

# UNIT FOUR

## RUBRIC



STUDENT NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_

**Literacy 11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel of poetry), evaluating how each version interprets the source text.

**Informational 11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Source and Formatting</b>	Student evaluates information from multiple sources and formats to create a complete quantitative and qualitative analysis of the information. Student can translate information between quantitative and qualitative forms fluently and completely, perhaps offering new insight into the area. Student can easily analyze sources in different formats such as charts, maps, graphs, video, podcasts, presentations, etc.	Student utilizes information from multiple sources and at least two different formats to create a quantitative and qualitative analysis of the information. Student can translate information between quantitative and qualitative forms without losing the central meaning.	Student attempts to utilize information from multiple sources. The student shows attempts at combining both quantitative and qualitative analysis.	Student either fails to analyze a source or only analyzes one source and fails to connect it to other sources.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Identify emphasized and absent information</b>	Student can articulate what information is missing or emphasized and hypothesize why using multiple examples (purpose of information, quantitative vs. qualitative, visual vs. written). Student connects the emphasized/ missing information to the author's purpose.	Student recognizes information that is emphasized or absent from a source and can provide an explanation as to why.	Student recognizes information that is emphasized or absent when looking at two sources side by side.	Student does not see any emphasized or absent information between multiple texts.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Address a Question/ Solve a Problem</b>	Student's synthesis of information addresses a question that is thought provoking and cannot be easily answered. Student's analysis thoroughly shows the challenges of the issue being addressed and is insightful. Student convinces the reader that the problem or question is important.	Student's synthesis of information addresses a realistic question and/or attempts to solve a complex problem. Student makes adequate attempts at presenting why the question or problem is important to discuss.	Student addresses a question or attempts to solve a problem that is basic and does not require much depth of research.	Student does not address a question or attempt to solve a problem. Student might simply present information with no clear voice of his or her own.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				

**INSTRUCTIONAL NEXT STEPS:**