

# Art-rageous BULLETIN BOARDS

by Paige Baggett

A Palette to Pursue

## “ART”rageous Bulletin Board Rubric

CATEGORY	5	4-3	2	1-0
<b>*Required Elements</b>	The bulletin board includes all required elements as well as additional aspects.	All required elements are included on the bulletin board.	All but 1 of the required elements are included on the bulletin board.	Several required elements were missing.
<b>Content - Accuracy</b>	At least 7 <u>accurate</u> facts are displayed on the bulletin board.	5-6 <u>accurate</u> facts are displayed on the bulletin board.	3-4 <u>accurate</u> facts are displayed on the bulletin board.	Less than 3 <u>accurate</u> facts are displayed on the bulletin board.
<b>Graphics - Originality</b>	Several of the graphics used on the bulletin board reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the bulletin board reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Labels</b>	All items of importance on the bulletin board are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the bulletin board are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the bulletin board are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Color Use</b>	The colors on the bulletin board work well together and form a strong coherent statement. The color choice is appropriate for the theme and objects represented or are purposely exaggerated in some way to make a point.	The use of color is coordinated across the bulletin board and is appropriate for the items and theme.	The overall use of color is ok, but is not as strong or coordinated as it could be. Some attempt at coordinating colors is evident.	Color choice for various items in the bulletin board seems inappropriate.
<b>Balance and Use of Space</b>	Use of positive and negative space creates a feeling appropriate to the theme. Objects are placed for best effect. Overall, it just feels right.	Use of positive space is good and the bulletin board is relatively balanced, but negative space could be utilized better to create a more cohesive feel.	The bulletin board seems to have a little too much background or seems a little too busy. Balance has not been achieved.	The bulletin board seems unfinished (too much empty space) or there is not enough balance between foreground and background causing it to seem much too busy and unfocused.
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the bulletin board well.
<b>Attractiveness</b>	The bulletin board is exceptionally attractive in terms of design, layout, and neatness.	The bulletin board is attractive in terms of design, layout and neatness.	The bulletin board is acceptably attractive though it may be a bit messy.	The bulletin board is distractingly messy or very poorly designed. It is not attractive.
<b>Time and Effort</b>	Class time was used wisely. Much time and effort went into the planning and creation of the bulletin board. It is clear the students worked at home as well as at school.	Class time was used wisely, but it did not appear there was much work done outside of class.	Class time was not always used wisely, but additional work was done at home or other times during the day.	Class time was not used wisely and no additional effort was put in at other times or places.

Total Points Earned: \_\_\_\_\_ / 50

## Collaborative Skills Rubric

CATEGORY	Excellent	Good	Average	Poor
<b>Contributions</b>	I routinely provided useful ideas when participating in the group. I was a definite leader who contributed a lot of effort.	I usually provided useful ideas when participating in the. A strong group member who tries hard.	I sometimes provided useful ideas when participating in the group. A satisfactory group member who did what was required.	I rarely provided useful ideas when participating in the group. I refused to participate.
<b>Quality of Work</b>	I provided work of the highest quality.	I provided high quality work.	I provided work that occasionally needs to be checked/redone by other group members to ensure quality.	I provided work that usually needed to be checked/redone by others to ensure quality.
<b>Problem-solving</b>	I actively looked for and suggested solutions to problems.	I refined solutions suggested by others.	I did not suggest or refine solutions, but was willing to try out solutions suggested by others.	I did not try to solve problems or help others solve problems. I let others do the work.
<b>Attitude</b>	I was never critical of the project or the work of others. I always had a positive attitude about the task(s).	I was rarely critical of the project or the work of others. I often had a positive attitude about the task(s).	I was occasionally critical of the project or the work of other members of the group. I usually had a positive attitude about the task(s).	I was often critical of the project or the work of other members of the group. I did not have a positive attitude about the task(s).
<b>Time-management</b>	I routinely used time well throughout the project to ensure things got done on time. The group did not have to adjust deadlines or work responsibilities because of my procrastination.	I usually used time well throughout the project, but may have procrastinated on one thing. The group did not have to adjust deadlines or work responsibilities because my procrastination.	I tended to procrastinate, but always got things done by the deadlines. The group did not have to adjust deadlines or work responsibilities because my procrastination.	I rarely got things done by the deadlines AND the group had to adjust deadlines or work responsibilities because of my inadequate time management.
<b>Focus on the task</b>	I consistently stayed focused on the task and what needed to be done. Very self-directed.	I focused on the task and what needed to be done most of the time. Other group members could count on me.	I focused on the task and what needed to be done some of the time. Other group members had to sometimes nag, prod, and remind me to keep on-task.	I rarely focused on the task and what needed to be done. I let others do the work.
<b>Preparedness</b>	I brought needed materials to class and was always ready to work.	I almost always brought needed materials to class and was ready to work.	I almost always brought needed materials but sometimes needed to settle down and get to work	I often forgot needed materials or was rarely ready to get to work.
<b>Monitors Group Effectiveness</b>	I routinely monitored the effectiveness of the group, and made suggestions to make it more effective.	I routinely monitored the effectiveness of the group and worked to make the group more effective.	I occasionally monitored the effectiveness of the group and worked to make the group more effective.	I rarely monitored the effectiveness of the group and did not work to make it more effective.
<b>Working with Others</b>	I almost always listened to, shared with, and supported the efforts of others. I tried to keep people working well together.	I usually listened to, shared with, and supported the efforts of others. I did not cause "waves" in the group.	I often listened to, shared with, and supported the efforts of others, but sometimes I was not a good team member.	I rarely listened to, shared with, and supported the efforts of others. I was not a good team player.