MEDIA ASSIGNMENT PROJECT – GRADING RUBRIC

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| DIMENSIONS | LEVEL 1  (60-69%) | LEVEL 2  (70-79%) | LEVEL 3  (80-89%) | LEVEL 4  (90-100%) | SCORE |
| 1. INTRODUCTION   The student is able to introduce topic and rationale along with media research process | Social problem, reasons and media research process are vague or missing | Social problem and countries impacted are stated; reasons and media research process is vague or missing | Social problem and countries impacted are stated along with reasons; media research process is general | Clearly states social problem and countries impacted along with reasons; media research process is detailed |  |
| 1. ANALYSIS 2. The Problem & Action/Solution   The student is able to articulate how the social problem and any actions/solutions are framed in the media | Analysis is too general and vague | Analysis is missing more than one element and needs to be expanded upon | Analysis is missing one element, offers some examples | Clearly presents how social problem and any actions/solutions are framed; thoughtfully describes the point of view and supporting research; uses specific examples |  |
| 1. Theoretical Perspective(s)   The student is able to identify elements of a theoretical perspective in a news article | Theoretical perspective(s) is vague or missing | Theoretical perspective(s) need to be expanded upon; little or no evidence | Theoretical perspective(s) are identified; examples/evidence could be more detailed | Clearly identifies theoretical perspective(s) utilized using specific examples/evidence |  |
| 1. Social Conditions   The student is able to propose local and global social conditions that need to be examined in order to better understand a social problem | Local and global social conditions are too general, vague or unrelated to social problem | Identifies some local and global conditions but relation to social problem is tenuous | Identifies some local and global conditions related to the social problem | Clearly identifies several local and global social conditions directly related to the social problem |  |
| 1. CONCLUSION   The student is able to summarize main points of paper and draw an overall conclusion as to why different perspectives exist | Conclusion is incomplete | Conclusion summarizes some points of paper | Conclusion summarizes main points of paper and provides some insight into why similarities/  differences exist | Thorough conclusion that summarizes main points of paper, providing insight into why similarities/  differences exist |  |
| 1. MECHANICS   The student is able to express and organize ideas effectively and use proper mechanics (spelling, punctuation, grammar). | Ideas are disorganized and paper has several misspellings and/or grammatical errors | Ideas are somewhat organized and paper has 4 misspellings and/or grammatical errors | Ideas are mostly organized and paper has no more than 3 misspellings or grammatical errors | Paper is easy to follow and has no more than one or two misspellings and/or grammatical errors |  |
| COMMENTS: |  |  |  |  |  |  |  | COMMENTS: |