

# Media Literacy Standards

Media are a powerful and persuasive force in students' lives. The Carnegie Council on Adolescent Development points out that adolescents' lives are saturated with entertainment and advertising; their capacity to make sense of messages from this array of powerful sources of influence is essential to their development (Carnegie Council on Adolescent Development, 1995). The standards in Media Literacy are designed to help students become active, critical consumers of media messages.

To be successful in college and in the workplace and to participate effectively in a global society, students are expected to understand the nature of media; to interpret, analyze, and evaluate the media messages they encounter daily; and to create media that express a point of view and influence others. These skills are relevant to all subject areas, where students may be asked to evaluate media coverage of research, trends, and issues.

Media-literate students understand that media messages are produced collaboratively and are influenced by the channel in which they occur; that media producers use feedback to modify media messages. They understand the role of production elements, personal knowledge, ethics, and credibility in the interpretation and evaluation of media. When students produce media they are attentive to content, organization, feedback, and revision. The following standards focus on cognitive, affective, and behavioral strategies for understanding the nature of media; understanding, interpreting, analyzing, and evaluating media; and designing and creating media messages.



# Media Literacy Standards

## Standard 1

### Understanding the Nature of Media

Students recognize that media messages\* are constructed collaboratively for a wide range of purposes and constrained and shaped by characteristics of the media channel. They understand how media producers use feedback to modify media messages.

#### Objective

**M1.1** Student understands the nature of media communication.

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\*Underlined words and phrases are defined in the Glossary.

**Objective M1.1****Student understands the nature of media communication.**

Student recognizes that media messages are constrained and shaped by characteristics of the media channel and constructed collaboratively for a wide range of purposes. Student understands how media producers use feedback to modify media messages.

Performance Expectation Category	Level 1	Level 2
<b>M1.1.1</b> Understands that media messages are the result of collaborative effort and decision making; that they are constructed for a wide range of purposes including achieving economic, political, and social <u>goals</u> ; and that they are constrained and shaped by aspects of the media channel.	<b>M1.1-1.1</b> Recognizes that various media channels (e.g., television, radio, the Internet, billboards, movies, newspapers, magazines, video games) are used to communicate messages, to influence <u>target audiences</u> commercially, and for self-expression. Understands that media messages may exaggerate or distort what they represent.	<b>M1.1-1.2</b> Recognizes that various media channels (e.g., television, radio, the Internet, billboards, movies, newspapers, magazines, video games) are used to communicate messages; to influence target audiences' beliefs, actions, and commercial and political choices; and for self-expression. Describes ways in which media messages exaggerate or distort what they represent.
<b>M1.1.2</b> Understands how media producers capture, measure, and interpret responses to media messages as indicators of the messages' effectiveness and how media producers use this feedback to modify media messages.	<b>M1.1-2.1</b> Recognizes that media producers monitor how audiences respond to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting).	<b>M1.1-2.2</b> Understands that media producers interpret responses to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting) as indicators of how effective the messages are.

