

Inventory: Some Facts About My Reading Skills

Title: _____ Author: _____

► Before I Read

What can I predict will happen in the selection, having looked at illustrations, heads, charts, or maps?

What is my purpose for reading (to interpret, to enjoy, to get information, to solve a problem, etc.)?

What do I already know about the subject of this selection?

How will I adjust my reading rate in order to better understand the selection or book? What kind of resources will I need as I read (dictionary, thesaurus, atlas, etc.)?

► While I Read

How does what I already know connect with what I'm reading?

What kinds of details do I find interesting? Why?

What questions do I have? Do I need to adjust my predictions? Why?

► After I Read

What is my reaction to the selection or book? Why?

How were my predictions different from what I found in the selection or book? Why?

SELF-EVALUATION

Evaluation of My Reading Skills and Strategies: Narration/Description

DIRECTIONS Circle 0, 1, 2, or 3 below to indicate your evaluation of each item.

▶ Evaluation Scale:	0 = Not at all	2 = Some of the time
	1 = I don't know	3 = Most or all of the time

BEFORE READING

1. Previewing the Text

- I determine the type of selection or book I am reading (biography, novel, short story, play, folk tale, myth, poem, or personal or descriptive essay).
- I look for difficult vocabulary words and decide on an appropriate reading rate.

0 1 2 3

0 1 2 3

2. Establishing a Purpose for Reading

- I identify my purpose for reading (to learn something new, to understand, to interpret, to enjoy, to solve problems).

0 1 2 3

3. Using Prior Knowledge

- I consider how my experiences might be connected with the text.
- I consider what I know about the author or the genre.
- I make predictions about what I will read.

0 1 2 3

0 1 2 3

0 1 2 3

DURING READING

1. Responding to the Text

- I think about how my experiences are related to what I'm reading.
- I take notes or use graphic organizers.
- I identify setting, characters or people, conflicts, and themes.
- I use context clues to help me determine meaning.
- I identify narrative and descriptive details (the sequence of events, sensory language, and so on).
- I make predictions about what will happen next in the text.

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

2. Monitoring Comprehension

- I re-read passages when my understanding breaks down.
- I read faster or more slowly based on my understanding of the text.

0 1 2 3

0 1 2 3

Evaluation of My Reading Skills and Strategies: Narration/Description *(continued)*

DIRECTIONS Circle 0, 1, 2, or 3 below to indicate your evaluation of each item.

▶ Evaluation Scale:	0 = Not at all	2 = Some of the time
	1 = I don't know	3 = Most or all of the time

AFTER READING

1. Responding to the Text

- I reflect on the meaning of what I have read and think about how the meaning is connected to my knowledge and experience.
- I react to the selection or book and make my own interpretation.
- I evaluate my predictions about the reading.
- I discuss my thoughts about the selection or book with others.
- I extend my reading by choosing another related selection or book to read.
- I apply my reading to a paper or project.

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

0 1 2 3

2. Using Study Skills

- I summarize, paraphrase, or outline the selection or book.
- I can return to the text and scan for specific information.

0 1 2 3

0 1 2 3

Additional Comments:

SELF-EVALUATION

Inventory: Some Facts About My Study Skills

▶ Questions and answers about my study skills	▶ More about my answers
How often do I study? Do I study at a special time and place?	How do I decide when and where to study?
Can I locate the table of contents, the glossary, and the index of my textbook?	How might these parts of the textbook help me study?
Do I preview or skim major sections of the text I'm reading?	How can previewing or skimming help me?
Do I review the maps, tables, and other graphic organizers in the texts that I study?	What help do these features provide?
Do I notice features such as bullets, headings, and subheadings?	How do these features help my understanding?
Do I use a dictionary, encyclopedia, or other reference materials in my studying?	Why or why not?
Do I ask myself questions about the text as I read? Do I use the study questions in my textbooks?	Why is asking questions important?

Inventory: Some Facts About My Study Skills *(continued)*

▶ Questions and answers about my study skills	▶ More about my answers
Do I use study strategies such as SQ3R or creating graphic organizers?	How do these strategies help me?
Do I practice making generalizations or drawing conclusions?	How does this help my understanding?
Do I distinguish between fact and opinion?	Why is it important to notice this difference?
Do I note causes and effects or problems and solutions in the texts I read?	Why is understanding these relationships helpful to my studying?
Do I make the necessary adjustments in my studying based on my reading rate?	Why is my reading rate important in studying?
Are my study habits successful?	Why or why not?

