



## QPA COMMON VISUAL OR MEDIA RUBRIC

Student Name: \_\_\_\_\_ Scorer: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: ☐ ELA ☐ Social Studies ☐ Science ☐ Mathematics ☐ Other: \_\_\_\_\_

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<b>COMMUNICATION THROUGH VISUAL AND/OR MULTIMEDIA FORMATS (C)</b> (weighted x 3)  <i>The manner in which a student communicates through artistic, visual, or multimedia formats.</i>	<b><i>I've done everything to earn a score of Proficient, plus 2 of 3:</i></b>			
	a. My choice of medium expresses my unique perspective in a compelling manner that engages my audience with my research topic.	a. My thesis is important, precise, clear, defensible, and clearly conveyed in my chosen medium.	a. I include information about my research topic, but my thesis is not clearly conveyed in my chosen medium.	a. I include some information about my topic, but I do not have a thesis.
	b. My product is designed in such a way as to enhance the audience's understanding of my research topic.	b. My product engages the audience's interest using artistic and multimedia techniques (textural, graphic, audio, visual, or interactive elements) to enhance the thesis, evidence, and reasoning.	b. The artistic and/or multimedia techniques that I have chosen do not always engage the audience or enhance my thesis/topic.	b. My product is too simple or too confusing to engage my audience.
	c. When I use my product in an oral presentation, it provides additional context and perspective(s).	c. My product is well designed and organized for its intended purpose.	c. My product is well designed but not for its intended purpose. <i>OR</i> My choice of medium fits the purpose, but my product is poorly designed.	c. My product is poorly designed or organized. <i>AND</i> My product does not fit the intended purpose.
		d. When I use my product in an oral presentation, it helps my audience understand my research topic and line of reasoning.	d. When I use my product in an oral presentation, it somewhat distracts my audience from understanding my thesis/topic.	d. When I use my product in an oral presentation, it distracts my audience from understanding my thesis/topic.
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
<b>SUPPORTING EVIDENCE (SE)</b>  <i>The facts, descriptions, examples, and/or scenarios used to support the main message/thesis and the quality of the artistic statement.</i>	<b><i>I've done everything to earn a score of Proficient, plus:</i></b>			
	My written artistic statement adds clarity to the research presented in my product by clearly articulating the creative decisions I have shaped my product.	a. The evidence I use to support my thesis/analysis is relevant, specific, and accurate.	a. Most of my evidence is related to my thesis/ topic, but some of it may not be relevant, specific, accurate, or correctly interpreted.	a. I use evidence related to topics other than my thesis/topic; OR I use evidence that is too general, is inaccurate, or is misinterpreted.
		b. My written artistic statement is clear, and it effectively supports the research presented in my product by articulating the creative decisions that have shaped my product.	b. My written artistic statement is not clear and does not effectively support the research presented in my product.	b. My written artistic statement provides inaccurate information AND/OR provides information that contradicts my product.