**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rubric for Viewing Visual and Multimedia Texts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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 with insightful details and examples. | You can clearly identify the purpose, point of view and any biases within the representation and can support your ideas with evidence from the text. | 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 bias, stereotyping, emotional persuasion and propaganda** | You have a clear and in depth understanding of bias, stereotyping, emotional persuasion and propaganda and how the creator used them to convey a specific message. You are able to extend your understanding across multiple texts. | You can clearly identify which aspects of the representation are bias, stereotyping, emotional persuasion and propaganda. | With some help, you can tell which parts might be bias, stereotyping, emotional persuasion and propaganda. Make sure you know what the words mean are and how they might look in a representation. Think back to the purpose for the representation. | What is bias, stereotyping, emotional persuasion and propaganda?  How can you tell which is which in a representation?  Which did this creator use and why? |
| **Text structures and features** | **Identify key elements, techniques and principals of design** | You have an in depth understanding of use of space, size, placement, camera angles, body movements and other elements and principles. You can elaborate on how they impacted the viewers and the message and give strong examples. | You have a clear and independent understanding of space, size, placement, camera angles, body movements and other elements and principles used in the representation. You can share examples of these techniques. | With some help, you were able to identify some examples of space, size, placement, camera angles and body movements 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 features were used in this representation? |
| **Identify images, symbols and other effects** | You showed a deep understanding of how images, symbols and other effects play a role in shaping understanding and interpretation of the representation and were able to expand on your thinking. | You were able to identify what images, symbols and other effects might play a role in shaping and understanding and interpretation of the representation. | With some help, you could see how images, symbols and other effects might have impacted the representation. Spend a little more time learning about the techniques. | What do you know about images and symbols?  Can you see how they may have affected the representation? |
| **Responding to texts** | **Evaluate explicit and implicit messages** | You are able to evaluate implicit and explicit messages and expand on how these messages were developed through insightful details and examples from the text . | You are able to independently evaluate both the explicit and implicit messages in this representation and support your ideas with details from the text. | 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? |
| **Analyze and evaluate the text** | You were able to develop and strongly support your own analysis and evaluation based on evidence from the representation and your own experiences. You provide detailed support for your ideas and are able to make strong connections between this text and other texts. | You were able to analyze and evaluate the representation and draw conclusions as to how the audience is influenced based on evidence. | With support, you were able to make some analysis of the text. Spend a little more time collecting evidence as to how this text impacted the audience and was able to communicate a message. | What do you think this representation is communicating?  How do you think the audience is being influenced?  What evidence do you see to support your conclusions? |

**Feedback:**