Level 3	Level 4	Level 5	Level 6
<p><b>M1.1-1.3</b> Describes the characteristics of various media <u>channels</u> (e.g., whether they are visual, auditory, static, interactive, dynamic). Explains how these characteristics influence the design of the media message. Explains the advantages and disadvantages of various channels for communicating messages and influencing the beliefs, actions, and commercial and political choices of targeted audiences. Describes and illustrates ways in which media messages exaggerate or distort what they represent.</p>	<p><b>M1.1-1.4</b> Describes how the characteristics of various media channels (e.g., whether they are visual, auditory, static, interactive, dynamic) influence the design of the media message. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Explains how media messages attempt to create an experience or reality that supports the media producer's purposes and goals.</p>	<p><b>M1.1-1.5</b> Analyzes how the characteristics of various media channels (e.g., cost; size of audience; publicly versus privately funded; degree of <u>regulation</u>; whether they are visual, auditory, static, interactive, dynamic) influence the design of the media message. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Explains and illustrates how media messages attempt to create an experience or reality that supports the media producer's purposes and goals.</p>	<p><b>M1.1-1.6</b> Analyzes how the characteristics of various media channels (e.g., cost; size of audience; publicly versus privately funded; degree of regulation; whether they are visual, auditory, static, interactive, dynamic) influence the design, production, distribution, and interpretation of media messages. Compares and contrasts the advantages and disadvantages of various channels for influencing the beliefs, actions, and commercial and political choices of targeted audiences. Analyzes how his or her own personal characteristics fit into the demographic and sociocultural categories used to define target audiences. Analyzes how media messages attempt to create an experience or reality that supports the media producer's purposes and goals and how this construction of reality influences media viewers.</p>
<p><b>M1.1-2.3</b> Describes how media producers interpret responses to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, voting) as indicators of the messages' effectiveness and how media producers use this feedback to modify media messages.</p>	<p><b>M1.1-2.4</b> Explains how media producers capture and measure audience reactions to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) as feedback. Recognizes that such feedback is often delayed and limited by the nature of the media channel.</p>	<p><b>M1.1-2.5</b> Explains and illustrates how media producers capture and measure audience reactions to media messages (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) as feedback. Explains how such feedback is often delayed and limited by the nature of the media channel.</p>	<p><b>M1.1-2.6</b> Analyzes how media producers capture, measure, and interpret audience feedback (e.g., ratings, purchasing decisions, changing the television or radio station, navigating to a different Web site, votes for the other candidate, letters of complaint or praise) to revise and refine their media messages. Explains how such feedback is often delayed and limited by the nature of the media channel.</p>



# Media Literacy Standards

## Standard 2

### Understanding, Interpreting, Analyzing, and Evaluating Media Communication

Students understand, interpret, analyze, and evaluate media communication.

#### Objective

**M2.1** Student understands, interprets, analyzes, and evaluates media communication.

**Objective M2.1****Student understands, interprets, analyzes, and evaluates media communication.**

Student analyzes how media producers use media channels and conventional production elements to achieve purposes, affect target audiences, convey a point of view, and establish narrative elements. Student recognizes how prior knowledge, experiences, attitudes, beliefs, and demographic characteristics, as well as the context, affect the interpretation of a media message. Student evaluates the credibility and ethics of a media communication.

Performance Expectation Category	Level 1	Level 2
<b>M2.1.1</b> Analyzes how media producers use conventional production elements to achieve specific effects.	<b>M2.1-1.1</b> Identifies conventional production elements in a variety of media (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) that media producers use to create messages.	<b>M2.1-1.2</b> Recognizes how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.
<b>M2.1.2</b> Analyzes how media producers use production elements and techniques to establish narrative elements (e.g., setting, mood, tone, character, plot) and create specific effects.	<b>M2.1-2.1</b> Identifies production elements (e.g., camera shots, sound, lighting) that media producers use to establish narrative elements (e.g., setting, character, plot) and create specific effects.	<b>M2.1-2.2</b> Recognizes media producers' intentional use of production elements and techniques (e.g., camera shots, sound, lighting) to establish narrative elements (e.g., setting, character, plot) and create specific effects.
<b>M2.1.3</b> Analyzes how the media channel and production elements affect the targeted audience, achieve the purpose, and convey the media producer's point of view.	<b>M2.1-3.1</b> Recognizes how the production elements in a media communication are selected and composed based on targeted audience and purpose.	<b>M2.1-3.2</b> Recognizes the media producer's targeted audience and purpose for a media communication. Recognizes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience and achieve the purpose.
<b>M2.1.4</b> Recognizes how his or her prior knowledge, experiences, attitudes, beliefs, and demographic characteristics, as well as the context, affect the interpretation of a media message.	<b>M2.1-4.1</b> Recognizes that his or her knowledge, attitudes, and experiences related to the topic affect the understanding and interpretation of a media message.	<b>M2.1-4.2</b> Describes how his or her familiarity with the content and interest in the media producer's purposes affect the interpretation of a media message.
<b>M2.1.5</b> Evaluates the credibility and ethics of a media communication by considering relevance, accuracy, timeliness, fairness, balance, and social responsibility in light of the media producer's context, purposes, and goals.	<b>M2.1-5.1</b> Identifies the producer and publication date of the media communication. Considers these when evaluating the timeliness and relevance of the media communication.	<b>M2.1-5.2</b> Considers factors that affect the credibility of a media communication (e.g., relevance, accuracy, timeliness).