Progress in Reading

▶ Ratings:	1 = minimal progress	4 = more progress than expected
	2 = less progress than expected	5 = outstanding progress
	3 = some progress	

▶ Volume of reading	▶ Rating	▶ Comments
Compared with last progress report		
Amount student is reading during unscheduled school time		
Amount student is reading outside of school		
Has read from a variety of genres and sources such as diaries, newspapers, electronic texts, and speeches		
▶ Interests growing out of and promoting reading	▶ Rating	▶ Comments
Interest in some topics has intensified		
Has read texts on a variety of topics		
Is developing clear preferences in reading		
Shares ideas and stories from texts read		
Appears to be more questioning; turns to texts for answers		

Progress in Reading *(continued)*

▶ Attitudes about reading	▶ Rating	▶ Comments
Reads assignments without resistance		
Talks about favorite books, stories, articles; cites texts read; reacts openly to what has been read in class		
Is actively involved in portfolio self-assessment of reading		
Has improved perception of self as a reader; demonstrates confidence with texts and ideas		
▶ Applied comprehension	▶ Rating	▶ Comments
Relates reading to experience and background		
Reading appears to be promoting improvement in writing and speaking		
Expresses and shows appreciation for new ideas		
▶ Reading strategies	▶ Rating	▶ Comments
Thinks of reading as a process		
Appears to read more fluently		
Has strategies to seek help if needed		
Has a growing lexicon/vocabulary		

Progress in Reading Skills

▶ Ratings:	1 = minimal progress	4 = more progress than expected
	2 = less progress than expected	5 = outstanding progress
	3 = some progress	

▶ Comprehension skills	▶ Rating	▶ Comments
Can identify main ideas and details		
After reading, can recall many details accurately		
Uses context clues to define difficult vocabulary		
Recognizes and understands common abbreviations, symbols, and acronyms		
Can identify correctly the antecedents of pronouns		
Can follow written instructions		
Can follow sequences of events		
Can identify and follow common text structures such as compare/contrast and cause/effect		
Recognizes common genres and can identify some distinguishing features of each		

Progress in Reading Skills *(continued)*

▶ Interpretive skills	▶ Rating	▶ Comments
Can make logical predictions		
Can connect own knowledge and experience to the text		
Uses context clues to decipher meaning		
Can interpret character traits and relationships in fiction		
Can understand implied cause-and-effect relationships, implied main ideas, and implied sequences of events		
Can make generalizations and draw conclusions about a text		
Can decipher the meaning of abstract words and/or multiple-meaning words		
Can interpret figurative language		
Can accurately summarize a text		
Reads with an understanding of literary concepts such as plot and theme		
In nonfiction, can identify an author's purpose and point of view		
Can synthesize information from more than one source		

Progress in Reading Skills *(continued)*

▶ Critical thinking skills	▶ Rating	▶ Comments
Can differentiate fact from opinion		
Can assess the credibility of an author		
Can recognize logical and emotional appeals and identify their purpose in a text		
Can recognize bias		
Can interpret persuasive and propaganda techniques and identify their purpose in a text		
Can detect fallacies in reasoning		
Can distinguish between relevant and irrelevant material in a text		

SELF-EVALUATION

Inventory: Some Facts About My Writing

▶ Questions and answers about my writing	▶ More about my answers
How often do I write?	What types of writing do I do?
Do I write outside of school/at home?	What kind of writing do I do there?
Do I like to write?	Why or why not?
Of the things I have written, I like these best:	Why do I like them best?
What topics do I like to write about?	Why do I like to write about these topics?
Is anything about writing difficult for me? What?	Why do I think it is difficult?
Does reading help me to be a better writer, or vice versa?	Why do I think this?
How important is learning to write well?	Why do I think this?

Evaluating Your Writing Process

Choose one paper from your portfolio. Track your writing process for that paper by writing brief answers to these questions. Keep the questions and your answers in your portfolio.

