

Grading rubric: **Catalog text** (*Essay accompanying installation*)

Name student:		Student no.	Group:		
Date:		Graded by:			
criterion	0-55% - insufficient (I)	55-72.5% - sufficient (S)	72.5-82.5% - good (G)	>82.5% - very good (E)	partial grade
1. Interdisciplinarity: Does the essay integrate or contrast interdisciplinary concepts on Time?	The essay does not demonstrate the differences and overlap between disciplinary perspectives on Time	The essay acknowledges and describes different disciplinary perspectives on Time.	The essay compares and contrasts different disciplinary perspectives on Time; new interdisciplinary connections are demonstrably explored	The essay integrates different disciplinary perspectives in a critical manner, raising new questions, and going beyond disciplinary boundaries	
2. Level: Does the essay display a deep understanding of disciplinary concepts related to Time?	The essay describes basic, pre-course, notions of Time.	The essay shows a basic understanding of the different disciplinary concepts of Time.	The essay addresses the main concepts related to Time in the installation, at least one concept is discussed at an advanced level.	The essay demonstrates the mastery of a number of advanced concepts related to Time, and critically discusses these.	
3. Alignment: Do the installation and essay reinforce each other?	The essay relates to different concepts than the installation, and does not add to the experience of the installation.	The essay discusses the main concepts addressed by the installation.	In the essay all concepts in the installation are discussed and their relation is outlined.	The essay reinforces and deepens the interpretation of the installation.	

<p>4. Reflection: Does the essay provide pertinent, critical reflection on the process of building the installation, and the installation itself?</p>	<p>The essay provides little to no reflection on the process and the installation.</p>	<p>The essay offers a brief and basic reflection on the process and the installation (including the choices made and the strengths and weaknesses of the process and installation)</p>	<p>The essay provides a solid to good reflections on the process and the installation. The choices made are explained, though not always convincingly. The essay provides good reflections on the strengths and weaknesses in the process and installation</p>	<p>The essay provides insightful and critical reflections on the process and the installation. The choices made are convincingly explained. The essay provides incisive reflections on the strengths and weaknesses in the process and installation</p>	
<p>5. Open student criterion</p>					
<p>Feedback/Justification:</p> <p>How are the individual criteria weighted? Weightings can differ per grader, but should be consistent for all groups.</p>					