

**PRIMARY CURRICULUM**  
**Assessment Rubrics for Media and Information Literacy**

<b>Criteria</b>	<b>Superior 100-90</b>	<b>Competent 89-75</b>	<b>Satisfactory 74-60</b>	<b>Emergent 59-30</b>	<b>Makes attempt 1-29</b>
<b>Respond critically to audio-visual media texts (esp. animated works).</b>	<p><i>Is always able to respond critically to audio-visual media texts (esp. animated works).</i></p> <p>*can always identify animated works as media texts.</p> <p>*can always identify overt and implied messages, in simple audio-visual media texts.</p> <p>*can clearly express personal thoughts and feelings about some simple animated media works.</p> <p>*is always able to recognize media texts that are fictional</p>	<p><i>Is good at responding critically to audio-visual media texts (esp. animated works).</i></p> <p>*can mostly identify animated works as media texts.</p> <p>*can identify overt and implied messages with very little support and direction, in simple audio-visual media texts.</p> <p>*is good at expressing personal thoughts and feelings about some simple animated media works.</p> <p>*is good at</p>	<p><i>Is able to respond critically to audio-visual media texts (esp. animated works) fairly well.</i></p> <p>*can sometimes identify animated works as media texts.</p> <p>*can identify overt and implied messages but needs some support and direction, in simple audio-visual media texts.</p> <p>*can sufficiently express personal thoughts and feelings about some simple animated media works.</p> <p>*is fairly good at</p>	<p><i>Is weak at responding critically to audio-visual media texts (esp. animated works).</i></p> <p>*can rarely identify animated works as media texts.</p> <p>*can identify overt and implied messages but support and direction, in simple audio-visual media texts.</p> <p>*is limited in the ability to express personal thoughts and feelings about some simple animated media works.</p> <p>*is limited in the</p>	<p><i>Is hardly ever able to respond critically to audio-visual media texts (esp. animated works) most of the time.</i></p>

	<p>versus those that are non-fictional.</p> <p>*can name kinds of media texts that contain both:</p> <p>a. imaginary materials (e.g. fairy tales)</p> <p>b. real materials (e.g. sports coverage)</p> <p>*is always able to recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action.</p>	<p>recognizing media texts that are fictional versus those that are non-fictional.</p> <p>*can usually name kinds of media texts that contain both:</p> <p>a. imaginary materials (e.g. fairy tales)</p> <p>b. real materials (e.g. sports coverage)</p> <p>*is mostly able to recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action.</p>	<p>recognizing media texts that are fictional versus those that are non-fictional.</p> <p>*can sometimes name kinds of media texts that contain both:</p> <p>a. imaginary materials (e.g. fairy tales)</p> <p>b. real materials (e.g. sports coverage)</p> <p>*is sometimes able to recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action.</p>	<p>ability to recognize media texts that are fictional versus those that are non-fictional.</p> <p>*can name kinds of media texts that contain either:</p> <p>a. imaginary materials (e.g. fairy tales)</p> <p>or</p> <p>b. real materials (e.g. sports coverage)</p> <p>*is weak at recognizing and describing characteristics that distinguish real vs. imaginary material e.g. use of actors, live action.</p>	
--	--	---	--	---	--

**PRIMARY CURRICULUM**  
**Assessment Rubrics for Media and Information Literacy**

<b>Criteria</b>	<b>Superior 100-90</b>	<b>Competent 89-75</b>	<b>Satisfactory 74-60</b>	<b>Emergent 59-30</b>	<b>Makes attempt 1-29</b>
<p><b>Recognize that media contain and convey different beliefs and value messages.</b></p> <p><b>Identify selected media forms and explain how techniques are used to create/enhance meaning. (e.g. size, colour and emoticons)</b></p>	<p>Demonstrates an excellent understanding that media contain and convey different beliefs and value messages.</p> <p>*is adept at identifying both overt and implied messages portrayed by animated characters.</p> <p>*very good at acting out parts from his/her favourite animated shows.</p>	<p>Demonstrates a good understanding that media contain and convey different beliefs and value messages.</p> <p>*is good at identifying both overt and implied messages portrayed by animated characters.</p> <p>*good at acting out parts from his/her favourite animated shows.</p>	<p>Demonstrates a fair understanding that media contain and convey different beliefs and value messages.</p> <p>*is fair at identifying both overt and implied messages portrayed by animated characters.</p> <p>*is average at acting out parts from his/her favourite animated shows.</p>	<p>Demonstrates a limited understanding that media contain and convey different beliefs and value messages.</p> <p>*has limited ability at identifying both overt and implied messages portrayed by animated characters.</p> <p>*can act out very limited parts from their favourite animated shows.</p>	<p>Does not clearly demonstrate an understanding that media contain and convey different beliefs and value messages.</p>