► PREWRITING

1. How did you decide on your subject?
2. Did you use any of the prewriting techniques you have learned in class? Which ones? How did they work for you with this assignment?
3. Did you plan the organization of your paper before you started writing? Why or why not?
4. What did you like best about this stage of the assignment? What did you like least?
5. About how much time did you spend on this stage of the writing process?

► WRITING

6. What did you find easiest about writing your draft?
7. What did you find most difficult about writing your draft?
8. What was your main concern while writing the draft? Organization? Style? Development of ideas? Something else? Why?
9. What did you like best about this stage of the writing process?
10. About how much time did you spend writing your draft?

SELF-EVALUATION

Evaluating Your Writing Process *(continued)*

EVALUATING AND REVISING

11. Did you receive feedback on your draft from anyone? If so, was the feedback helpful? Why or why not?
12. What did you think about your first draft? Why?
13. In this stage, did you make any major changes to your draft? Why or why not?
14. What did you like best about this stage of the writing process? What did you like least?
15. About how much time did you spend evaluating and revising your draft?

PROOFREADING, PUBLISHING, AND REFLECTING

16. How did you proofread your paper and design its appearance? How long did this take?
17. Where did you publish your paper? If you published your paper by reading it aloud, who was your audience?
18. What did you like best about this stage of the writing process? What did you like least?
19. On which stage of the writing process did you spend the most time? How did spending this time affect the quality of your final paper?
20. What will you do differently the next time you write? What will you do the same way?

Assessing Your Writing Process: Analytic Scale

Choose one paper from your portfolio, preferably one for which you have your prewriting notes and all your drafts. Use the chart below to analyze your writing process. Circle the numbers that most clearly indicate how well your writing process meets the stated criteria. The lowest possible total score is 5, the highest, 20.

1 = Does not achieve these criteria

2 = Made some effort to meet these criteria but with little success

3 = Made a serious effort to meet these criteria and was fairly successful

4 = Clearly meets these criteria

Title of paper _____

STAGE IN WRITING PROCESS	CRITERIA FOR EVALUATION	RATING
Prewriting	<ul style="list-style-type: none"> ■ Used prewriting techniques to find and limit subject and to gather details about subject ■ Organized details in a reasonable way 	1 2 3 4
Writing	<ul style="list-style-type: none"> ■ Got most of ideas down on paper in a rough draft 	1 2 3 4
Revising	<ul style="list-style-type: none"> ■ Did complete peer or self-evaluation ■ Found ways to improve content, organization, and style of rough draft ■ Revised by adding, cutting, replacing, and moving material 	1 2 3 4
Proofreading	<ul style="list-style-type: none"> ■ Corrected errors in spelling, grammar, usage, punctuation, capitalization, and manuscript form 	1 2 3 4
Publishing and Reflecting	<ul style="list-style-type: none"> ■ Produced a clean final copy in proper form ■ Shared the piece of writing with others ■ Reflected on the writing process and on the paper's strengths and weaknesses 	1 2 3 4

Additional Comments:

Evaluating and Revising Your Draft

Read through your draft using the following five steps as a guide. Answer each question fully and thoughtfully.

Title of paper _____

▶ STEP 1: THINKING ABOUT YOUR READERS

How do you want your readers to react to your paper?

Read through your paper quickly without stopping. Then, state what you think the readers' reactions will be.

If the readers' reactions are likely to be different than the reaction you want, what do you need to change in the paper?

▶ STEP 2: LOOKING AT YOUR INTRODUCTION

Look closely at the introduction to your paper. What does the introduction do to capture the readers' interest?

What do you like best about your introduction?

What do you like least?

What might you add, cut, replace, or reorder to strengthen your introduction?

Evaluating and Revising Your Draft *(continued)*

▶ STEP 3: LOOKING AT THE BODY

Read carefully through the body of your paper. What main points or ideas do you want your readers to understand?

Do you think the reader will consider the order of your ideas or points logical? Explain.

What examples of vivid, precise, or persuasive language do you find in the body of the essay?

Does this assignment call for examples and facts? If so, what examples and facts have you used?

Where might additional facts and examples be helpful?

Do any facts or examples seem unrelated or unnecessary? Why?

What might you add, cut, replace, or reorder to strengthen the body of the paper?

SELF-EVALUATION

Evaluating and Revising Your Draft *(continued)*

▶ STEP 4: LOOKING AT THE CONCLUSION

Look closely at the conclusion of your paper. What does the conclusion do to bring the paper to a satisfactory close?

