

North Lawndale College Prep High School
Senior Project Presentation Rubric: Visual Arts

2013-2014

Senior's Name: _____ Panelists' Names: _____ Date: _____

Visual Arts Teacher: _____ Independent Study Teacher: _____

English Teacher: _____ Math Teacher: _____

Skill		An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points
CONTENT of the Senior Project Presentation (50%)	INTRODUCTION A beginning which describes why the topic was chosen	An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible</i> (10)	An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (7)	<i>No or little</i> beginning which describes why the topic was chosen <i>Points Possible</i> (6-0)	/10
	THESIS/CLAIM The <u>B</u> : the statement of your argument; the essay's "main idea"	An <i>exceptional</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (10)	An <i>effective</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (9-8)	A <i>somewhat effective</i> thesis/claim (<u>B</u>) that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7)	<i>No</i> thesis/claim (<u>B</u>), one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible</i> (6-0)	/10
	BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.)	<i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (10)	<i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (7)	<i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (6-0)	/10
	SUPPORTING IDEAS/REASONS Ideas/Reasons (<u>As</u>) that support thesis/claim (<u>B</u>)	<i>Exceptional</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16)	Ideas/Reasons (<u>As</u>) that <i>somewhat</i> support the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> ideas/reasons (<u>As</u>) or ones that <i>do not support the thesis/claim</i> (<u>B</u>) <i>Points Possible</i> (13-0)	/20
	OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (<u>Os</u>) that oppose thesis/claim (<u>B</u>)	<i>Exceptional</i> ideas or reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>exceptional</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (20-18)	<i>Effective</i> ideas/reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (17-16)	Ideas/reasons (<u>As</u>) that <i>somewhat</i> oppose the thesis/claim (<u>B</u>); <i>somewhat effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (15-14)	Either <i>very few</i> or <i>no</i> opposing ideas/reasons (<u>As</u>) or ideas/reasons <i>which do not oppose the thesis/claim</i> (<u>B</u>); <i>little or no</i> rebuttal (<u>Rs</u>) to the opposing ideas (<u>Os</u>) <i>Points Possible</i> (13-0)	/20
	SET-UPS and EVIDENCE Set-ups and Evidence that support Background Information, Supporting Ideas/Reasons, and Opposing Ideas/Reasons and Rebuttal (must include at least 2 Quantitative Data Representations)	<i>Exceptional</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (20-18)	<i>Effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (15-14)	Either <i>little</i> or <i>no</i> set-ups and evidence; <i>no</i> quantitative data representations <i>Points Possible</i> (13-0)	/20
	ANALYSIS OF EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u>) and the thesis/claim (<u>B</u>)	<i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-19)	<i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16)	<i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14)	<i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (13-0)	/20
	PROPOSAL One or more major idea to solve the identified problem, with idea separated into at least three parts; full explanation of each part	<i>Exceptional</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (10)	<i>Effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (7)	<i>Little or no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (6-0)	/20
	INTENDED AUDIENCE FOR PROPOSAL Appropriate use of language, tone, and style to reach the intended audience for the proposal	Awareness of audience, purpose, and occasion through the use of <i>exceptionally</i> appropriate language, tone, and style <i>Points Possible</i> (10)	Awareness of audience, purpose, and occasion through the use of <i>effective</i> language, tone, and style <i>Points Possible</i> (9-8)	Awareness of audience, purpose, and occasion through the use of <i>somewhat effective</i> language, tone, and style <i>Points Possible</i> (7)	<i>Ineffective</i> awareness of audience, purpose, and occasion through the <i>ineffective</i> use of appropriate language, tone, and style <i>Points Possible</i> (6-0)	/20
	INCLUSION OF INTENT The purpose and process of the Creative Element embedded throughout presentation	<i>Exceptional</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18)	<i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (17-16)	<i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (15-14)	<i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (13-0)	/20
Total CONTENT Points						/150

