Name: _____   Score: _____

Rubric for the View-and-Record Organizer and Evaluative Paragraph

	4	3	2	1
Observes and records audio-visual content precisely and accurately	■ The organizer captures most points of major narrative interest and aesthetic interest. ■ The description and the time columns are both clear and accurate.	■ The organizer captures several obvious points of major narrative interest and aesthetic interest. ■ The description and the time columns are mostly clear and accurate.	■ The organizer captures some points of major narrative interest or aesthetic interest, but not most of either. ■ The description and the time columns are sometimes clear and accurate.	■ The organizer captures some points of narrative interest or aesthetic interest, but omits major items. ■ The description and the time columns are mostly unclear and inaccurate.
Distinguishes between story elements and storytelling elements	■ The organizer captures both the story and the storytelling elements for a given segment of a clip, and information is correctly and accurately recorded.	■ The organizer captures both the story and the storytelling elements for a given segment of a clip, but not all of the information is correctly and accurately recorded.	■ The organizer omits or confuses either the story or the storytelling elements for a given segment of a clip, and the information recorded may not be correct or accurate.	■ The organizer consistently fails to distinguish between the story and the storytelling elements for a given segment of a clip, and so the information recorded is not helpful for further analysis.
Identifies formal techniques and elements, and uses correct domain-specific terminology in naming them	■ The storytelling column identifies the main techniques or combination of techniques for all the media segments. ■ The storytelling techniques are always named according to the correct domain-specific terminology.	■ The storytelling column identifies the main techniques or combination of techniques for some of the media segments. ■ The storytelling techniques are mostly named according to correct domain-specific terminology.	■ The storytelling column identifies the techniques or combination of techniques for some of the media segments but not always the most important ones. ■ The storytelling techniques are sometimes named according to the correct domain-specific terminology.	■ The storytelling column does not identify the techniques or combination of techniques for most of the media segments, and when it does, these are usually not the most important ones. ■ The storytelling techniques are rarely, if ever, named according to the correct domain-specific terminology.
Evaluates the media text in terms of its effectiveness in supporting its story by using and combining storytelling techniques and conventions	The student demonstrates an awareness of how the text does or does not achieve its emotional goals (e.g., elicits laughter or feelings of suspense) and narrative goals (e.g., expresses conflict, character, or setting) by using formal elements and techniques effectively. The student supports the evaluation with specific examples.	For the most part, the student demonstrates an awareness of how the text does or does not achieve its emotional goals (e.g., elicits laughter or feelings of suspense) and narrative goals (e.g., expresses conflict, character, or setting) by using formal elements and techniques effectively. Mostly the student supports the evaluation with specific examples.	The student sometimes demonstrates an awareness of how the text does or does not achieve its emotional goals (e.g., elicits laughter or feelings of suspense) and narrative goals (e.g., expresses conflict, character, or setting) by using formal elements and techniques effectively. The student rarely supports the evaluation with specific examples.	The student rarely, if ever, demonstrates an awareness of how the text does or does not achieve its emotional goals (e.g., elicits laughter or feelings of suspense) and narrative goals (e.g., expresses conflict, character, or setting) by using formal elements and techniques effectively. The student does not attempt to support the evaluation with specific examples or does so incorrectly.