Level 3	Level 4	Level 5	Level 6
<b>M2.1-1.3</b> Explains and illustrates how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.	<b>M2.1-1.4</b> Analyzes and interprets how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.	<b>M2.1-1.5</b> Analyzes and interprets how media producers use conventional production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects. Recognizes when conventional production elements are used in an unconventional way.	<b>M2.1-1.6</b> Evaluates the effectiveness of media producers' conventional and unconventional use of production elements (e.g., layout, pictures, and typefaces in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming format in radio; layout, navigation, and dynamic and interactive elements on the Web) to achieve specific effects.
<b>M2.1-2.3</b> Explains how media producers use production elements and techniques (e.g., camera shots, sound, lighting) to establish narrative elements (e.g., setting, mood, character, plot) and create specific effects.	<b>M2.1-2.4</b> Explains how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot) and create specific effects.	<b>M2.1-2.5</b> Analyzes how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot, theme) and create specific effects.	<b>M2.1-2.6</b> Analyzes and critiques how media producers use production elements and techniques (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, acting) to establish narrative elements (e.g., setting, mood, tone, character, plot, theme) and create specific effects.
<b>M2.1-3.3</b> Describes the media producer's targeted audience, purpose, and point of view for a media communication. Explains how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, and convey the media producer's message and point of view.	<b>M2.1-3.4</b> Infers the media producer's targeted audience, <u>explicit</u> and <u>implicit</u> purposes, and point of view for a media communication. Analyzes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, and convey the media producer's message and point of view. Recognizes how the media producer uses stereotypes to achieve specific purposes, recognizing that stereotypes are used because of the ease they provide in reaching mass audiences and telling stories quickly.	<b>M2.1-3.5</b> Infers the producer's targeted audience, explicit and implicit purposes, point of view, and intended meaning for a media communication. Analyzes how the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, convey the media producer's point of view, and imply an intended meaning. Analyzes the media producer's use of social, cultural, and historical references, including stereotypes, to achieve specific purposes.	<b>M2.1-3.6</b> Infers the media producer's targeted audience, explicit and implicit purposes, point of view, and intended meaning for a media communication. Analyzes and evaluates how effectively the selected media channel reaches the targeted audience and how the production elements and their composition appeal to that audience, achieve the purpose, convey the media producer's point of view, and imply an intended meaning. Critiques a media producer's use of social, cultural, and historical references, including stereotypes, to achieve specific purposes.
<b>M2.1-4.3</b> Explains and illustrates how <u>internal variables</u> (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) affect the interpretation of a media message.	<b>M2.1-4.4</b> Explains and illustrates how internal variables (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.	<b>M2.1-4.5</b> Analyzes how internal variables (e.g., familiarity with the content, personal aesthetic tastes, identification with the targeted audience, interest in the media producer's purposes, attitudes toward the media channel) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.	<b>M2.1-4.6</b> Analyzes how internal variables (e.g., familiarity with the content; personal aesthetic tastes; identification with the targeted audience; personal identification with groups defined by class, race, gender, sexual orientation, and/or religion; interest in the media producer's purposes; attitudes toward the media channel; political views) and contextual variables (e.g., viewing a message alone or in a group, reading online versus reading print) affect the interpretation of a media message.
<b>M2.1-5.3</b> Explains why the media producer may or may not be a credible source for the media communication. Analyzes the relevance, accuracy, timeliness, fairness, and balance of the media communication.	<b>M2.1-5.4</b> Explains why the media producer may or may not be a credible source for the media communication. Defines standards by which to evaluate the relevance, accuracy, timeliness, fairness, and balance of the media communication. Considers the tension between freedom of expression and social responsibility.	<b>M2.1-5.5</b> Analyzes the credibility of a media communication by evaluating relevance, accuracy, timeliness, fairness, and balance in light of the media producer's context, purposes, and goals. Critiques a media communication in light of the tension between freedom of expression and social responsibility.	<b>M2.1-5.6</b> Analyzes and critiques the credibility of a media communication by evaluating relevance, accuracy, timeliness, fairness, and balance in light of the media producer's context and explicit and implicit purposes and goals. Critiques a media communication in light of the tension between freedom of expression and social responsibility.



