

AVI3M1 Financial Literacy in Visual Arts Rubric

	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge and Understanding Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Understanding of content 4 pts (e.g., concepts, theories, ideas, procedures, processes, methodologies)	Level 1 Partially filled chart with sparse notes. Shows limited understanding of the interview.	Level 2 Completely filled chart with notes. Shows adequate understanding of the interview.	Level 3 Completely filled chart with complete notes. Shows good understanding of the interview.	Level 4 Completely filled chart with thoughtful notes. Shows a thorough and insightful understanding of the interview.
Thinking The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, forming conclusions)	Level 1 Struggled to use the chart and group planning to gather, analyse, and prioritize a few important facts and observations. Presentation was incomplete.	Level 2 Used chart and group planning to gather, analyse, and prioritize some important facts and observations to share with the class in a timely, fair and efficient manner to create a presentation.	Level 3 Used chart and group planning to gather, analyse, and prioritize many important facts and observations to share with the class in a timely, fair and efficient manner to create an engaging and informative presentation.	Level 4 Used chart and group planning to gather, analyse, and prioritize important facts and observations to share with the class in a timely, fair and efficient manner to create a thoroughly engaging, insightful & thoughtful presentation.
Communication The conveying of meaning through various forms				
Expression and organization of idea Expression and organization of ideas and information in art forms (visual arts, music, drama, dance, media arts) and in oral and written forms	Level 1 Struggled to translate information gathered into a visual form for presentation.	Level 2 Adequately translated information and insights gathered into a visual form for presentation.	Level 3 Admirably translated information and insights gathered into a visual form for presentation that effectively communicated knowledge gained to the class.	Level 4 Exceptionally translated information and insights gathered into a dynamic visual form for presentation that clearly and thoroughly communicated knowledge and insights gained to the class.
Communication for different audiences (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	Level 1 Acted as a participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	Level 2 Acted as a somewhat active participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	Level 3 Acted as an active, strong group participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	Level 4 Acted as an active group participant and leader in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class and broader community.
Application The use of knowledge and skills to make connections within and between various contexts				
Making connections within and between (e.g., connections between the arts; between historical,	Level 1 Student's reflection has very little analysis and little connection between what	Level 2 Student's reflection showed some analysis and a connection between what	Level 3 Student's reflection showed thoughtful analysis and a connection between what	Level 4 Student's reflection showed thorough analysis and meaningful connections

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global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	was learned and how it applies to himself or herself and his or her future life choices in or beyond the arts.	was learned and how it applies to himself or herself and his or her future life choices in or beyond the arts.	was learned and how it applies to himself or herself and his or her future life choices in or beyond the arts.	between what was learned and how it applies to himself or herself and his or her future life choices in or beyond the arts.
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