

RUBRIC: ANALYZING MEDIA FORMS

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/Understanding (content) <ul style="list-style-type: none"> • forms of media texts • style of different media texts • use of media skills and strategies • language conventions • 21st century skills (media and technology literacy) 	<input type="checkbox"/> demonstrates limited knowledge and understanding of content	<input type="checkbox"/> demonstrates some knowledge and understanding of content	<input type="checkbox"/> demonstrates considerable knowledge and understanding of content	<input type="checkbox"/> demonstrates thorough knowledge and understanding of content
Thinking (use of planning and processing skills) <ul style="list-style-type: none"> • generating ideas about different media forms • focusing research and organizing information • analyzing and evaluating different media forms • using 21st century skills (media and technology literacy) 	<input type="checkbox"/> uses planning and processing skills with limited effectiveness <input type="checkbox"/> uses media and technology literacy skills with limited effectiveness	<input type="checkbox"/> uses planning and processing skills with some effectiveness <input type="checkbox"/> uses media and technology literacy skills with some effectiveness	<input type="checkbox"/> uses planning and processing skills with considerable effectiveness <input type="checkbox"/> uses media and technology literacy skills with considerable effectiveness	<input type="checkbox"/> uses planning and processing skills with a high degree of effectiveness <input type="checkbox"/> uses media and technology literacy skills with a high degree of effectiveness
Communication <ul style="list-style-type: none"> • clarity of oral expression; logical organization and development of ideas • appropriate style and voice • appropriate conventions, vocabulary, and terminology of the discipline (media analysis) 	<input type="checkbox"/> expresses and organizes ideas and information with limited effectiveness <input type="checkbox"/> communicates for intended audience and purpose with limited effectiveness <input type="checkbox"/> uses conventions, vocabulary, and terminology with limited effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with some effectiveness <input type="checkbox"/> communicates for intended audience and purpose with some effectiveness <input type="checkbox"/> uses conventions, vocabulary, and terminology with some effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with considerable effectiveness <input type="checkbox"/> communicates for intended audience and purpose with considerable effectiveness <input type="checkbox"/> uses conventions, vocabulary, and terminology with considerable effectiveness	<input type="checkbox"/> expresses and organizes ideas and information with a high degree of effectiveness <input type="checkbox"/> communicates for intended audience and purpose with a high degree of effectiveness <input type="checkbox"/> uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application <ul style="list-style-type: none"> • use and transfer of knowledge and skills • making connections (text to self, text to world) 	<input type="checkbox"/> uses and transfers knowledge and skills with limited effectiveness <input type="checkbox"/> makes connections with limited effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with some effectiveness <input type="checkbox"/> makes connections with some effectiveness	<input type="checkbox"/> uses and transfers knowledge and skills with considerable effectiveness <input type="checkbox"/> makes connections with considerable effectiveness	<input type="checkbox"/> use and transfers knowledge and skills with a high degree of effectiveness <input type="checkbox"/> makes connections with a high degree of effectiveness