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

What does each category of this rubric mean?

Analysis of formal qualities	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.			
Interpretation of function	To what extent does the work demonstrate:			
and purpose	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.			
Evaluation of cultural	To what extent does the work demonstrate:			
significance	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.			
Making comparisons and	To what extent does the work demonstrate:			
connections	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.			
Presentation and subject-	To what extent does the work:			
specific language	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?

Assessment/Standard Objective 3			
Mark	Descriptor		
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.		
	The work reflects upon the outcomes of the investigation		
To get college credit you must score at 7 or above on this rubric	consistently with some attempts at analysis and consideration of		
7–9	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.		