|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Visual Art Grade 7 Assessment Rubric** (rev.11/15/12) | | | | | | |
| **Student Name:**  **Lesson: Endangered Animal Collage** | | | | | **Class Period:** | |
| Categories | Exceeds  4 | Meets  3 | Partially Meets  2 | 1 | Rate Yourself | Teacher’s Rating |
| * C1.1-   **Creation** | Student very effective in creating a collage describing an endangered animal. | Student effective in creating a collage describing an endangered animal. | Student somewhat effective in creating a collage describing an endangered animal. | Minimal work completed. Insufficient evidence to identify mastery of the course material. |  |  |
| * C1.2-   **Expression** | Idea is extremely well communicated through the visual arts. Sophisticated visual references demonstrate an advanced understanding of the main concept of the lesson's objectives. | The purpose of the imagery is clearly accomplished, while appropriate and accurate details support the main idea. Final work has visual impact. | The visual images communicate the purpose and interest of the course project. | Visual communication of the idea is not clear. The purpose and intent of the project has not been expressed. No evidence of personal expression. |  |  |
| * C2.1-   **Media Use** | The student made superior use of materials. The collage exhibits distinguished craftsmanship; all materials are used competently throughout. | The student made good use of materials. The collage exhibits advanced craftsmanship; most materials are used competently throughout. | The student made an acceptable use of materials; some elements of the collage seem somewhat rushed; some materials competently used throughout. | Work lacks attention to detail and is not well organized. Minimal work completed. Insufficient evidence to identify mastery of the course material. |  |  |
| * C2.2-   **Responsibility** | The student is always willing to complete assigned tasks and help set up and cleanup workspace. | The student is usually willing to complete assigned tasks and help set up and cleanup workspace | The student is sometimes willing to complete assigned tasks and help set up and cleanup workspace | The student is rarely willing to complete assigned tasks and help set up and cleanup workspace |  |  |
| * C 3.1- * C3.2-   **Participation by**  **Self and Peer Reflection** | Reflection and self -evaluation are complete. Student made excellent use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other’s remarks or asking questions. | Reflection and self -evaluation are complete Student made good use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other’s remarks or asking questions. | Reflection and self -evaluation are complete Student made minimal use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other’s remarks or asking questions. | Reflection and self evaluation are not complete Below Proficiency in the use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other’s remarks or asking questions |  |  |
| * C 4.1-   **Connections** | The Student has exceeded proficiency expectations in preparing a short Informational writing report describing the animal. See separate rubric | The Student has meet proficiency expectations in preparing a short Informational writing report describing the animal. See separate rubric | The Student has partially meet expectations in preparing a short Informational writing report describing the animal. See separate rubric | The Student has only a partial understanding of expectations in preparing a short Informational writing report describing the animal. See separate rubric |  |  |