

## Analytic Rubric for Visual Arts

Attribute	Exceeding Expectations (4)	Meeting Expectations (3)	Approaching Expectations (2)	Not Meeting Expectations (1)
<b>Portfolio/ Performance</b>	<p>The student demonstrates a deep understanding of the principles and elements used in the art form under study, and demonstrates strong creativity with the medium chosen;</p> <p>The work produced will demonstrate high quality and be presented in a professional manner.</p>	<p>The student demonstrates a solid understanding of the principles and elements used in the art form under study, and demonstrates creativity with the medium chosen;</p> <p>The work produced will demonstrate good quality and be presented in a somewhat professional manner.</p>	<p>The student demonstrates a basic understanding of the principles and elements used in the art form under study, and demonstrates some creativity with the medium chosen;</p> <p>The work produced will demonstrate developing quality and be presented in an acceptable manner.</p>	<p>The student demonstrates little understanding of the principles and elements used in the art under study, and has difficulty demonstrating creativity with the medium chosen;</p> <p>The work produced will be of sub-standard quality and be presented in a non-professional manner.</p>
<b>Craftsmanship</b>	<p>The student will demonstrate exemplary knowledge of a variety of techniques which can be used in working with their chosen art form;</p> <p>Demonstration of new insights, working methods and historic knowledge of the uses and development of the medium chosen are essential.</p>	<p>The student will demonstrate proficient knowledge of a variety of techniques which can be used in working with their chosen art form;</p> <p>Indicates knowledge of some new insights, working methods and some historic knowledge of the uses and development of the medium chosen.</p>	<p>The student will demonstrate developing knowledge of a variety of techniques which can be used in working with their chosen art form;</p> <p>Demonstrates some insights, working methods and historic knowledge of the uses and development of the medium chosen.</p>	<p>The student demonstrates deficient knowledge of a variety of techniques which can be used in working with their chosen art form;</p> <p>Does not demonstrate new insights, working methods, or historical knowledge of the uses and development of the medium chosen.</p>
<b>Interpretation/ Analysis</b>	<p>Students will demonstrate an exemplary ability to analyze and interpret the art form under study;</p> <p>The student will demonstrate an excellent understanding of this art form.</p>	<p>Students will demonstrate proficient ability to analyze and interpret the art form under study;</p> <p>The student will demonstrate a solid understanding of this art form.</p>	<p>Students will demonstrate a developing ability to analyze and interpret the art form under study;</p> <p>The student will demonstrate an understanding of this art form at a beginning level.</p>	<p>Students will demonstrate deficiencies in their ability to analyze and interpret the art form under study;</p> <p>The student will demonstrate an insufficient understanding of this art form at any level.</p>

(Adapted from Otis School of Arts and Design as cited in The University of North Carolina at Chapel Hill's Guide to using Rubrics to Assess Student Learning: <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>)

## Analytic Rubric for Digital Media Project

Attribute	Exceeding Expectations (4)	Meeting Expectations (3)	Approaching Expectations (2)	Not Meeting Expectations (1)
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the assignment.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Storyboard or Organizing Document</b>	Illustrates the presentation structure with thumbnail sketches of each scene;  Notes showing transitions, effects, etc., are clearly planned	Includes presentation structure with thumbnail sketches of each scene;  Notes showing transitions, effects, etc. are presented.	Thumbnail sketches are not always clearly marked;  Descriptions of scenes, transitions, etc. are incomplete or difficult to follow.	Documents incomplete and unclear.
<b>Technical Elements (audio, lighting, video, timing, etc.)</b>	Project is edited with only high-quality shots and sounds remaining;  Transitions are smooth and project's timing is appropriate and enhances clarity.	Project is edited with only quality shots and sounds remaining;  Pacing and timing are appropriate and enhance clarity.	Project is edited in places;  Transitions are noticeable and detract from viewing;  Pacing and timing are choppy.	Project is edited poorly with distracting pacing and timing;  Clarity is impacted by poor technical control.

