

ESSAY SCORING RUBRIC GUIDE

Rubric:

Scholarship Entry Number: _____ Judge's Name: _____

Category	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Scholarship Prompt List First and double the points	Addresses prompt clearly and directly providing specific details and strong connections. 8	Addresses prompt and provides good connections. 6	Occasionally addresses essay prompt and provides weak connections. 4	Is unclear, vague, or lacks comprehension of the prompt. 2	
Communication Skills	Uses effective word choice to communicate thoughts 4	Uses good word choice to communicate thoughts. 3	Uses limited word choice to communicate thoughts. 2	Uses poor word choice to communicate thoughts. 1	
Mechanics	No errors in grammar or spelling that distract from the content. Meets all submission requirements. 4	3-4 errors in grammar or spelling that distract from the content. Meets all but one submission requirements. 3	4-6 errors in grammar or spelling that distract from the content. Fails to meet multiple submission requirements. 2	More than 6 errors in grammar or spelling that distract from the content. Fails to meet most submission requirements. 1	
Organization	Submission is well organized with a progression of ideas linking ideas to supporting points from start to finish. 4	Submission shows clear organization with appropriate transitions. 3	Submission shows good organization but may lack appropriate transitions. 2	Submission lacks clear organization and appropriate transitions or is disorganized and confusing. 1	
Creativity & Originality	The applicant provides a full picture of their personality, interest, and values as they relate to the prompt. They have demonstrated what is important to them by sharing their passions, and aspirations for the future. The selection committee can gain a clear vision based upon what the	The applicant provides a partial picture of their personality, interest, and values as they relate to the prompt. They have demonstrated what is important to them by sharing their passions, and aspirations for the future. The selection committee can gain some insight based upon what the	The applicant provides a partial picture of their personality, interest, and values as they relate to the prompt. The selection committee can vaguely understand the insight based upon what the applicant has submitted.	The applicant does not provide any picture of their personality, interest, and values as they relate to the prompt. The selection committee cannot understand the insight based upon what the applicant has submitted.	

	applicant has submitted. 4	applicant has submitted. 3	2	1	
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Total Score: _____

ECOC Arts Rubric

Scholarship Entry Number: _____		Judge's Name: _____		
Indicators/ Descriptor for Portfolio Pieces	4-Above Standard	3- Meets Standards	2- Approaching Standards	1- Below Standards
<p>Student Voice:</p> <p>The act of conveying mood, sentiment, feeling, spirit and character in artistic execution; measures students' ability to create expressive powerful works that clearly reflect the student's connection to the prompt.</p> <p>(Refer to definitions below)</p>	<p>Artistic execution of mood is excellently conveyed through the students' ability to create powerful works. Students' connection to the prompt is clearly reflected.</p>	<p>Artistic execution of mood is conveyed through the students' ability to create powerful works.</p> <p>Students' connection to the prompt is reflected.</p>	<p>Artistic execution of mood is inadequately conveyed through the students' ability to create powerful works.</p> <p>Students' connection to the prompt is somewhat unclear.</p>	<p>Artistic execution of mood is not conveyed through the students' ability to create powerful works.</p> <p>Students' connection to the prompt is unclear.</p>
	8	6	4	2

<p>Composition:</p> <p>Thoughtful design and construction evident.</p> <p>The plan, placement and arrangement of the elements of art and principles of design in an artwork.</p> <p>Performance art: Dance includes elements of dance successfully and remains focused throughout</p> <p>Music: Performance includes extraordinary sound quality, interpretation, musical time, and expression. Demonstrates excellent instrumental techniques.</p> <p>(Refer to definitions below)</p>	<p>Thoughtful design and construction evident The plan, placement and arrangement of the elements of art are intentional and excellent in execution. The application of the design principles in the piece are excellent and create a cohesive product.</p> <p>The composition is extremely original/innovative.</p> <p>Dance: The dancer utilizes the 5 elements of dance: body, action, time, space, and energy and remains focused throughout.</p> <p>Music Performance The performance includes extraordinary sound quality, interpretation, musical time, and expression. Demonstrates excellent instrumental techniques.</p>	<p>The plan, placement and arrangement of the elements of art are skillful.</p> <p>The application of the design principles in the piece are skillful.</p> <p>The composition is somewhat original/innovative.</p> <p>Dance: The dancer utilizes the 4 elements of dance: body, action, time, space, and energy and remains focused throughout.</p> <p>Music Performance: The performance includes good sound quality, interpretation, musical time, and expression. Demonstrates good instrumental techniques.</p>	<p>The plan, placement and arrangement of the elements of art is adequate.</p> <p>The application of the design principles in the piece is good.</p> <p>The composition is conventional/predictable.</p> <p>Dance: The dancer utilizes the 3 elements of dance: body, action, time, space, and energy and remains focused throughout.</p> <p>Music Performance: The performance includes fair sound quality, interpretation, musical time, and expression. Demonstrates fair instrumental techniques.</p>	<p>The plan, placement and arrangement of the elements of art is inadequate.</p> <p>The application of the design principles in a piece is inadequate.</p> <p>The composition is imitative/predictable.</p> <p>Dance: The dancer utilizes the 2 elements of dance: body, action, time, space, and energy and remains focused throughout.</p> <p>Music Performance: The performance includes inconsistent sound quality, interpretation, musical time, and expression. Demonstrates inconsistent instrumental techniques.</p>
	4	3	2	1