		Skill	An <u>A</u> Presentation has	A <u>B</u> Presentation has	A <u>C</u> Presentation has	An <u>F</u> Presentation has	Points	
CREATIVE ELEMENT of Senior Project Presentation (30%)	Visual Arts	DIGITAL PRESENTATION Enriches and captivates the audience's understanding	An <i>exceptional</i> visual theme — colors, designs, and proportions; An <i>exceptional</i> use of headings, subheadings, and text to create a consistent overall idea; and an <i>appropriate</i> text length. <i>Points Possible</i> (20-18)	An <i>effective</i> visual theme — colors, designs, and proportions; An <i>effective</i> use of headings, subheadings, and text to create a consistent overall idea; and a <i>mostly appropriate</i> text length. <i>Points Possible</i> (17-16)	A <i>somewhat effective</i> visual theme — colors, designs, proportions; A <i>somewhat effective</i> use of headings, subheadings, and text to create a consistent overall idea; and <i>at times, an inappropriate</i> text length. <i>Points Possible</i> (15-14)	An <i>ineffective</i> visual theme — colors, designs, proportions; An <i>ineffective</i> use of headings, subheadings, and text to create a consistent overall idea; and An <i>inappropriate</i> text length. <i>Points Possible</i> (13-0)	/20	
		VISUAL ART PORTFOLIO: CRITICAL THINKING and CREATIVITY Demonstrates both critical and creative thinking; Engages the audience in a nonverbal way through meaningful, thoughtful visual content and communication.	An <i>exceptional</i> demonstration of critical and creative thinking shown in artworks and discussion. <i>Points Possible</i> (35-32)	An <i>effective</i> demonstration of critical and creative thinking shown in artworks and discussion. <i>Points Possible</i> (31-28)	A <i>somewhat effective and mostly appropriate</i> demonstration of critical and creative thinking shown in artworks and discussion. <i>Points Possible</i> (27-25)	An <i>ineffective and inappropriate</i> demonstration of critical and creative thinking shown in artworks and discussion. <i>Points Possible</i> (24-0)	/35	
		VISUAL ART PORTFOLIO: CRAFT and QUANTITY Demonstrates a level of craft/quality and an extensive quantity of work; may include work in paper, sculpture, installations/public work, and/or digital imagery/performance – or another form.	An <i>exceptionally</i> crafted portfolio of artworks and an extensive and comprehensive sketchbook. <i>Points Possible</i> (35-32)	A <i>mostly appropriately</i> crafted portfolio of artworks and comprehensive sketchbook. <i>Points Possible</i> (31-28)	A <i>mostly appropriately</i> crafted portfolio of artworks and a limited sketchbook; <i>at times inappropriate and ineffective</i> crafting of artwork. <i>Points Possible</i> (27-25)	An <i>ineffectively</i> crafted and <i>inappropriate</i> portfolio of less than 3 artworks and a minimal sketchbook. <i>Points Possible</i> (24-0)	/35	
DELIVERY of the Senior Project Presentation (20%)	The Public Speaking Skills	EYE CONTACT Develops rapport with the audience through eye contact	<i>Exceptional</i> eye contact with the entire audience, seldom returning to notecards. <i>Points Possible</i> (10)	<i>Effective</i> eye contact with the audience - but some distracting use of notecards and/or visual aid. <i>Points Possible</i> (9-8)	<i>Some</i> eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid. <i>Points Possible</i> (7)	<i>Little or no</i> eye contact with the audience. <i>Points Possible</i> (6-0)	/10	
		VOICE	ELOCUTION Articulates voice clearly and confidently	<i>Exceptionally</i> clear, correct, and precise pronunciation of <i>all</i> words and phrases.	Clear, correct, and precise pronunciation of <i>most</i> words and phrases.	Clear, correct, and precise pronunciation of <i>some</i> words and phrases.	<i>Unclear, incorrect, and/or imprecise</i> pronunciation of words and phrases.	/10
			Spoken GRAMMAR and USAGE No unintended problems with grammar, e.g., subject-verb agreement, pronoun-antecedent agreement, and verb tenses; no unintended usage problems	<i>Exceptional</i> control of grammar and usage with no errors <i>Points Possible</i> (10)	<i>Effective</i> control of grammar and usage, with few errors that do not prevent understanding <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> control of grammar and usage, with occasional errors that limit understanding <i>Points Possible</i> (7)	A <i>lack of</i> control of grammar and usage, with frequent errors that prevent understanding <i>Points Possible</i> (6-0)	
		POSTURE and GESTURES Uses body language to enhance presentation	<i>Exceptional</i> posture: Standing straight with both feet on the ground, and/or <i>Exceptional</i> gestures: hand gestures enhance audience's understanding. <i>Points Possible</i> (10)	<i>Effective</i> posture: Standing straight with both feet on the ground, with some rocking back and forth; and/or <i>Effective</i> gestures: hand gestures assist audience's understanding. <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> posture: Some standing straight, but with rocking and/or slumping; and/or <i>Somewhat effective</i> gestures: hand gestures <i>sometimes</i> assist audience's understanding. <i>Points Possible</i> (7)	<i>Ineffective</i> posture: Sits or slumps during entire presentation; and/or <i>Ineffective</i> gestures: few or no hand gestures that assist audience's understanding. <i>Points Possible</i> (6-0)	/10	
		ENTHUSIASM Conveys emotion during the presentation	<i>Exceptionally</i> strong and positive attitude about topic during the entire presentation. <i>Points Possible</i> (10)	<i>Pleasant</i> attitude about topic during much of the presentation. <i>Points Possible</i> (9-8)	<i>Engaged</i> attitude about topic during the some of the presentation. <i>Points Possible</i> (7)	<i>Disengaged</i> attitude about topic during the most of the presentation. <i>Points Possible</i> (6-0)	/10	
		TRANSITIONS Makes connections between and among the various parts of the presentation	<i>Exceptional</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (10)	<i>Effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (7)	<i>Ineffective or no</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (6-0)	/10	
		INTERACTION with the AUDIENCE	<i>Exceptional</i> encouragement of audience interaction; and <i>Exceptional</i> knowledge of the topic displayed while responding confidently, precisely, and appropriately to all audience questions. <i>Points Possible</i> (10)	<i>Effective</i> encouragement of audience interaction; and <i>Effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (9-8)	<i>Somewhat effective</i> encouragement of audience interaction; and <i>somewhat effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (7)	<i>Insufficient</i> encouragement of audience interaction; and <i>Insufficient</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (6-0)	/10	
Final Senior Project Presentation Grade: _____/300								
(Each senior must earn a <u>B-</u> [80% or 240 points or higher] in order to pass his/her Senior Project Presentation.)								