(Adapted from Angelo State University as cited in The University of North Carolina at Chapel Hill's Guide to using Rubrics to Assess Student Learning: <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>)

## Developmental Rubric for Media & Design Elements (Portfolio)

Attribute	Novice	Apprentice	Journeyman	Expert	Points Earned
	0 – 3 points	4 – 6 points	7 – 9 points	10 points	
<b>General</b>					
<b>Typography</b>	Titles, subheadings, and text are displayed in various sizes that are inconsistent with the content hierarchy; Excessive scrolling in text blocks exist; Numerous font styles are utilized thereby increasing file size.	Titles, subheadings, and text are displayed in the same size; Some large text blocks are utilized; A variety of font styles are utilized to enhance the design.	Most of the titles, subheadings, and text are displayed in sizes that reflect the content hierarchy; Very few large text blocks exist; Some inconsistencies in font styles exist.	Titles, subheadings, and text are displayed in sizes that reflect the content hierarchy; Excessive scrolling in text blocks is avoided: separate pages are utilized instead; A minimal number of font styles are utilized.	
<b>Images</b>	Some images are appropriate for the content and have few if any alternative text (ALT tags).	Most of the images are appropriate and several have alternative text (ALT tags); Not all images are displayed with appropriate sizing and resolution.	All images are appropriate for the content and target audience; All have alternative text (ALT tags); Images are displayed with appropriate sizing and resolution.	All images are appropriate for the content and target audience; Informative alternative text (ALT tags) is supplied for all graphics; All images are displayed with appropriate sizing and resolution.	
<b>Audio &amp; Video</b>	Portfolio contains inappropriate or no digitized audio and video artifacts.	Portfolio incorporates one or two digitized audio and video artifacts.	Portfolio incorporates the appropriate digitized audio and video artifacts.	Portfolio effectively incorporates digitized audio and video artifacts.	
<b>Layout</b>	The layout follows a consistent pattern but does not reflect the purpose of the content and/or address the needs of the target audience.	The layout follows a consistent pattern and reflects the purpose of the content but doesn't address a specific target audience.	The layout follows a consistent pattern and reflects the purpose of the content.	The layout follows a consistent pattern, reflects the purpose of the content, and is targeted towards a specific audience.	
<b>Hyperlinks</b>	Most of the internal and external hyperlinks are appropriate for the content, a number of them function incorrectly.	Most of the internal and external hyperlinks are appropriate for the content and function correctly.	Most of the internal and external hyperlinks are appropriate for the content, function correctly, and are appropriate for a general target audience.	Both internal and external hyperlinks are appropriate for the content, function correctly, and are appropriate for a specific target audience.	
<b>Navigation</b>	The portfolio is somewhat difficult to navigate; A navigation bar is missing or inappropriate for the content and/or design.	The portfolio is fairly easy to navigate; The navigation bar is inconsistent across the product or missing in certain areas.	The portfolio is easy to navigate; A navigation bar is included and consistent across the product; The design of the navigation bar assists the viewer in understanding where to find specific data.	The portfolio is easy to navigate; A navigation bar is included and consistent across the product; The design of the navigation bar assists the viewer in understanding where to find specific data; The navigation structure is designed with a specific target audience in mind.	

<b>Audience</b>	The artifacts contained in the portfolio address a number of the program requirements.	The artifacts contained in the portfolio address the program requirements and fit the purpose of a general audience.	The artifacts contained in the portfolio address program requirements and fit the purpose and usefulness of a generic audience.	The artifacts contained in the portfolio clearly address program requirements, and fit the purpose and usefulness of a specific audience; If multiple audiences are proposed, the organization reflects these various audiences.	
<b>Content</b>					
<b>Thoroughness</b>	Artifacts are of poor quality and/or some program competencies are not addressed; No inclusion rationale provided.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies are included; Artifacts are of a good quality; Weak rationale for inclusion of artifacts is presented.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies; Artifacts are of high quality; Some general rationale for inclusion of artifacts is presented.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies; Artifacts are of high quality; Well-stated rationale for inclusion of artifacts is presented.	
<b>Written Reflection/Rationale</b>	Artifact reflections are unclear or missing.	Incomplete artifact reflections provided or general statements provided.	Appropriate yet somewhat incomplete reflections for each artifact are provided.	Appropriate and complete reflections for each artifact are provided; Each statement includes course objectives, description of artifact, background of artifact, and reflection on learning demonstrated.	
<b>Evidence of learning Outcomes</b>	Unclear or contradictory evidence of growth throughout the program displayed; Evidence of improvement in professional practice missing.	Evidence of growth throughout the program is displayed; Evidence of improvement in professional practice has not been included.	Clear evidence of growth throughout the program displayed; Some general evidence of improvement in professional practice included.	Clear evidence of growth throughout the program displayed; Evidence of improvement in professional practice included (e.g., lesson plans or units, samples of student projects, action research, faculty development materials, commendations, reflective journals).	
<b>Personal Introduction/Professional Philosophy</b>	The professional philosophy is unclear or contradictory.	The purpose of the philosophy is described; No justification for beliefs has been included.	The professional philosophy is clearly defined; Some general justifications for beliefs are provided.	The professional philosophy is clearly described and includes specific and appropriate references to justify beliefs.	
<b>Background Information</b>	Resume/vitae is not up to date or is generic in nature; Educational philosophy and professional goals are not provided; Letters of recommendation not provided or inappropriate; Formal evaluations missing; Transcripts incomplete.	Current resume/vitae; Education philosophy and professional goals are unclear; Letters of recommendation not provided or inappropriate; Formal evaluations provided; Transcripts provided.	Current resume/vitae; Educational philosophy and professional goals are generic in nature; Letters of recommendations provided; Formal evaluations provided; Transcripts provided.	Portfolio contains a current resume/vitae; Clearly defined educational philosophy and professional goals; Letters of recommendation provided; Formal evaluations provided; Transcripts provided.	