What do you like best about your conclusion?

What do you like least?

What might you add, cut, replace, or reorder to strengthen your conclusion?

▶ STEP 5: HEARING HOW THE PAPER SOUNDS

Read your paper aloud. Which sentences sound especially good to you?

Which sentences seem awkward, wordy, or unclear?

What words or phrases might you add, cut, replace, or reorder to strengthen those sentences?

Checklist: Evaluating and Revising Your Draft

Revise your paper until you can answer *yes* to each of the following questions. Add, cut, replace, or reorder material in your paper as necessary.

Title of paper _____

▶ Content	▶ Yes	▶ No
Does the introduction grab the reader's interest?		
Is the introduction clear and logical?		
From the beginning of the paper to the end, are the subject and purpose of the paper clear?		
Is the body of the paper well developed?		
Is each main point in the paper elaborated with facts, details, or other support?		
Is the paper free of unrelated or unnecessary ideas?		
Is the paper interesting?		
Does the paper end in a way that is satisfying to the reader?		
Does the paper achieve its purpose? (Before you answer, take a moment to recall the paper's purpose as clearly as possible.)		
▶ Organization	▶ Yes	▶ No
Are the ideas and details arranged in a clear and logical order?		
Have transitions been used to make clear the relationships between sentences and paragraphs?		
▶ Style	▶ Yes	▶ No
Is every sentence in the paper clear and smoothly written?		
Is the language of the paper appropriate for its audience and purpose?		
Have you avoided choppy and wordy sentences? Have you varied your sentence lengths and structures?		

Additional Notes:

PEER AND SELF-EVALUATION

Evaluating Your Content and Organization

Writer's name _____

Title of paper _____

▶ Introduction

The best thing about the introduction is—

To improve the introduction, the writer might—

▶ Body

The two best things about the body are—

The body's organization is or is not clear because—

To improve the body, the writer might—

▶ Conclusion

The best thing about the conclusion is—

To improve the conclusion, the writer might—

▶ Overall Evaluation

What does this writer do best of all?

Check the element that the writer should concentrate most on when revising.

_____ Interest Level

_____ Style

_____ Organization

_____ Development of Ideas

Evaluating Your Audience and Purpose

Writer's name _____

Title of paper _____

▶ STEP 1: Evaluating for Audience

Who is the intended audience of the paper?

What information, ideas, or attitudes are they likely to have about the subject of the paper?

Has the writer taken the audience's knowledge, ideas, and attitudes into account? How can you tell?

Considering the audience, does the writer need to add material to the paper or delete material from the paper? If so, what?

▶ STEP 2: Evaluating for Purpose

What is the purpose of the paper?

What are some characteristics that papers with that purpose usually have?

Which of those characteristics does this paper have? Give examples.

Which of those characteristics (if any) are missing from this paper? What reasons might the writer have for not including those characteristics?

How successful is the writer in achieving the purpose? What might help the writer more fully meet the purpose?

▶ STEP 3: Overall Evaluation

What is the most important thing the writer needs to do to be certain of achieving his or her purpose with this audience?

Revising: Your Response as a Reader

Writer's name _____ Title of paper _____

1. Which part of the paper did you find most interesting? Why? _____

2. Which part of the paper might the writer make more interesting? _____

How would you suggest that the writer do this? _____

3. What is the writer's purpose? How can you tell? _____

Do you think the writer is successful in achieving the purpose? Explain. _____

4. Are any parts of the paper difficult to read or understand? If so, which ones and why?

5. Does the paper need further editing and proofreading? Explain.

6. When the writer revises, is there anything that he or she definitely should not change?

7. Suggest two specific things the writer could do to improve the paper.

8. Tell the writer what he or she did well or what you will remember about this paper.

Four-Point Analytic Scale for Revising

Read the following list of criteria for good writing. Then, with these criteria in mind, read your classmate's paper. Finally, for each criterion, rate the writing assignment from 1 to 4. The lowest possible total score is 12, the highest, 48.

1 = Does not achieve this standard

2 = Shows some effort to meet this standard but with little success

3 = Shows a serious effort to meet this standard and was fairly successful

4 = Clearly meets this standard

Be ready to discuss your evaluation with the writer and to make suggestions for revision.