# Media Literacy Standards

## Standard 3

### Composing and Producing Media Communication

Students plan a media communication, gather and organize content, compose and produce the communication, and use feedback to evaluate and revise the media communication.

#### Objectives

- M3.1** Student analyzes purpose, audience, and media channel when planning for a media communication.
- M3.2** Student develops and produces an informational or creative media communication.
- M3.3** Student evaluates and revises a media communication.

**Objective M3.1****Student analyzes purpose, audience, and media channel when planning for a media communication.**

Student plans a media communication by determining purpose, investigating audience characteristics, and selecting a media channel. These choices guide topic selection, message development, language choices, design and development of production elements, and the creation and selection of visual images. Student considers strategies for creating well-reasoned messages, making emotional appeals, and building credibility when developing a media communication.

Performance Expectation Category	Level 1	Level 2
<b>M3.1.1</b> Determines purpose, investigates audience characteristics, and selects a media channel when planning a media communication. Uses these to guide topic selection, message development, language choices, design and development of production elements, and creation and selection of visual images.	<b>M3.1-1.1</b> Understands that purpose (e.g., to inform, to persuade, to entertain, to share a personal perspective), target audience, and media channel affect the selection of a topic and development of a message, and considers these elements when planning a media communication.	<b>M3.1-1.2</b> Explains and illustrates how purpose (e.g., to inform, to persuade, to entertain, to share a personal perspective), target audience, and media channel affect the selection of a topic and development of a message, and considers these elements when planning a media communication.
<b>M3.1.2</b> Considers strategies for creating well-reasoned messages, making emotional appeals, and building credibility when developing a media communication.	<b>M3.1-2.1</b> Understands that credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication.	<b>M3.1-2.2</b> Explains and illustrates how credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication.

Level 3	Level 4	Level 5	Level 6
<b>M3.1-1.3</b> Determines purpose and considers characteristics of the audience (e.g., general common knowledge, common shared experiences, interests, age, gender) and media channel and uses these to guide topic selection, message development, language choices, the design of production elements, and the creation and selection of visual images when planning a media communication.	<b>M3.1-1.4</b> Determines purpose, investigates characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), selects media channel, and refines and focuses topic selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.	<b>M3.1-1.5</b> Determines purpose, researches and analyzes characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender), selects media channel, and refines and focuses topic selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.	<b>M3.1-1.6</b> Synthesizes the results of research and analysis of audience characteristics (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age, and gender) and media channel to refine and focus purpose, channel selection, message development, language choices, design of production elements, and the creation and selection of visual images when planning a media communication.
<b>M3.1-2.3</b> Considers strategies for developing credibility (e.g., demonstrating knowledge and competency with production elements), creating well-reasoned messages, making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions when developing an informational or creative media communication.	<b>M3.1-2.4</b> Considers strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions when developing an informational or creative media communication.	<b>M3.1-2.5</b> Analyzes, evaluates, and selects appropriate strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions in light of purpose, audience, and channel when developing an informational or creative media communication.	<b>M3.1-2.6</b> Analyzes, evaluates, and adapts strategies for developing credibility (e.g., demonstrating knowledge, expertise, and competency with production elements), creating well-reasoned messages (e.g., using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies), making emotional appeals (e.g., fear, affection, safety), and designing effective aesthetic compositions based on consideration of purpose, audience, channel, and possible obstacles when developing an informational or creative media communication.

