***Grade 10 / 11 Arts and Society Critique rubric***

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|  | | - 1+ | - 2+ | - 3+ | | - 4+ | - 5+ |
| **Organization** | | No intro or conclusion is provided.   Paragraphs are absent in the body of the text.  Thoughts are unorganized / unclear throughout. | Intro and or conclusion are missing or underdeveloped.  Paragraphs are limited or absent in the body of the text.  At times thoughts are unorganized. | Includes a brief intro & conclusion.  Paragraphs are used in body of the text.  Thoughts are generally organized. | | Includes a fairly well-structured intro & conclusion.  Paragraphs are used in body of the text.  Thoughts are well organized. | Includes well- structured intro & conclusion.  Paragraphs are used in body of the text.  Thoughts are consistently well organized throughout. |
| **Criterion A, Strand i :**   Knowledge and understanding of the art form studied, including concepts, processes, and use of subject-specific terminology | **Description** | The work is not described | The work is described vaguely. Description is lacking. | The work is described with some detail. The reader understands the overall content. | | The work is described with a good amount of detail. The reader can understand the content. | The work is described with excellent detail. The reader can clearly understand the content. |
| **Analysis** | The work is not analyzed in terms of use of elements and principles | Elements and principles are listed without elaboration or explanation | Elements and principles are discussed with some supporting examples given | | Elements and principles are discussed well, with supporting examples given for most | Elements and principles are well discussed with thorough examples given consistently throughout. |
| **Use of**  **Art-Specific Language** | There is no clear attempt to use art specific language. | There is an attempt at using art specific language. (short forms, slang etc) | Art specific language is used properly at times in the critique. | | Art specific language is used properly, and fairly often in the critique | Art specific language is used properly, and frequently throughout. |
| **Criterion A, Strand iii :**  understanding of the role of the art form  in original or displaced contexts | **Interpretation:Explores the Socio-political / Cultural Relevance** | Student does not address the narrative content, nor any of the socio-political / cultural relevance of the work. | Student shows limited contextual understanding of the role of the art work.  Student briefly mentions the narrative content or socio-political/ cultural relevance of the work but without providing examples. | Student shows adequate contextual understanding of the role of the art work.  Student addresses the narrative content or socio-political/ cultural relevance of the work and mentions a few examples. | | Student shows substantial contextual understanding of the role of the art work.  Student discusses narrative content and or socio-political / cultural relevance of the work and supports discussion with some examples. | Student shows excellent contextual understanding of the role of the art work.  Student explores  the narrative content and or socio-political / cultural relevance of the work and supports discussion with well explained examples. |
| **Justification of Opinion** | Student states a basic opinion but does not refer to examples from the work. | Student states a basic opinion but refers to very few examples from the work and/or provides conflicting information or examples | Student states an opinion.  Some examples from the work are discussed. | | Student states an opinion and backs it with examples from the work.  The language and tone of the critique generally reflect the opinion given. | Student’s opinion is clearly stated and well supported with clear examples from the work.  The language & tone of the critique reflect the opinion given throughout. |
| **Comments:** | | | | | **Ai: Aiii:** | | |