Writer's name _____ Title of paper _____

▶ Criteria for Evaluation	▶ Rating
■ The writing is interesting.	1 2 3 4
■ The writing achieves its purpose.	1 2 3 4
■ The writing contains enough details.	1 2 3 4
■ The writing does not contain unrelated ideas.	1 2 3 4
■ The ideas and details are arranged in an effective order.	1 2 3 4
■ The connections between ideas and between sentences are clear.	1 2 3 4
■ The writer's meaning is clear throughout.	1 2 3 4
■ The language fits the audience and purpose of the piece of writing.	1 2 3 4
■ The sentences read smoothly.	1 2 3 4
■ The paper is free (or almost free) of problems in grammar and usage.	1 2 3 4
■ The paper is free (or almost free) of problems in punctuation, capitalization, and spelling.	1 2 3 4
■ The paper is free (or almost free) of problems in manuscript form.	1 2 3 4
Total:	

PEER AND SELF-EVALUATION

General Analytic Scale

The points possible for each of the twelve criteria listed in the chart may vary depending on the writing assignment that is being evaluated. Your teacher may give you the points possible for each category. Or, for some assignments, your teacher may give you the responsibility of deciding the points possible.

After you have filled out the **Points Possible** column, read the paper (your own or a classmate's) carefully and thoughtfully. Complete the **Points Given** column and tally the score.

Writer's name _____ Title of paper _____

▶ CRITERIA FOR EVALUATION	▶ Points Possible	▶ Points Given
Content		
Is the writing interesting?		
Does the writing achieve its purpose?		
Are there enough details?		
Are the ideas related to the topic?		
Organization		
Are ideas and details arranged in an effective order?		
Are the connections between ideas, sentences, and paragraphs clear?		
Style		
Is the meaning of each sentence clear?		
Are the language and tone appropriate for the audience, topic, and purpose?		
Do sentences read smoothly?		
Grammar and Usage		
Is the paper relatively free of problems in grammar and usage?		
Punctuation, Capitalization, and Spelling		
Is the paper relatively free of problems in punctuation, capitalization, and spelling?		
Manuscript Form		
Is the paper relatively free of problems in manuscript form?		
Total Points:		

PEER AND SELF-EVALUATION

Four-Point Analytic Scale: General

Circle the numbers that most clearly indicate how well the paper meets the stated criteria. Total the numbers circled. The lowest possible score is 15, the highest, 60.

- 1 = The paper clearly does not achieve this standard.
 2 = The paper indicates that the writer has made some effort to meet this standard but with little success.
 3 = The paper indicates that the writer has made a serious effort to meet this standard and that he or she has been fairly successful.
 4 = The paper clearly meets this standard.

Writer's name _____ Title of paper _____

▶ Content				
▪ The writing is likely to interest the intended audience.	1	2	3	4
▪ The writing has a clear purpose and achieves that purpose.	1	2	3	4
▪ The writing is unified and clear.	1	2	3	4
▪ The subject has been as completely explored and elaborated as possible.	1	2	3	4
▪ The writing does not contain unrelated or distracting details.	1	2	3	4
▶ Organization				
▪ The writing has a clear structure.	1	2	3	4
▪ Ideas and details are arranged in an effective and logical order.	1	2	3	4
▪ The connections between and among ideas are clear.	1	2	3	4
▶ Style				
▪ The language suits the topic, audience, purpose, and occasion.	1	2	3	4
▪ The sentences are graceful and not awkward.	1	2	3	4
▪ The paper avoids wordiness, clichés, jargon, and other style problems.	1	2	3	4
▪ The writer's meaning is clear throughout.	1	2	3	4
▶ Grammar, Usage, and Mechanics				
▪ The paper is relatively free of problems in grammar and usage.	1	2	3	4
▪ The paper is relatively free of errors in spelling and mechanics.	1	2	3	4
▪ The paper follows correct manuscript form.	1	2	3	4
Total:				_____

PEER AND SELF-EVALUATION

Open Analytic Scale

Writer's name _____

Title of paper _____

EVALUATION CRITERIA	Points Possible	Points Given
Content:	20 <i>or</i> _____	
Organization:	20 <i>or</i> _____	
Style:	20 <i>or</i> _____	
Grammar and Usage:	20 <i>or</i> _____	
Spelling, Punctuation, and Manuscript Form:	20 <i>or</i> _____	
<p style="text-align: right;">Total Points:</p>	100	

Analytic Scale: An Eyewitness Account

Circle the numbers that clearly indicate how well the eyewitness account meets the stated criteria. Total the numbers circled. The lowest possible score is 15, the highest, 60.