<b>Professionalism</b>					
<b>Professional Growth Plan</b>	The methods defined for ongoing development are inappropriate or unrealistic; Plan may be unclear.	The plan relies on general, external sources of professional development (courses, workshops); No personalized efforts to improve professional practice are identified.	General resources available for professional development, and general ideas for refining professional practice are noted.	The plan describes specific methods of continually refining professional practice.	
<b>Professional Development</b>	No professional development activities provided.	Brief summary of workshop/conference attendance provided with an explanation of their impact on his/her profession; A copy of writing/research and position papers are included; Reflections on what worked and what needs changing in his/her professional practice are missing.	Brief summary of workshop/conference attendance provided with an explanation of their impact on his/her profession; A copy of writing/research and position papers are included; Reflections on what worked and what needs changing in his/her professional practice are weak or incomplete.	Brief summary of workshop/conference attendance provided with an explanation of their impact on his/her profession; A copy of writing/research and position papers are included; Reflections of what worked and what needs changing in his/her professional practice are included.	
<b>Committee Activities</b>	Limited or no evidence of committee activity provided.	A list of district/building committees or staff development activities is provided; A statement of their impact on professional growth is missing or confusing.	A list of district/building committees and staff development activities is provided; An unorganized or general statement of their impact on their profession growth is noted.	A list of district/building committees and staff development activities is provided; A brief statement of their impact on professional growth is noted.	
<b>Innovation(s)</b>	Sample strategies, ideas or multimedia projects are inappropriate or missing.	1-2 general strategies or ideas are provided; Inappropriate multimedia projects/activities are provided.	New strategies or ideas tried in the classroom provided; Multimedia projects/activities are included.	New strategies or ideas tried in the classroom; Samples of multimedia projects/activities for the classroom are provided.	

**Categories**

**Novice** – Lack required components; is weak in selected components, unprofessional demonstration, representative of poor work  
**Apprentice** – Includes most of the required components, limited professionalism demonstrated  
**Journeyman** – Satisfies expectations, includes required components, representative of professional work  
**Expert** – Clearly outstanding product, includes extra components, goes beyond the expectations, representative of exemplary work

**Performance Criteria**

**Exceeds Expectations (144-160)** – Portfolio is outstanding, reflects extra components and exceeds normal expectations. Candidate should be scheduled for oral defense  
**Meets Expectations (120-143)** – Portfolio satisfies expectations, includes required components, and is representative of professional work. Candidate should be scheduled for oral defense  
**Minimal Success (105-123)** – Portfolio includes most of the required components, lacks professionalism. Candidate should make appropriate revisions to the product then resubmit for review and assessment  
**Needs Improvement (96-107)** – Portfolio lacks required components, weak in components illustrated, unprofessional presentation techniques utilized. Candidate should receive remedial instruction and guidance in making required revisions. Where appropriate candidate should repeat the Portfolio design  
**Unsatisfactory (95 or less)** – Portfolio is incomplete in required and selected components, incorporates unprofessional presentation techniques, demonstrates inferior work, and is unacceptable. Work must be redone with significant improvements. Candidate must repeat the Portfolio design

(Adapted from Gonzales, Center for Teaching, Learning and Scholarship, Samford University: <https://www.uis.edu/assessment/wp-content/uploads/sites/19/2018/06/Media-Design-Rubric.pdf>)