**Objective M3.2****Student develops and produces an informational or creative media communication.**

Student organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research. Student uses a variety of strategies to generate personal content. Student selects production elements and gathers information. Student evaluates the relevance, credibility, and quality of sources to determine the need for further research. Student organizes content and selects production elements based on an analysis of purposes and goals, target audience, selected media channel, ethics, and pragmatic constraints.

Performance Expectation Category	Level 1	Level 2
<b>M3.2.1</b> Considers and organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	<b>M3.2-1.1</b> Determines what he or she knows about a topic and media channel to guide the development of a media communication.	<b>M3.2-1.2</b> Identifies what he or she knows and has experienced or imagined about the topic and media channel and considers this when developing a media communication.
<b>M3.2.2</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge.	<b>M3.2-2.1</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, idea mapping, asking journalist's questions—who, what, when, where, why, and how).	<b>M3.2-2.2</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas and examples; asking journalist's questions—who, what, when, where, why, and how).
<b>M3.2.3</b> Selects production elements and gathers information from primary and/or secondary sources, evaluates their relevance and contribution to the topic and message, evaluates the credibility and quality of sources, sifts and selects useful content, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	<b>M3.2-3.1</b> Identifies, locates, and uses primary and/or secondary sources to gather information about the topic and message. Recognizes that some sources are more relevant than others. Understands the nature of copyrighted materials and does not use copyrighted materials without permission.	<b>M3.2-3.2</b> Identifies, locates, and uses primary and/or secondary sources to gather information and production elements related to the topic and message. Recognizes that some sources are more appropriate than others. Understands the nature of copyrighted materials and does not use copyrighted materials without permission.
<b>M3.2.4</b> Selects and organizes content and production elements based on an analysis of purposes and goals, target audience, selected media channel, available media production resources, ethics, and pragmatic constraints. Produces a media communication.	<b>M3.2-4.1</b> Organizes content and selects production elements based on purposes and goals, what he or she wants to communicate, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.	<b>M3.2-4.2</b> Organizes content and selects production elements based on purposes and goals, what he or she wants to communicate, selected media channel, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.

Level 3	Level 4	Level 5	Level 6
<b>M3.2-1.3</b> Considers what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	<b>M3.2-1.4</b> Considers and organizes what he or she knows and needs to know about the topic and media channel to determine the need for additional reflection and research.	<b>M3.2-1.5</b> Analyzes various perspectives on the topic and anticipates audience reaction, questions, and expectations to determine the need for additional reflection and research.	<b>M3.2-1.6</b> Analyzes various perspectives on the topic and anticipates audience questions and expectations to determine the need for additional reflection and research and training in needed production skills.
<b>M3.2-2.3</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; listing multiple points of view on the topic; and anticipating possible audience reactions).	<b>M3.2-2.4</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; considering multiple points of view on the topic; and anticipating possible audience reactions).	<b>M3.2-2.5</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; analyzing multiple points of view on the topic; and anticipating possible audience reactions).	<b>M3.2-2.6</b> Uses a variety of strategies to guide the generation of personal content by exploring what he or she wants to communicate and by activating prior knowledge (e.g., brainstorming relevant personal experiences, values, and beliefs; using idea mapping to develop and evaluate relevant ideas, reasons, and examples; asking journalist's questions—who, what, when, where, why, and how; analyzing multiple points of view on the topic; anticipating and developing responses to possible audience reactions). Analyzes strengths and weaknesses of his or her message.
<b>M3.2-3.3</b> Gathers information and production elements from primary and/or secondary sources, evaluates their relevance to the topic and message, evaluates the credibility and quality of sources, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	<b>M3.2-3.4</b> Gathers information and production elements from primary and/or secondary sources, evaluates their relevance to the topic and message, evaluates the credibility and quality of sources, sifts and selects useful content, and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	<b>M3.2-3.5</b> Gathers and analyzes information and production elements from primary and/or secondary sources; evaluates their relevance to the topic and message; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content; and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.	<b>M3.2-3.6</b> Gathers, analyzes, and synthesizes information and production elements from a variety of primary and/or secondary sources; evaluates their relevance to the topic and message; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content; and determines the need for further research. Determines whether materials are copyrighted and requests permission to use copyrighted materials when necessary.
<b>M3.2-4.3</b> Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, and available media production resources (e.g., camera, tape recorder, computer and software) and produces a media communication.	<b>M3.2-4.4</b> Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints and produces a media communication.	<b>M3.2-4.5</b> Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints and works through multiple designs to produce a media communication.	<b>M3.2-4.6</b> Organizes content and selects production elements based on an analysis of purposes and goals, what he or she wants to communicate, target audience, selected media channel, available media production resources (e.g., camera, tape recorder, computer and software), ethics, and pragmatic constraints; reflects on choices; makes predictions about possible audience reactions, and works through multiple designs to produce a media communication.