- 1** = The essay clearly does not achieve this standard.
- 2** = The essay indicates that the writer has made some effort to meet this standard but with little success.
- 3** = The paper indicates that the writer has made a serious effort to meet this standard and that he or she has been fairly successful.
- 4** = The paper clearly meets this standard.

Writer's name _____ Title of paper _____

▶ Organization				
The events of the experience are arranged in chronological order.	1	2	3	4
Connections between the details are clear.	1	2	3	4
The account's organization is clear and easy to follow.	1	2	3	4
▶ Content				
The introduction includes a salutation and a question, story, or personal note that will grab the reader's attention.	1	2	3	4
The account provides any needed background information.	1	2	3	4
The writer shares his or her thoughts, feelings, and questions about the experience.	1	2	3	4
The writer includes relevant details, vivid descriptions, dialogue, or figures of speech.	1	2	3	4
The conclusion summarizes the importance of the experience.	1	2	3	4
The account closes with a personal note to the reader.	1	2	3	4
▶ Style				
The account uses precise nouns and adjectives.	1	2	3	4
The writer's tone and voice are appropriate for the purpose and audience.	1	2	3	4
Sentences are varied in structure and length throughout the account.	1	2	3	4
▶ Grammar, Usage, and Mechanics				
The account is relatively free of problems in grammar and usage.	1	2	3	4
The account is relatively free of errors in spelling and mechanics.	1	2	3	4
The writer correctly punctuates dialogue.	1	2	3	4
				Total Points: _____

PEER AND SELF-EVALUATION

My Record of Proofreading Corrections

Keeping a record of your mistakes can be helpful. For the next few writing assignments, list the errors you, your teacher, or your peers find in your work. If you faithfully use this kind of record, you'll find it easier to avoid troublesome errors.

Writer's name _____		Title of paper _____	
Write sentences that contain errors in grammar or usage here.		Write corrections here.	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Write sentences that contain errors in mechanics here.		Write corrections here.	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Write misspelled words and corrections here.			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SELF-EVALUATION

My Viewing Record

Use this record for different types of television programs, Web sites, films, and videos. Log at least one viewing experience per week.



Ratings: ✓✓✓✓ This was very important! ✓✓ I learned a little.
 ✓✓✓ Worth doing/remembering ✓ I wasted my time.

Date:

What I saw:

Notes about why this experience was or was not important, interesting, or useful:

Rating:

Date:

What I saw:

Notes about why this experience was or was not important, interesting, or useful:

Rating:

Date:

What I saw:

Notes about why this experience was or was not important, interesting, or useful:

Rating:

Inventory: Some Questions and Answers About My Viewing

▶ Questions and answers about my viewing	▶ More about my answers
<p>What kinds of visual media do I use or prefer—television, film, Web, or another type?</p>	<p>What do I like about these kinds of media?</p>
<p>What kinds of television shows and movies do I prefer?</p>	<p>Why do I like them the best?</p>
<p>How much am I influenced by what I see? For example, how apt am I to purchase something I have seen advertised?</p>	<p>What associations do I make between the image I see and myself? What emotions do I think advertising plays on?</p>
<p>Who makes the TV shows, magazines, or videos I like best?</p>	<p>What do I think is the purpose of these programs, magazines, or videos?</p>
<p>Who is the target audience of the shows and other media I like? How do I know?</p>	<p>How would people outside this target audience interpret these shows or other media?</p>
<p>Do I evaluate visual or audio techniques (close shots, objects out of focus, music, voice-overs, etc.)?</p>	<p>How aware of these techniques am I as I watch?</p>

My Evaluation of a Television News Program

View a news program and take notes. Then, answer the following questions.

