

Visualizing Histories of Art Education Assignment

Rubric (20 points possible)

Criteria	Novice/LOW	Apprentice	Skilled	Sophisticated/HIGH
Student's research on ideas, events, and people shows understanding of art education, American schooling, and their histories.	Superficial or simplistic map that merely re-states what was read or taught in course; no examples of related research.	Map shows some research beyond class readings; map demonstrates some ability to explain ideas, events, and/or people	Map shows engaging stories of art education histories, with details that enrich the stories; evidence of independent historical research.	Rich, insightful stories that demonstrate thorough and extensive independent research, and the ability to apply learning in new ways.
Student's use of marking and mapping to create meaningful personal interpretations of art education histories.	Decoding history with little or no interpretation; lacks empathy with historical actors.	Map shows some attempt to personalize art education histories; limited ability to decode historical sources.	Map displays a nuanced interpretation of ideas, events, and/or people; insightful and individualized perspective on histories of art education.	Map offers powerful and illuminating interpretations of art education histories; shows awareness of ironies in historical interpretations.
Student's visualizations show the significance of art education history to the mapmaker as well as relevance to several contexts, e.g., artistic, political, cultural, etc.	Little indication of significance of ideas or events or people to mapmaker; little indication of relationships of ideas, events, or people to larger historical and social contexts.	Some understanding of significance of art education histories shown in the map; mapmaker provides some contextual information.	Map shows personal significance of this assignment for the mapmaker; contextual information is relevant to a coherent visualization.	Map is strong in personal significance with rich network of contexts, creating a coherent and complex visualization unique to this individual.
Design qualities contribute to balance of form + theme + context and follow rules in using the whole space effectively & turning mistakes into surprises.	Map has weak organization, lots of white space in relation to depicted historical ideas, events, or people; little attention to formal qualities of the visualization.	Balance of positive and negative spaces, but simplified depiction of art education histories; some attention given to formal challenges of marking and mapping processes.	Composition is unified, but lacks consistency in balancing form, theme and context; map shows sensitivity to formal, visual qualities.	Map shows a unified, complex composition with balanced form, theme, and context; markings are meaningful and replete so that parts could not be changed without altering the meaning.
Written reflective essay demonstrates student's capability for college-level writing .	Essay writer answers the four questions mechanically with little reflection; no references to texts or other readings; many problems in grammar, spelling, punctuation that sometimes make it difficult to understand the essay.	Some thought given to integrating responses to questions; some problems with mechanics of written English, e.g., grammar, spelling, or punctuation.	Good ideas shown in responding to prompts/questions, but some awkwardness in crafting an essay that engages a reader; few problems with mechanics of written English, e.g., grammar, spelling, or punctuation.	Insightful responses to prompts are integrated into an interesting essay with several references to course readings and other sources; almost no problems with mechanics of writing.