

For each criterion, score the piece on the scale provided. See reverse for additional "holistic" considerations and space for total score.

| Criteria                        | 4 Points  | 3 Points  | 2 Points   | 1 Point   | Score |
|---------------------------------|---|---|--|---|-------|
| <b>Adherence to Prompt</b>      | Student clearly, powerfully, and effectively conveys one or more local survivor's courage and resistance during the Holocaust in their art.                           | Student adequately conveys highlights of one or more local survivor's courage and resistance during the Holocaust in their art.                 | Student seems inspired by one or more local survivor's courage and resistance during the Holocaust, but some interpretation of their art is required by the viewers. | Student does not communicate a reaction or reflection on one or more local survivor's courage and resistance during the Holocaust in their art. |       |
| <b>Originality / Creativity</b> | Work is highly original and creative. It clearly stands out from the other entries in its uniqueness.   | Work is original, creative, and unique. Work stands out to a fair degree from other entries.  | Work is original and creative, but shares some similarities with other entries.  | Work is neither creative, nor original.   |       |
| <b>Artistic Merit</b>           | Exceptional artistry: A great deal of age-appropriate talent and skill is displayed. It is obvious that significant time and preparation went into creating the work. | High-level artistry: A lot of age-appropriate talent and skill is displayed, and clearly some time and preparation went into creating the work. | Age-appropriate potential is shown. Some time and preparation by the artist is apparent, but no more than an average effort.   | Little to no artistic quality. It is clear that only bare minimum time and preparation went into creating the work.                             |       |

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| <p><b>Artist's Statement (125 words or less)</b></p> <p><i>Pieces lacking an artist's statement to be disqualified before judges receive entries.</i></p> | <p>There is a strong correspondence between the written statement and the visual image. Statement explains: what the art represents; why they selected the person and the image, scene or concept of courage and resistance that they did; and how this survivor's story inspires the artist when considering their opportunities today to resist, including educating others about injustice</p> | <p>There is some correspondence between the written statement and the visual image. Statement somewhat touches on what the art represents; why they selected the person and example of resistance they did; and how this story inspires the artist to have courage and resist today</p> | <p>There is little correspondence between the written statement and the visual image. Statement somewhat touches on what the art depicts, why they chose the example of resistance they did and how they are inspired to resist today but not clearly.</p> | <p>There is little to no connection between the written statement and the visual image. Statement is erroneous or incomplete; reader left confused.</p> |  |
|---|---|---|--|---|--|

Holistic Scoring:

This section is not worth any numerical points, but offers additional considerations that MAY OR MAY NOT apply to an entry. After viewing entries for the scored criteria above, please use these guidelines to help differentiate between entries with the same/similar total score.

1. Overall “feel” or intangibles of an artwork. Does the piece seem exceptional according to the student’s grade level, and punches above its weight?
2. Are there **unusual displays of effort or creativity** that you can discern? Such as unique format, personal or emotive connection to subject material, or evidence of overcoming exceptional challenges to submit entry?

Total Score: \_\_\_\_\_