

Comparative worksheet



Rubric for the comparative worksheet assignment:

	4	3	2	1	0	Score
<i>Introduction and tour theme is...</i>	...insightful, expressed clearly with succinct detail, and connects well to both objects.	...good, with a stated theme that connects well to both objects.	...fair, with a bit more detail or connection needed between objects.	...lacking clarity, needing a more defined thematic connection between objects.	...not evident.	/4
<i>Object 1's three key ideas are...</i>	...accurate and detailed, relating to the culture.	...good, but perhaps need a bit more detail/information.	...acceptable, but need more detail or accurate connection to the culture.	...lacking in connections to culture or visual details of object.	...not all evident.	/4
<i>Three open-ended questions about Object 1 are...</i>	...insightful and diverse in range (include descriptive, interpretive, and associative). Questions encourage audience to learn/analyze.	...lack range, perhaps, but are well stated and encourage the audience to learn/analyze.	...limited in range and detail, perhaps including a yes/no question.	...not clearly defined for the audience and including yes/no questions.	...not all evident.	/4
<i>Transition between objects is...</i>	...excellent and succinct, connecting again to the stated theme.	...stated well, but needs just a bit more detail or connection to the original theme.	...included, but perhaps lacks significant connection between the objects and theme.	...weak and lacks a good connection to theme or between the objects.	...not evident.	/4
<i>Object 2's three key ideas are...</i>	...accurate and detailed, relating to the culture.	...good, but perhaps need a bit more detail/information.	...acceptable, but need more detail or accurate connection to the culture.	...lacking in connections to culture or visual details of object.	... not evident.	/4
<i>Comparison points (3 to 4 points) between the objects include...</i>	...well-stated comparisons between visual and cultural information, connecting to all aspects of the objects.	...well-stated comparisons between the objects, but lacking a bit in visual or cultural comparisons.	...only one or two well-stated comparisons, with more detail or connection needed to key ideas.	...inadequate comparisons, not fully connecting key ideas between the objects.	...not all evident.	/4
<i>Three open-ended questions about Object 2 are...</i>	...insightful and diverse in range (include descriptive, interpretive, and associative). Questions involve the audience and offer great opportunities to compare the two objects in discussion.	...lack range, perhaps, but are well stated, offering the audience at least one opportunity to compare the objects.	...limited in range and detail, perhaps including a yes/no question or not offering an opportunity to compare objects.	...not clearly defined for the audience and including yes/no questions.	...not all evident.	/4
<i>Conclusion is...</i>	...succinct, summarizing the main ideas discussed and restating the overall theme.	...good, summarizing the main ideas and theme, but needs a bit more connection to objects/ideas discussed.	...missing either a connection to the main ideas, both objects, and/or theme.	...missing a connection to the stated main ideas and theme.	...not evident.	/4
Total	32 to 27 points: excellent	26 to 21 points: very good	20 to 15 points: good, with more development needed in a few areas.	14 to 8 points: needs some work, more detail	7 and below	/32

Rubric score:

4 = excellent/reflects in-depth, accurate knowledge and contains succinct detail

3 = very good/ indicates good knowledge, with just a couple areas for improvement

2 = good/reflects some knowledge of subject/object, but more development needed in various parts

1 = needs some work/insufficient detail in many parts

0 = not evident/incomplete

Common issues with themes

Keep your theme alive through the transition and conclusion.

Check the conclusion directly against the introduction. You may find you discovered more significant connections between objects!



Common issues with research

Be cautious using older research in files. Often, older research contains value judgments on aesthetic qualities and abilities of non-Western artists.

Be sure to securely identify and connect objects to their correct culture.

Be sure you are presenting supported or researched opinions, especially when discussing ancient artifacts.



Common issues with questions

Avoid making the audience guess at use/meaning if you have pertinent information to share. Often an interpretation question can help the audience analyze the possible use and meaning.

Try to provide a range of question types: description, interpretation, and association.

Focus description and interpretation questions on what the audience can see/experience.



Ancient Cultures gallery talks, scheduled for January 20, 27, and February 4

Guidelines are posted on the [ipevolunteers](#) site, in the Assignment folder. Use the guidelines in structuring your 8-minute (maximum) presentation on one object, with a focused theme. You will be presenting to a group of 15 people. No iPads will be used, but you are allowed to bring a physical or photo prop.

For object research, check out the docent/guide object files in the tour office, the online files on the [ipevolunteers](#) site, the [artsmia.org](#) site, and the Mia Reference Library. You may also access other reliable online sources.

IPE Volunteers Website

To log in, use your first initial and last name, no spaces or punctuation. The password is mia4all.

This is where you can access Object Files, under the “Permanent Collection” tab. You can also search for object files using the search box.

The screenshot displays the IPE Volunteers website interface. At the top, the WordPress admin bar shows 'IPE Volunteers' with options for 'Customize', '16' notifications, '0' comments, '+ New', and 'Edit Page'. The user 'Howdy, Kara Zumbahlen' is logged in. The main navigation menu includes 'Calendars', 'Programs', 'Reference & Policies', 'Permanent Collection', and 'Exhibitions'. A dropdown menu under 'Permanent Collection' is open, listing categories: 'All Object Files', 'Arts of Africa', 'Arts of the Americas', 'Chinese, South and Southeast Asian Art', 'Contemporary Art', 'Decorative Arts, Textiles, and Sculpture', 'Japanese and Korean Art', 'Paintings', 'Photography and New Media', and 'Prints and Drawings'. Below the navigation is a banner image of children in a museum gallery with a large white sculpture. A text box below the banner reads: 'Welcome to our new Interpretation and Participatory Experiences Volunteer website'. The search section features a search box with the text 'This is an enhanced search. The site content is searched to find matches in tags, document titles, category, and content.' and a 'Search' button. To the right is a 'Contact Us' section with a list: 'Contact Ann', 'Contact Debra', 'Contact Juline', and 'Contact Michael'. The footer contains a RSS icon, copyright information '- © 2016 IPE Volunteers - Designed by Press Customizr -', and a 'Back to top' link. The browser address bar at the bottom shows the URL: 'http://mgpvunteers.org/wptesting/objectfiles/permanent-collection/object-information/object-files/'.

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In this presentation, you will be recorded on camera by a staff member.

Together, you will review this video with the staff member to discuss your strengths and areas for improvement. We will provide an appointment sign-up sheet on the day of your presentation.