<p>Creativity:</p> <p>The created piece is unique, original or inventive.</p> <p>Evidence of ideas combined in original and surprising ways to address the prompt.</p> <p>(Refer to definitions below)</p>	<p>The created piece is unique, original or inventive.</p> <p>Evidence of ideas combined in original and surprising ways to address the prompt.</p> <p>4</p>	<p>The created piece has multiple features or aspects of originality, uniqueness or inventiveness.</p> <p>Evidence of ideas combined in original ways to address the prompt.</p> <p>3</p>	<p>The created piece has some features or aspects of originality, uniqueness or inventiveness.</p> <p>Evidence of ideas combined to address the prompt.</p> <p>2</p>	<p>The created piece has minimal features or aspects of originality, uniqueness or inventiveness.</p> <p>Evidence of ideas address the prompt.</p> <p>1</p>
<p>Craftsmanship:</p> <p>Level of attention to the finished product and presentation of the artwork. measures the student's effort and ability to create works that demonstrate pride of workmanship.</p>	<p>Excellently crafted.</p> <p>High level of attention to the finished product and presentation.</p> <p>Consistent evidence of students' effort.</p> <p>4</p>	<p>Adequate craftsmanship</p> <p>Standard level of attention to the finished product and presentation.</p> <p>Evidence of students' effort.</p> <p>3</p>	<p>Inadequate craftsmanship</p> <p>Some level of attention to the finished product and presentation.</p> <p>Inconsistent evidence of students' effort.</p> <p>2</p>	<p>Unsatisfactory Craftsmanship.</p> <p>Missing two or more requirements</p> <p>1</p>

ALL ARTWORKS SUBMITTED MUST BE ORIGINAL COMPOSITIONS CREATED BY THE APPLICANT; PLAGIARIZED ARTWORKS FROM COPYRIGHTED SOURCES WILL NOT BE SCORED
DEFINITIONS:

Comments/Notes/Feedback:








The Elements of Design

(the tools to make art)

Line		Horizontal, vertical, diagonal Straight, curved, dotted, broken Thick, thin
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)
Form		3D (three dimensional) Geometric (cube, sphere, cone) Organic (all other forms such as: people, animals, tables, chairs, etc)
Colour		Refers to the wavelengths of light Refers to hue (name), value (lightness/darkness), intensity/saturation, or amount of pigment, and temperature (warm and cool) Relates to tint, tone and shade
Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry)
Space		The area around, within, or between images or parts of an image Relates to perspective Positive and negative space
Value		The darkness or lightness of a color. White added to a color makes it a <i>tint</i> . Black added to a color makes it a <i>shade</i> .

The Principles of Design

(how to use the tools to make art)

Pattern		A regular arrangement of alternated or repeated elements (shapes, lines, colours) or motifs.
Contrast		The juxtaposition of different elements of design (for example: rough and smooth textures, dark and light values) in order to highlight their differences and/or create visual interest, or a focal point.
Emphasis		Special attention/importance given to one part of a work of art (for example, a dark shape in a light composition). Emphasis can be achieved through placement, contrast, colour, size, repetition... Relates to focal point.
Balance		A feeling of balance results when the elements of design are arranged symmetrically or asymmetrically to create the impression of equality in weight or importance.
Proportion/ Scale		The relationship between objects with respect to size, number, and so on, including the relation between parts of a whole.
Harmony		The arrangement of elements to give the viewer the feeling that all the parts of the piece form a coherent whole.
Rhythm/ Movement		The use of recurring elements to direct the movement of the eye through the artwork. There are five kinds of rhythm: random, regular, alternating, progressive, and flowing. The way the elements are organized to lead the eye to the focal area. Movement can be directed for example, along edges and by means of shape and colour.