

Artist's Name(s) __[1 rubric per person]_____ Name of Piece_____

	Very Low (1 point)	Low (2 points)	High (3 points)	Very High (4 points)
Neatness and Care	The piece is loaded with typos, grammatical errors, and/or is presented in a sloppy and un-professional format.			The piece is carefully edited and free of errors, typos, and/or is presented in a neat and professional format .
Chidush (new ideas)	While the artist renders the subject text in a new artistic medium, <i>no new ideas</i> enrich or illuminate the text.			The artist explores the topic in a way that introduces <i>new ideas</i> to the subject, enriching or illuminating the text.
Depth	The artist's representation shows only a surface, cursory exploration of the text or theme, not going beyond the surface of the topic.			The artist has explored the text/theme in a way that demonstrates deep, meaningful exploration of the topic.
Personal Engagement	The piece does not show how the artist has connected the piece to his/her own world.			The piece shows how the artist has connected the theme to his/her own world . It calls upon topics, subjects, and feelings from his/her experiences or other studies.
Integrity to original text	The piece shows repeated inaccurate characterization and motivation, even within the scope of freedom dictated by the assignment. It also lacks quotes when instructed.			The piece shows clear signs of being an exploration not only of the artist's world and life, but also the text that it explores. Accurate symbols and language relevant to the original text are present, including actual words and/or psukim citations or quotes when requested.
Critical thinking	Your arguments are either not complete, superficial, or unclear – as recorded on the chart and depicted in the piece.			Your arguments are complete, thorough, and clear – as recorded on the CHART and depicted in the piece.
Reflection piece	The reflection simply describes the most obvious features of the presentation without including any			The reflection shows a conscious, reflective process at work in the writing. You walk the reader through the decisions you made and what

	further, deeper thought			motivated them.
Other comments				

A. Total Points Possible _____

B. Points I (student) think I earned _____

C. Points evaluated _____ (this is converted to a percentage and then awarded as points – eg 28 = 100points final)

Note: if line A is very low, or if lines B and C are radically different, we should schedule a meeting.

Reflection

a. What did you learn/discover about the story of Gideon that you didn't know or hadn't considered before? Why is that significant?

b. What did you learn about how to analyze text, organize ideas, or form conclusions that you didn't know or hadn't considered before? Why is that significant?

c. What did you learn about the topics you explored that you didn't know or hadn't considered the implications of before? Why is that significant?

