



# UNIT FOUR

## RUBRIC



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

**Literacy 9-10.7** Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**Informational 9-10.7** Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), determining which details are emphasized in each account.

	4	3	2	1
<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 the sources.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Identify emphasized and absent information</b>	Student recognizes that not all sources provide a complete picture of a topic, 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>				

INSTRUCTIONAL NEXT STEPS: