Art Type Activities

GENERAL CRITERIA/GUIDELINES FOR EVALUATION

The art should

- help to present the information in a style that will aid the viewer in understanding the information.
- use pictures, words, and symbols to explain each step in a process and the relationship between them.
- be presented clearly, possibly with the use of conventional images.
- be neatly presented and creative.
- be in order chronologically and must remain historically correct and accurate.
- express the artist's views in a clear/concise manner.

SPECIFIC CRITERIA/GUIDELINES FOR EVALUATION

These guidelines will help you evaluate specific art type activities.

1.1 Poster

	Excellent				Poor
Conveys a concept through effective visuals	5	4	3	2	1
Uses persuasive language in slogans or memorable sentences	5	4	3	2	1
Targets a specific audience	5	4	3	2	1
Is presented neatly	5	4	3	2	1

1.2 Political Cartoon

	Excellent				Poor
Presents a concept clearly, possibly with the use of conventional images	5	4	3	2	1
Has a title	5	4	3	2	1
Is presented neatly	5	4	3	2	1

1.3 Commemorative Stamp

	Excellent				Poor
Represents the specific idea or concept in a manner clear to the viewers	5	4	3	2	1
Exhibits creativity	5	4	3	2	1
Demonstrates grade level artistic skill	5	4	3	2	1
Is presented neatly	5	4	3	2	1

1.4 Diorama

	Excellent				Poor
Represents the specific idea or concept in a manner clear to the viewers	5	4	3	2	1
Exhibits creativity	5	4	3	2	1
Is presented neatly	5	4	3	2	1

1.5 Storyboard Portrait

	Excellent				Poor
• Demonstrates grade level artistic skill	5	4	3	2	1
• Exhibits creativity	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

1.6 Collage

	Excellent				Poor
• Demonstrates an understanding of the concept	5	4	3	2	1
• Presents a concept clearly through juxtapositions of words or pictures	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

1.7 Replica/Model/Mask/Demonstration

	Excellent				Poor
• Represents the specific idea or concept in two- or three-dimensional manner clear to the viewers	5	4	3	2	1
• Exhibits creativity	5	4	3	2	1
• Demonstrates grade level artistic skill	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

1.8 Mural/Visual Presentation

	Excellent				Poor
• Drawing/illustration should accurately portray historical events	5	4	3	2	1
• The oral presentation should present additional information about the events pictured	5	4	3	2	1
• The project shows effort by each member of the group	5	4	3	2	1
• Is presented neatly	5	4	3	2	1
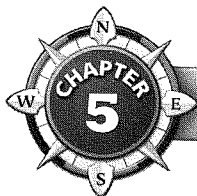
Information Assessing Activities

GENERAL CRITERIA/GUIDELINES FOR EVALUATION

Information assessing activities should
- clearly state the purpose of the investigation along with who participated and the procedures used.
- include accurate and factually based information. All information, graphics, statistics, or maps may require documentation.
- fully evaluate the information, and an in-depth analysis should then be given.
- use a compare and contrast method for evaluations.
- include a conclusion drawn based upon the factual evidence and a personal reaction/recommendation from the researcher.
- use correct grammar, usage, capitalization, punctuation, and spelling in written text.

SPECIFIC CRITERIA/GUIDELINES FOR EVALUATION

These guidelines will help you evaluate specific information assessing activities.

2.1 Map/Sketch Map

	Excellent				Poor
• Clearly labeled and neatly presented	5	4	3	2	1
• Includes a legend and title	5	4	3	2	1
• Include either or both physical and political locations	5	4	3	2	1
• If a series—should clearly show changes that occurred	5	4	3	2	1

2.2 Chart/Table/List

	Excellent				Poor
• Presents information accurately	5	4	3	2	1
• Presents information in a style that will aid the viewer in understanding the information	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

2.3 Diagram

	Excellent				Poor
• Presents information accurately	5	4	3	2	1
• Presents information in a style that will aid the viewer in understanding the information	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

2.4 Report

	Excellent				Poor
• Has a thesis	5	4	3	2	1
• Clearly states facts and examples to support major points	5	4	3	2	1
• Has a bibliography	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

2.5 Venn Diagram/Tree/Flow Chart

	Excellent				Poor
• Shows correct relationships	5	4	3	2	1
• Information is clearly organized	5	4	3	2	1
• Presents information in a format that will aid the viewer in understanding the information	5	4	3	2	1
• Is presented neatly	5	4	3	2	1

CHAPTER 5

Rubrics for Activity Options and Chapter Projects

Oral Presentations

GENERAL CRITERIA/GUIDELINES FOR EVALUATION

An oral presentation should
- have a clearly stated problem, position, or topic.
- have a clear focus throughout, and all organization should be logical.
- capture the audience's attention with an interesting introduction.
- give appropriate background and research information, and use it to defend the position.
- highlight especially interesting or unusual details.
- include some personal reactions and feelings if appropriate.
- contain a conclusion that summarizes the main points, restates the speaker's position, and contains commentary or conclusions about the subject.

SPECIFIC CRITERIA/GUIDELINES FOR EVALUATION

These guidelines will help you evaluate specific oral presentation activities.

3.1 Dramatic Scene/Skit/Play

	Excellent				Poor
• Accurately portrays the event(s) selected	5	4	3	2	1

- Conveys information through visuals and through performance
- Exhibits creativity in creating the scene
- Shows evidence of involvement of each person in the group

3.2 Talk Show/Conference

	Excellent				Poor
• Discussion has a central question or topic	5	4	3	2	1
• Students support their own positions with evidence or logic	5	4	3	2	1
• Students appropriately respond to each other's statements	5	4	3	2	1

3.3 Interview

|	Excellent				Poor
• Questions reflect a selected focus	5	4	3	2	1
• Questions reflect the student's understanding of basic concepts relevant to the experiences of the person selected	5	4	3	2	1
• Answers accurately reflect the thoughts and experiences of the subject's life	5	4	3	2	1

3.4 Speech/Oral Report/Oral History/Presentation/News Report

	Excellent				Poor
• Information presented reflects the student's understanding of basic concepts or ideas relevant to the topic	5	4	3	2	1
• Presentation has a clear introduction and conclusion	5	4	3	2	1
• Presentation has adequate delivery and establishes rapport with the audience	5	4	3	2	1
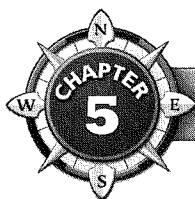
Writing Activities

GENERAL CRITERIA/GUIDELINES FOR EVALUATION

A written presentation should
- be clear, focused, and logical.
- have an attention-grabbing introduction that clearly states the topic and purpose, along with a strong conclusion to end the piece.
- clearly state student's purpose, idea, or opinion and provide necessary facts and examples to support them.
- present both sides of an issue and then strategically reject and refute the counter argument with facts and a persuasive style.
- show a deep understanding of the character, times, or other aspects of the topic.
- use interesting and creative style. The writing should either engage or aim to educate the reader depending on the topic.
- follow the rules of spelling, punctuation, and grammar along with proper paragraph usage.

SPECIFIC CRITERIA/GUIDELINES FOR EVALUATION

These guidelines will help you evaluate specific writing activities.

4.1 Editorial/Letter to the Editor/Opinion Article

	Excellent				Poor
Clearly states a position about the issue	5	4	3	2	1
Presents supporting reasons for the position	5	4	3	2	1
Clearly rebuts other viewpoints	5	4	3	2	1
Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.2 Essay/Written Answer

	Excellent				Poor
Begins with an introduction and has a thesis	5	4	3	2	1
Presents supporting reasons for the evaluation	5	4	3	2	1
Clearly draws a conclusion that supports the thesis	5	4	3	2	1
Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.3 Diary/Journal Entry/Letter/Postcard

	Excellent				Poor
Accurately reflects the thoughts and experiences of the subject's life	5	4	3	2	1
Covers important periods of the subject's life	5	4	3	2	1
Reflects the student's understanding of basic concepts	5	4	3	2	1
Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.4 Biography

	Excellent				Poor
• Accurately conveys information about the subject's life	5	4	3	2	1
• Is logically organized	5	4	3	2	1
• Is written in an interesting style	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.5 News Article/Mock Magazine/Description

	Excellent				Poor
• Uses a journalistic style	5	4	3	2	1
• Presents information in an unbiased way	5	4	3	2	1
• Covers the topic adequately	5	4	3	2	1
• Each article has a headline and presents and portrays the historical events accurately	5	4	3	2	1
• Layout is neatly presented	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.6 Story Excellent

	Poor				
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Relevant to the experiences of the subject	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.7 Poem/Musical Lyrics/Song

	Excellent				Poor
• Shows an understanding of the topic or issue	5	4	3	2	1
• Uses appropriate elements of poetry, such as images and symbolism	5	4	3	2	1
• Uses appropriate lyrics possibly containing rhythm and rhyme and connecting to musical phrasing	5	4	3	2	1

4.8 Advertisement/Slogan/Logo

	Excellent				Poor
• Clearly presents persuasive reasons for supporting the goal	5	4	3	2	1
• Uses persuasive language in slogans or memorable sentences	5	4	3	2	1
• Utilizes colorful language and verbal images	5	4	3	2	1
• Uses correct grammar in the script or print ads	5	4	3	2	1

4.9 Proposal Guidelines

	Excellent				Poor
• Presents information in a persuasive way	5	4	3	2	1
• Covers the topic comprehensively	5	4	3	2	1
• Is logically organized	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.10 Dialogue

	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Presents at least two distinct voices	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.11 Speech	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Clearly states a position about the issue	5	4	3	2	1
• Presents supporting reasons for that position	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.12 Summary	Excellent				Poor
• Accurately summarizes material					
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.13 Idea Generation	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Presents a minimum of three ideas related to the topic	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.14 List	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Presents a minimum of three items related to the topic	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.15 Schedule	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Is logically organized	5	4	3	2	1
• Is neatly presented	5	4	3	2	1

4.16 Outline	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Uses elements of an outline accurately	5	4	3	2	1
• Is logically organized	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.17 Scene	Excellent				Poor
• Reflects the student's understanding of basic concepts	5	4	3	2	1
• Utilizes vivid language and images	5	4	3	2	1
• Is logically organized	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1

4.18 Interview	Excellent				Poor
• Reflects the student's understanding of subject and purpose of interview	5	4	3	2	1
• Utilizes questions that elicit instructive, interesting, and insightful answers	5	4	3	2	1
• Uses correct grammar, spelling, and punctuation	5	4	3	2	1