**Name: Date: Class period:**

**What’s the Bigger Picture? Graph Interpretation/Artist Statement Rubric**

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| --- | --- | --- | --- | --- |
|  | **Exceeding Proficiency 4**  | **Achieving Proficiency 3**  | **Approaching Proficiency 2**  | **Developing Proficient 1** |
| Graph Type  | The student correctly identifies the graph type and accurately explains why this specific type was selected to represent the data  | The student correctly identifies the graph type and partially explains why this type was selected to represent the data  | The student correctly identifies the graph type but is unable to explain why this type was selected to represent the data  | The student is unable to correctly identify the graph type |
| Graph Components  | The student correctly Identifies the dependent and independent variable and units | The student correctly identifies the dependent and independent variable and units | The student identifies some of the dependent and independent variables and units | The student is unable to identify the dependent or independent variables and units  |
| Graph Interpretation | The student expertly interprets the graph, accurately describing the general trend using scientific language, identifying and describing discrete points of data  | The student interprets the graph accurately describing the general trend of the graph, identifying and describing discrete points of data | The student minimally interprets the graph describing the general trend of the graph, identifying discrete points of data | The student is unable to interpret the graph; general trend of the graph is not correctly identified, discrete points of data are incorrectly identified or referenced |
| Artist Statement | Statement is complete, correctly interprets the data, is neatly written, and structured in the correct format  | Statement is complete, correctly interprets the data, and is structured in the correct format  | Statement is partially complete, and/or correctly interprets the data and is structured in the correct format  | Statement is incomplete, and/or incorrectly interprets the data and may not be structured correctly |
| Common Core Argument Writing  | Provides sufficient and relevant evidence to support claim(s); competently integrates and cites credible sources and/or textual evidence  | Provides limited and/or superficial evidence to support claim(s); ineffectively integrates and cites adequate sources and/or textual evidence | Provides minimal and/or irrelevant evidence to support claim(s); incorrectly integrates or cites sources and/or textual evidence that may not be credible  | Provides inaccurate, little, or no evidence to support claim(s); does not use or cite sources and/or textual evidence  |
| Creativity | Images imaginatively illustrate the data and fill the space; develops an emotional connection | Images appropriately  illustrate the data and fill the space; develops an emotional connection | Images illustrate the data and fill the space; does not develop an emotional connection | Images do not appropriately illustrate the data; does not develop an emotional connection |