. | You need some help in thinking about how to influence opinions through representations. What things grab your attention? When has your opinion been influenced? | How do people who create representations get attention of the viewer?  How do they make people believe what they believe? |
| **Evaluate explicit and implicit messages** | You are able to evaluate implicit and explicit messages and expand on how these messages were developed. | You are able to independently evaluate both the explicit and implicit messages in this representation. | With some help, you were able to identify some of the messages. Really think about what the creator is trying to say. Look beyond the obvious. | What is a message?  What does explicit mean and what does implicit mean?  What are the messages in this representation? |
| **Draw conclusions based on evidence** | You were able to develop and strongly support your own conclusions based on evidence from the representation and your own experiences. | You were able to interpret the representation and draw conclusions based on evidence. | With support, you were able to draw some conclusions from the text. Spend a little more time collecting evidence for your conclusions. | What do you think this representation is communicating?  What evidence to you see to support your conclusions? |

**Feedback:**