**PRIMARY CURRICULUM**  
**Assessment Rubrics for Media and Information Literacy**

<b>Criteria</b>	<b>Superior 100-90</b>	<b>Competent 89-75</b>	<b>Satisfactory 74-60</b>	<b>Emergent 59-30</b>	<b>Makes attempt 1-29</b>
<p><b>Display an understanding of the purpose of a variety of media texts.</b>  <b>(e.g. audio, visual, audio-visual, print, and electronic/digital text, emoticons)</b></p>	<p>Displays an excellent understanding of the purpose of a variety of media texts.</p> <p>*can analyze different media packaging (modes of ‘presentation’, e.g. CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>*can effectively compare and contrast the characteristics of selected media which tell about their purpose (e.g. use of pictures in visual</p>	<p>Displays a good understanding of the purpose of a variety of media texts.</p> <p>*can analyze four different media packaging (modes of ‘presentation’, e.g. CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>*is good at comparing and contrasting the characteristics of selected media which tell about their purpose (e.g. use of</p>	<p>Displays a fair understanding of the purpose of a variety of media texts.</p> <p>*can analyze three different media packaging (modes of ‘presentation’, e.g. CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>*is fair at comparing and contrasting the characteristics of selected media which tell about their purpose (e.g. use of pictures in visual</p>	<p>Displays a limited understanding of the purpose of a variety of media texts.</p> <p>*can analyze two different media packaging (modes of ‘presentation’, e.g. CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>*has limited skills in comparing and contrasting the characteristics of selected media which tell about their purpose (e.g. use of</p>	<p>Displays a weak understanding of the purpose of a variety of media texts.</p> <p>*can analyze one media packaging (modes of ‘presentation’, e.g. CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>*is weak at comparing and contrasting the characteristics of selected media which tell about their purpose (e.g. use of</p>

	<p>media to target/influence children or adults, girls or boys etc.).</p> <p>*can correctly interpret content in print, visual, audio and electronic media.</p> <p>*can clearly explain why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song.</p>	<p>pictures in visual media to target/influence children or adults, girls or boys etc.).</p> <p>*is usually correct in interpreting content in print, visual, audio and electronic media.</p> <p>*can sufficiently explain why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song.</p>	<p>media to target/influence children or adults, girls or boys etc.).</p> <p>*is sometimes correct in interpreting content in print, visual, audio and electronic media.</p> <p>*can give a fair explanation why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song.</p>	<p>pictures in visual media to target/influence children or adults, girls or boys etc.).</p> <p>*has limited skill in interpreting content in print, visual, audio and electronic media.</p> <p>*can give limited explanation why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song.</p>	<p>pictures in visual media to target/influence children or adults, girls or boys etc.).</p> <p>*is weak at interpreting content in print, visual, audio and electronic media.</p> <p>*is weak at explaining why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song.</p>
--	---	--	--	---	--

**PRIMARY CURRICULUM**  
**Assessment Rubrics for Media and Information Literacy**

<b>Criteria</b>	<b>Superior 100-90</b>	<b>Competent 89-75</b>	<b>Satisfactory 74-60</b>	<b>Emergent 59-30</b>	<b>Makes attempt 1-29</b>
<p><b>Create audio-visual media texts for different purposes and audiences.</b>  <b>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</b></p>	<p>Can independently create audio-visual media texts for different purposes and audiences.</p> <p>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</p> <p>*can give examples of a variety tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes,</p>	<p>Can create audio-visual media texts for different purposes and audiences with little help.</p> <p>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</p> <p>*can give four examples of tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes,</p>	<p>Create audio-visual media texts for different purposes and audiences with some help.</p> <p>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</p> <p>*can give three examples of tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes,</p>	<p>Create audio-visual media texts for different purposes and audiences but needs a lot of guidance.</p> <p>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</p> <p>*can give two examples of tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes,</p>	<p>Requires full-time guidance to create audio-visual media texts for different purposes and audiences.</p> <p>(e.g. a simple slide show for a multimedia presentation; a sign or poster for their classroom or the school)</p> <p>*can give one example of tools and/or materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes,</p>

	<p>microphone e.g. use of computer software etc.)</p> <p>*can generate great ideas for creating characters for various purposes and audiences.</p> <p>*is proficient in using different methods to create a character for an animation or book (e.g. printing, drawing).</p> <p>*can demonstrate proper handling and care of media and technology.</p> <p>*can demonstrate how to use audio-visual recording hardware.</p>	<p>microphone e.g. use of computer software etc.)</p> <p>*can generate good ideas for creating characters for various purposes and audiences.</p> <p>*has good skill in using different methods to create a character for an animation or book (e.g. printing, drawing).</p> <p>*can use media and technology equipment with care (7-8 times out of 10).</p> <p>*can demonstrate how to use audio-visual recording hardware (7-8 times out of 10).</p>	<p>microphone e.g. use of computer software etc.)</p> <p>*can generate fairly good ideas for creating characters for various purposes and audiences.</p> <p>*has fair skill in using different methods to create a character for an animation or book (e.g. printing, drawing).</p> <p>*sometimes uses media and technology equipment with care (5-6 times out of 10).</p> <p>*can demonstrate how to use audio-visual recording hardware (5-6 times out of 10).</p>	<p>microphone e.g. use of computer software etc.)</p> <p>*has limited ability in generating ideas for creating characters for various purposes and audiences.</p> <p>*has limited skill in using different methods to create a character for an animation or book (e.g. printing, drawing).</p> <p>*uses media and technology equipment with care (3-4 times out of 10).</p> <p>*can demonstrate how to use audio-visual recording hardware (3-4 times out of 10).</p>	<p>microphone e.g. use of computer software etc.)</p> <p>*generates hardly any ideas for creating characters for various purposes and audiences.</p> <p>*is weak at using different methods to create a character for an animation or book (e.g. printing, drawing).</p> <p>*uses media and technology equipment with care (1-2 times out of 10).</p> <p>*can demonstrate how to use audio-visual recording hardware (1-2 times out of 10).</p>
--	--	--	--	--	---