**Objective M3.3****Student evaluates and revises a media communication.**

Student uses feedback to determine how effectively communication goals and aesthetic goals for the media communication have been achieved. Student recognizes the power of media communication and the importance of using media ethically. Student considers legal regulations and fair use policies when developing content and publishing a media communication.

Performance Expectation Category	Level 1	Level 2
<b>M3.3.1</b> Determines how effectively communication goals and aesthetic goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.	<b>M3.3-1.1</b> Recognizes whether goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.	<b>M3.3-1.2</b> Determines how effectively communication goals and aesthetic goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.
<b>M3.3.2</b> Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals, developing content, and publishing a media communication.	<b>M3.3-2.1</b> Recognizes the power of media communication and the responsibility to use media ethically.	<b>M3.3-2.2</b> Recognizes the power of media communication and the responsibility to use media ethically. Recognizes the role of legal regulations and fair use policies when setting purposes and goals, developing content, and publishing a media communication.



Level 3	Level 4	Level 5	Level 6
<b>M3.3-1.3</b> Analyzes how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved based on feedback from peers and/or the targeted audience.	<b>M3.3-1.4</b> Analyzes and reflects on how effectively specific production elements support communication goals, aesthetic goals, and usability/navigation goals for the media communication. Considers feedback from peers and/or the targeted audience.	<b>M3.3-1.5</b> Defines indicators (e.g., hits on a Web site, guestbook comments left by Web site visitors, survey responses following presentation or screening of media communication) and collects and analyzes data to measure how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved. Evaluates and revises media message to enhance effectiveness based on feedback.	<b>M3.3-1.6</b> Defines indicators (e.g., hits on a Web site, survey responses following presentation or screening of media communication) and collects, interprets, and evaluates data to measure how effectively communication goals, aesthetic goals, and usability/navigation goals for the media communication have been achieved. Considers alternatives to previous production choices. Evaluates and revises media message to enhance effectiveness based on feedback.
<b>M3.3-2.3</b> Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals and developing content (e.g., requesting copyright permissions where needed).	<b>M3.3-2.4</b> Recognizes the power of media communication and the importance of using media ethically. Explains the role of legal regulations and fair use policies when setting purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy).	<b>M3.3-2.5</b> Recognizes the power of media communication and the importance of using media ethically. Follows legal regulations, fair use policies, and professional codes of ethics when setting socially responsible purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy).	<b>M3.3-2.6</b> Recognizes the power of media communication and demonstrates personal accountability with respect to using media ethically. Reviews and follows legal regulations, acceptable use policies, and professional codes of ethics when setting socially responsible purposes and goals, developing content (e.g., requesting copyright permissions where needed), and publishing a media communication (e.g., safeguarding personal information and privacy). Reviews the media production in terms of its legality, ethics, and economic and socio-cultural impact.