

# LOTF Symbol Project Evaluation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Create an artistic sketch (colored or penciled) that blends both a universal and constructed symbol and conveys a major theme of the book.

- Have the constructed symbol take prominence in the sketch. The universal symbol should be a “supporting character” to the constructed symbol.
- Include a paragraph or two summary/explication of the art piece on the back that addresses the role of each type of symbol and how they work together to illustrate a major theme of the book.
- Present your work to your peers in the small group project fair format.

<b>AREA I – PROJECT CONTENT AND ORGANIZATION</b>	Excellent Strong Control	Proficient Some Control	Developing Little Control: Needs Work
<p><b>1. Ideas AND Body of Presentation:</b></p> <ul style="list-style-type: none"> <li>• Maintains consistent focus on the topic and has ample “supporting details” in both the written and art based portion of the assignment.</li> <li>• Main ideas and points supported by accurate and appropriate details in both the written and art based portion of the assignment.</li> <li>• High level of analysis in written explanation paragraph with mature interpretation of the content demonstrated.</li> <li>• <i>Successfully communicates an understanding of a major theme of the work AND author’s use of universal AND constructed symbols?</i> <ul style="list-style-type: none"> <li>○ This should be done in both the written and art based portion</li> </ul> </li> </ul>			
<p><b>2. Organization AND Mechanics/Conventions:</b></p> <ul style="list-style-type: none"> <li>• Despite self perceived artistic ability or “talent”, student attempts to neatly portray an in depth visual and written response to the prompt</li> <li>• Organization: shows a logical flow of ideas, not choppy           <ul style="list-style-type: none"> <li>○ Conveys a sense of completeness and wholeness</li> <li>○ Provides excellent transitions in an attempt to connect ideas</li> </ul> </li> <li>• Consistently follows the rules of standard English for usage: spelling, punctuation, grammar, etc.</li> <li>• Appropriate tone reflected in word choice to match task and audience</li> <li>• Appropriate use of language, transitions, word choice, style for purpose</li> </ul>			
<b>AREA II – PROJECT FAIR</b>	Excellent Strong Control	Proficient Some Control	Developing Little Control: Needs Work
<p><b>1. Impromptu Skills</b></p> <ul style="list-style-type: none"> <li>• Student’s answers about their work show fluency and confidence</li> </ul>			
<p><b>2. Quality of Student Response</b></p> <ul style="list-style-type: none"> <li>• Answers about their work show knowledge and grasp of information</li> </ul>			
<b>AREA III – OVERALL EFFORT</b>	Excellent Strong Control	Proficient Some Control	Developing Little Control: Needs Work
<p><b>1. Overall Effort and Demonstration of Learning</b></p> <ul style="list-style-type: none"> <li>• Final product reflects extra attention to detail, guidelines, and overall assignment specs.</li> <li>• Clear and compelling evidence of learning.</li> <li>• Student has gone above and beyond basic expectations.</li> <li>• Excellent use of class time provided to complete work.</li> <li>• May I keep this as an example?</li> </ul>			