

## Financial Literacy in Visual Arts Rubric

	Level 1 2 pts 50-59%	Level 2 3 pts 60-69%	Level 3 4 pts 70-79%	Level 4 5 pts 80-100%
<b>Knowledge and Understanding</b> Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
<b>Understanding of content</b> <b>4 pts</b> (e.g., concepts, theories, ideas, procedures, processes, methodologies)	<b>Level 1</b> Partially filled chart with sparse notes. Shows limited understanding of the interview.	<b>Level 2</b> Completely filled chart with notes. Shows adequate understanding of the interview.	<b>Level 3</b> Completely filled chart with complete notes. Shows good understanding of the interview.	<b>Level 4</b> Completely filled chart with thoughtful notes. Shows a thorough and insightful understanding of the interview.
<b>Thinking</b> The use of critical and creative thinking skills and/or processes				
<b>Use of processing skills</b> <b>4 pts</b> (e.g., analyzing, evaluating, inferring, interpreting, forming conclusions)	<b>Level 1</b> Struggled to use the chart and group planning to gather, analyze, and prioritize important facts and observations. Presentation was incomplete.	<b>Level 2</b> Used chart and group planning to gather, analyze, and prioritize important facts and observations to share with the class in a timely, fair and efficient manner to create a presentation.	<b>Level 3</b> Used chart and group planning to gather, analyze, and prioritize important facts and observations to share with the class in a timely, fair and efficient manner to create an engaging and informative presentation.	<b>Level 4</b> Used chart and group planning to gather, analyze, and prioritize important facts and observations to share with the class in a timely, fair and efficient manner to create an engaging, insightful & thoughtful presentation.
<b>Communication</b> The conveying of meaning through various forms				
<b>Expression and organization of idea</b> <b>2 pts</b> Expression and organization of ideas and information in art forms (e.g., visual arts, music, drama, dance, media arts) and in oral and written forms	<b>Level 1</b> Struggled to translate information gathered into a visual form for presentation.	<b>Level 2</b> Was able to translate information and insights gathered into a visual form for presentation.	<b>Level 3</b> Was able to translate information and insights gathered into a visual form for presentation that effectively communicated knowledge gained to the class.	<b>Level 4</b> Was able to translate information and insights gathered into a dynamic visual form for presentation that clearly and thoroughly communicated knowledge and insights gained to the class.
<b>Communication for different audiences</b> <b>2 pts</b> (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	<b>Level 1</b> Was not a strong participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	<b>Level 2</b> Was a participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	<b>Level 3</b> Was an active group participant in the interpretation and presentation of facts learned either through writing, speaking or creating visuals for the class.	<b>Level 4</b> Was 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

<b>Making connections within and between 3 pts</b> (e.g., connections between the arts; between historical, global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	Level 1	Level 2	Level 3	Level 4
	Student's reflection showed very little analysis and little connection between what was learned and how it applies to himself or herself and his/her future life choices in or beyond the arts.	Student's reflection showed some analysis and a connection between what was learned and how it applies to himself or herself and his/her future life choices in or beyond the arts.	Student's reflection showed thorough analysis and a connection between what was learned and how it applies to himself or herself and his/her future life choices in or beyond the arts.	Student's reflection showed thoughtful analysis and meaningful connections between what was learned and how it applies to himself or herself and his/her future life choices in or beyond the arts.