1. Name the news program you are evaluating. Is it a national news program, a local news program, or a newsmagazine? Who do you think is its primary audience?
2. Name some of the stories presented and then explain why you think they were shown. Did they meet the common news criteria of timeliness, serious impact on the audience, human interest, or news about celebrities?
3. Choose a particular news story and explain how it captures the viewer's attention. Do its words or images play upon the viewer's emotions? If so, how?
4. Whose points of view are represented in the story? Whose are left out? Why?
5. Who reports the news? Do reporters in the field and outside experts interact with the anchors or not? Why do you think this is (or is not) done?
6. What do the program's set, slogan, title logo, and opening music tell you about its tone and purpose?
7. What advertisements are shown in the commercials that interrupt the show? Why do you think they are the ones used?
8. How reliable do you think this news program is? Why do you think so?

Progress in Viewing

▶ Ratings:	1 = minimal progress	4 = more progress than expected
	2 = less progress than expected	5 = outstanding progress
	3 = some progress	

▶ Viewing perceptions and behaviors	▶ Rating	▶ Comments
Identifies the purpose of various media presentations (i.e., informative, advertising, entertainment shows)		
Analyzes credibility of programs viewed (who made them and why)		
Speculates about the target audience of a media message and identifies what techniques are used to address that audience		
Analyzes own response to different kinds of media messages		
Evaluates audio and visual techniques (special effects, camera angles, music, etc.) and their effects		
Draws conclusions and forms opinions about the purpose and effects of media messages		
Articulates reasons for personal preferences in TV and movie viewing		

Progress in Evaluating Television News

▶ Ratings:	1 = minimal progress	4 = more progress than expected
	2 = less progress than expected	5 = outstanding progress
	3 = some progress	

▶ Behaviors and perceptions	▶ Rating	▶ Comments
Can identify the genre of the news program and identify some of its characteristics		
Can identify the criteria the news program's producers might have used in choosing individual stories		
Can speculate about target audience and offer support for his or her ideas		
Evaluates fairness of stories; notes whose point of view is adopted and whose is omitted		
Evaluates visuals and their possible emotional impact		
Assesses the show's anchors, set, slogan, and music; notes how all elements contribute to the purpose and tone of the show		
Assesses what information the interrupting advertisements can provide about the audience and purpose of the show		
Evaluates the overall reliability of the show and provides support for opinion		

Evaluation of My Cooperative Learning

Use these questions to consider and evaluate your contributions to group activities.

1. What was your role in the group?

2. What did you need to do to be useful in that role?

3. Were you attentive and respectful to others in the group? What did you do to show these things?

4. Were you able to stick to the subject or project at hand? Why or why not?

5. What was your most important contribution to the group?

6. What could you do to become a more effective group member?

My Evaluation of Cooperative Learning

Use these questions to evaluate the contributions of another student in your group.

Group member's name: _____ **Group member's role in the group:** _____

1. Three words I would use to describe how the group member performed the role are

2. The member did the following things to work well with others (for example, asked questions to clarify the task, organized the agenda, or showed courtesy to other members):

3. The most important contribution the member made to the group was _____

4. This contribution was important to the group because _____

5. The group member could contribute more to the group if he or she _____

My Evaluation of Group Participation

Think about the work your small group did and then answer the following questions.

1. The students who participated in this group were _____

2. Our task was _____

3. Circle your response to the following statements.

1 = Strongly Disagree 2 = Disagree Somewhat 3 = Agree 4 = Strongly Agree

The group did a good job of staying on task. 1 2 3 4

Every member of the group contributed to the group. 1 2 3 4

Each member of the group treated the other members of the group with respect and kindness. 1 2 3 4

The group felt that the task was worth accomplishing. 1 2 3 4

Each member of the group learned something from this experience. 1 2 3 4

4. What is the group's greatest strength? _____

5. What does this group need to do to become more productive? _____

Progress in Cooperative Learning

▶ Ratings:	1 = minimal progress	4 = more progress than expected
	2 = less progress than expected	5 = outstanding progress
	3 = some progress	

▶ Behaviors and perceptions	▶ Rating	▶ Comments
Actively participates in assigned role		
Communicates effectively with the group		
Assumes individual responsibility in learning		
Organizes work		
Focuses effectively on topic		
Demonstrates multiple problem-solving strategies		
Respects opinions, strengths, and weaknesses of others in group		
Demonstrates a positive attitude with the group		
Encourages others to participate		
Explains concepts; paraphrases and summarizes ideas		
Adds ideas and offers input		
Completes work		