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| Rubric for Protecting Thy Family Name |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Creativity** | Student has takenthe technique being studied and applied it in a way that is totally his/her own. The student’s personality/voice comes through. | Student has takenthe technique being studied and has used source material as a starting place. The student’s personality comes through in parts of the painting | Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. |
| **Symbol Design** | Student has used 2 Japanese symbols and 1 nature symbol in artwork. | Student has used 1 Japanese symbol and 1 nature symbol in artwork (or student is missing 1 symbol) | Student has used 1 Japanese symbol and 0 nature symbol in artwork or student is missing 2 symbols) | Student is missing a Japanese symbol and a nature symbol |
| **Explanation** | Student can accurately name the 3 symbols meaning and explain why it has been chosen | Student can accurately name the 2 symbols meaning and explain why it has been chosen | Student can accurately name the 2 symbols but gives no explanation | Student cannot accurately name symbols and gives no explanation |
| **Neatness** | Application of paint is preplanned and done in a logical,sequential manner | Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident. | Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident. | Student needs to work on controlling paint and preplanning paint application. Muddy colors, lack of texture, drips, and/or blobs are evident. |

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| Rubric for Revered Relic |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Research** | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective | Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school. | Used the material provided in an acceptable manner, but did not consult any additional resources. | Did not utilize resources effectively; did little or no fact gathering on the topic |
| **Explanation** | Student can accurately explain where the artifact originated from, its purpose, and why they chose it. | Student can accurately explain where the artifact originated from, its purpose. | Student can accurately explain where the artifact originated from but leaves details out (ex. no purpose) | Student cannot explain where the artifact originated from, or its purpose in that culture |
| **Creativity** | Was extremely clever and presented with originality; a unique approach that truly enhanced the project | Was clever at times; thoughtfully and uniquely presented | Added a few original touches to enhance the project but did not incorporate them throughout | Little creative energy used during this project; was bland, predictable, and lacked “zip” |

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| Rubric for Weddings in the World |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Research** | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective | Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school. | Used the material provided in an acceptable manner, but did not consult any additional resources. | Did not utilize resources effectively; did little or no fact gathering on the topic |
| **Content/ Organization** | The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project’s main idea. Events and messages are presented in a logical order. Includes properly cited sources. | Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project’s main idea. Details are logical and persuasive information is effectively used.  | The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts | Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. Information is incorrect, out of date, or incomplete. No citations included. |
| **Teamwork** | Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other. | Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other. | Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two  | Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team. |
| **Quality** | Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used. | Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect. | Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement. | There was no movie, or tape was totally unedited with no transitions or audio support of any kind. |