

## 15 Screen Comparative Study Rubric and 5 Screen Reflection Rubric

Mr. Chad

Criteria	Analysis of formal qualities	Interpretation of function and purpose	Evaluation of cultural significance	Making comparisons and connections	Presentation and subject-specific language
Objective	2	3	1	4	1
<b>Min 0</b>	The work does not reach a standard identified by the descriptors below	The work does not reach a standard identified by the descriptors below	The work does not reach a standard identified by the descriptors below	The work does not reach a standard identified by the descriptors below	The work does not reach a standard identified by the descriptors below
<b>Basic 1-2</b>	The work identifies some formal qualities of the selected pieces from at least two cultural origins. There is little or no attempt at analysis.	The work demonstrates an interpretation of the function and purpose of the selected pieces within the cultural context in which they were created, but this is largely undeveloped, superficial or relies heavily on personal opinion.	The work demonstrates an evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created, but this is largely undeveloped, superficial or relies heavily on personal opinion.	The work outlines connections, similarities and differences between the selected pieces, with little critical analysis. These connections are largely superficial or inappropriate and demonstrate a basic understanding of how the pieces compare.	The work makes some attempt to convey information clearly or in a visually appropriate manner; however this may be inconsistent or not always appropriate. There is some attempt to use subject-specific language but this may be infrequent or with inaccuracies.
<b>Proficient 3-4</b>  ■■■■■■■■■■ To get college credit you must score at 4 or above on this rubric ■■■■■■■■■■	The work identifies and describes the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is inconsistent.	The work demonstrates an interpretation of the function and purpose of the selected pieces within the cultural context in which they were created, although this is not always consistently informed or developed.	The work demonstrates an evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created, although this is not always consistently informed or developed.	The work describes the connections, similarities and differences between the selected pieces, with some underdeveloped critical analysis. The connections are logical and coherent and demonstrate a sound understanding of how the pieces compare.	The work clearly and coherently conveys information, in a visually appropriate and legible manner, with some consistent use of appropriate subject-specific language.
<b>Advanced 5-6</b>	The work identifies and analyses the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is consistently informed and effective.	The work demonstrates a consistently informed and appropriate interpretation of the function and purpose of the selected pieces within the cultural context in which they were created.	The work demonstrates consistently informed and appropriate evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created.	The work critically analyses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.	The work clearly and coherently conveys information which results in a visually appropriate, legible and engaging study. Subject-specific language is used accurately and appropriately throughout.

### What does each category of this rubric mean?

<b>Analysis of formal qualities</b>	To what extent does the work demonstrate: effective identification and analysis of the formal qualities of the selected artworks, objects and artifacts?  Candidates who do not examine and compare at least 3 artworks by at least 2 different artists will not be awarded a mark higher than 3 in this criteria.
<b>Interpretation of function and purpose</b>	To what extent does the work demonstrate: informed and appropriate interpretation of the function and purpose of the selected artworks, objects and artifacts within the cultural context in which they were created?  Candidates who do not examine and compare at least 3 artworks by at least 2 different artists will not be awarded a mark higher than 3 in this criterion.
<b>Evaluation of cultural significance</b>	To what extent does the work demonstrate: informed understanding of the cultural significance of the selected artworks, objects and artifacts within the specific context in which they were created?  Candidates who do not examine and compare at least 3 artworks by at least 2 different artists will not be awarded a mark higher than 3 in this criterion.
<b>Making comparisons and connections</b>	To what extent does the work demonstrate: effective identification and critical analysis of the connections, similarities and differences between the selected artworks, objects and artifacts?  Candidates who do not examine and compare at least 3 artworks by at least 2 different artists will not be awarded a mark higher than 3 in this criterion.
<b>Presentation and subject-specific language</b>	To what extent does the work: ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?

## 5 Screen Reflection Rubric

### *Making connections to own art-making practice*

Analyze and reflect on the outcomes of the comparative study investigation and on how this has influenced the student's own development as an artist, identifying connections between one or more of the selected works and the student's own art-making processes and practices?

<b>Assessment/Standard Objective 3</b>	
<b>Mark</b>	<b>Descriptor</b>
0	The work does not reach a standard identified by the descriptors below
1–3	The work outlines the outcomes of the investigation making few or only superficial connections to their own art-making practice.
4–6	The work describes the outcomes of the investigation but without considering the implications on their own development. The student makes attempts to make connections to their own art-making practice, but these are inconsistent or superficial.
<div> <div></div> <div>To get college credit you must score at 7 or above on this rubric</div> <div></div> </div> 7–9	The work reflects upon the outcomes of the investigation consistently with some attempts at analysis and consideration of their own development, however this lacks depth. The student makes some meaningful connections to their own art-making practice, but these are underdeveloped.
10–12	The work analyses and reflects upon the outcomes of the investigation consistently and appropriately. The student effectively considers their own development, making informed and meaningful connections to their own art-making practice.

