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| **Principles of Art Assessment Rubric** (12/14/12) | | | | | | |
| **Student Name:**  **Lesson:** Ceramic Container | | | | | **Class Period:** | |
| Categories | Proficient with Distinction  4 | Proficient  3 | Partially Proficient  2 | 1 | Rate Yourself | Teacher’s Rating |
| * C1.1- * **Creation** | Student very effective in creating a ceramic container. The student was very effective in planning a design for their container. The container has many details. | Student effective in creating a ceramic container. The student was effective in planning a design for their container. The container has some details. | Student sometimes effective in creating a ceramic container. The student was sometimes effective in planning a design for their container. The container has few details | The artwork exhibits no planning or understanding of the concepts and instructions. |  |  |
| * C1.2- * **Expression** | The student was very effective in demonstrating original personal expression and problem solving skills. | The student was effective in demonstrating original personal expression and problem solving skills. | The student was sometimes effective in demonstrating original personal expression and problem solving skills | No  evidence of personal expression and is substantially below proficient. |  |  |
| * C2.1- * **Media Use** | The container exhibits distinguished craftsmanship. All materials were used competently throughout including handbuilding techniques in creating the container and application of glaze. | The container exhibits advanced craftsmanship. Most materials used competently throughout including handbuilding techniques in creating the container and application of glaze. | The container exhibits partially proficient craftsmanship. Use of materials seem somewhat rushed including handbuilding techniques in creating the container and application of glaze. | 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. |  |  |