**Listening & Viewing Rubric**

**SLHS**

**ELA Department**

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|  | **Advanced** | **Proficient** | **Basic** | **Below Basic** |
| **Focus** | Student regularly focused on film/video rather than glances around the room or focuses on something else. | Student frequently focused on film/video rather than glances around the room or focuses on something else. | Student occasionally focused on film/video rather than glances around the room or focuses on something else. | Student was not focused on film/video, but glances around the room or focuses on something else. |
| **Multi-Tasking** | Student regularly took notes while viewing and listening. | Student frequently took notes while viewing and listening. | Student occasionally took notes while viewing and listening. | Student took few if any notes while viewing and listening. |
| **Main Ideas** | Student was able to identify a substantial amount of important information in his/her notes. | Student was able to identify an adequate amount of important information in his/her notes. | Student was able to identify some important information in his/her notes. | Student was able to identify few in any important information in his/her notes. |
| **Relevancy** | Student was easily able to determine what details were relevant to supporting the main idea or key concepts of the film/video.  | Student was able to determine with a little difficulty what details were relevant to supporting the main idea or key concepts of the film/video.  | Student was easily able to determine with some difficulty what details were relevant to supporting the main idea or key concepts of the film/video.  | Student struggled/was unable to determine what details were relevant to supporting the main idea or key concepts of the film/video.  |
| **Application** | Student was able to make a substantial amount of logical and meaningful connection(s) to other films/videos, texts, self and the world. | Student was able to make an adequate amount of logical and meaningful connection(s) to other films/videos, texts, self and the world. | Student was able to make some logical and meaningful connection(s) to other films/videos, texts, self and the world. | Student was able to make few if any logical and meaningful connection(s) to other films/videos, texts, self and the world. |
| **Recall** | Student was able to recall information about a subject that was viewed and correctly answer a substantial amount of questions about it. | Student was able to recall information about a subject that was viewed and correctly answer an adequate amount of questions about it. | Student was able to recall information about a subject that was viewed and correctly answer some of the questions about it. | Student was able to recall information about a subject that was viewed and correctly answer few if any of the questions about it. |
| **Effort** | Student regularly put forth personal best during the listening and viewing and did not distract others. | Student frequently put forth personal best during the entire listening and viewing and did not distract others. | Student occasionally put forth personal best during the entire listening and viewing and did not distract others. | Student rarely if at all put forth personal best during the entire listening and viewing and did not distract others. |
| **Quality** | The student took quality notes throughout the entire viewing and listening that demonstrated regular engagement as well as meaningful and insightful thinking and questioning. | The student took quality notes throughout most of the viewing and listening that demonstrated frequent engagement as well as some meaningful and insightful thinking and questioning. | The student took notes throughout some of the viewing and listening that demonstrated occasional engagement as well as some meaningful and insightful thinking and questioning. | The student took notes at times during the viewing and listening that demonstrated little if any engagement and/or did not demonstrate meaningful and insightful thinking and questioning. |