



Analysis of Media Essay Rubric



	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<p>IDEA DEVELOPMENT (ID)</p> <p><i>The main thesis the student conveys to his/her audience, and the way the thesis and analysis are expressed.</i></p>	<p><i>I've done everything to earn a score of Proficient, plus 2 of 3:</i></p> <p>a. I use my own voice and perspective in presenting my analysis.</p> <p>b. My analysis includes different points of view and develops the reasoning, evidence, strengths, and limitations for each point of view.</p> <p>c. I make connections between the purpose of media and the impact of its presentation on myself and/or the world.</p>	<p>a. My thesis is important, clear, and defensible.</p> <p>b. My analysis shows that I understand the purpose of the information presented by the media because I explain and show the reason for each idea used to support my thesis.</p> <p>c. I explain the significance of my thesis/analysis: (the “so what?” of my essay).</p> <p>d. I correctly use a variety of media-specific vocabulary in my analysis.</p>	<p>a. My paper has a topic but my thesis is not important, not clear or not defensible.</p> <p>b. My analysis is either confusing OR only partly shows that I understand the purpose of the information presented by the media because I mainly summarize information instead of explaining how my ideas relate to my thesis.</p> <p>c. I attempt to explain the significance of my thesis/topic, but it is not clear.</p> <p>d. I only use some media-specific vocabulary, and I may not always use terms correctly.</p>	<p>a. My paper has a topic but not a thesis.</p> <p>b. My ideas are not clearly related to my topic because I only list information rather than discuss the purpose of the media as it relates to my topic. <i>OR</i> I make inappropriate connections between the media and my topic.</p> <p>c. I do not explain the significance of my topic.</p> <p>d. I use general vocabulary rather than media-specific terms.</p>
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<p>SUPPORTING EVIDENCE (SE)</p> <p><i>The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis.</i></p>	<p><i>I've done everything to earn a score of Proficient, plus 2 of 3:</i></p> <p>a. In my analysis, I distinguish fact from opinion and show that I know how to identify and use each appropriately.</p> <p>b. I consistently and effectively integrate well-chosen citations from media to create a cohesive argument and demonstrate media literacy.</p> <p>c. I anticipate my audience's media knowledge level including concerns, values, and possible biases.</p>	<p>a. I use several direct citations or examples from the media I am analyzing.</p> <p>b. The evidence I use to support my thesis/analysis is relevant, specific, and accurate.</p> <p>c. My evidence elaborates rather than repeats my point.</p> <p>d. <i>If I reference additional sources, I have included a works cited page.</i></p>	<p>a. I use very few direct citations. <i>OR</i> I use evidence from only one piece of media.</p> <p>b. Most of my evidence is related to my thesis/topic, but some of it may not be relevant, specific, accurate, or correctly interpreted.</p> <p>c. My evidence repeats rather than elaborates my point. <i>OR</i> Sometimes my evidence does not fully connect to my point.</p>	<p>a. I do not include citations from the media I am analyzing. <i>OR</i> I use direct quotations but do not say where they are from.</p> <p>b. I use evidence related to topics other than my thesis/topic; or I use evidence that is too general, inaccurate, or misinterpreted.</p> <p>c. My evidence does not connect to my point.</p>



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<p>ORGANIZATION (O)</p> <p><i>The logic, structure, and clarity of the essay.</i></p>	<p><i>I've done everything to earn a score of Proficient, plus 2 of 3:</i></p> <p>a. My introduction hooks and orients the reader to the topic in a thoughtful and engaging way.</p> <p>b. My body paragraphs build in significance and enhance the clarity and engagement of my essay.</p> <p>c. My conclusion is interesting and ties up my analysis, leaving the reader with a new perspective.</p>	<p>a. My introduction orients the reader to my topic and provides a roadmap for the analysis in the rest of the paper.</p> <p>b. My body paragraphs are logically ordered.</p> <p>c. My topic sentences are clearly stated for each paragraph and develop my paper's logic.</p> <p>d. My essay's structure and transitions are logical and help the reader understand my essay.</p> <p>e. My conclusion summarizes my analysis and reflects upon the thesis.</p>	<p>a. My paper begins with an introduction that only partly orients the reader to the rest of my paper.</p> <p>b. Most, but not all, of my body paragraphs are logically ordered.</p> <p>c. My topic sentences are sometimes underdeveloped, or unclear.</p> <p>d. My transitions between sentences and ideas are inconsistent.</p> <p>e. My conclusion does not fully close/summarize my analysis.</p>	<p>a. My paper begins presenting information without an introduction.</p> <p>b. The order of my body paragraphs is confusing and distracting.</p> <p>c. My topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.</p> <p>d. The transitions between my sentences and ideas are non-existent or hard to follow.</p> <p>e. My paper does not have a conclusion.</p>
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<p>CONVENTIONS & STYLE (CS)</p> <p><i>The word choice, fluency, spelling, mechanics, usage, and grammar.</i></p>	<p><i>I've done everything to earn a score of Proficient, plus:</i></p> <p>a. I maintain the audience's interest by doing at least two of the following:</p> <ul style="list-style-type: none"> • varying syntax and sentence structure • using figures of speech • choosing precise and content-specific language 	<p>a. I have only a few errors, and my errors do not interfere with the reader's interpretation of my message.</p> <p>b. The style of my writing is academic and appropriate for the intended audience.</p> <p>c. I demonstrate control of Standard English.</p>	<p>a. I have many different types of errors. <i>OR</i> My errors interfere somewhat with the reader's interpretation of my message.</p> <p>b. The style of my writing is not consistently academic.</p> <p>c. I have some control of Standard English, but it is not consistent.</p>	<p>a. My errors seriously interfere with the reader's interpretation of my message.</p> <p>b. The style of my writing is not academic; it is too informal.</p> <p>c. I have little control of Standard English conventions, sentence structure, and grammar.</p>