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| **Assessment Rubric -Principles of Art and Design** rev. 1/2013 |
| **Student Name:** **Lesson: Value Portrait utilizing Collage** | **Class Period:** |
| Categories | Exceeds4 | Meets3 | Partially Meets2 | 1 | Rate Yourself | Teacher’s Rating |
| * C1.1-

**Creation** | Student very effective in creating a torn paper collage: black, white and gray values were very effectively separated into shapes defining facial planes, shadows and highlights. | Student effective in creating a torn paper collage: black, white and gray values were effectively separated into shapes defining facial planes, shadows and highlights. | Student sometimes effective in creating a torn paper collage: black, white and gray values were sometimes effectively separated into shapes defining facial planes, shadows and highlights. | Student’s application of collage in creating a value study portrait are developing and substantially below proficient. 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 collage exhibits distinguished craftsmanship: all materials professionally utilized throughout. Students made excellent use of the torn paper edges and used a variety of torn paper swatches. | The collage exhibits advanced craftsmanship: most materials professionally utilized throughout. Students made good use of the torn paper edges and used a variety of torn paper swatches. | The collage exhibits partially proficient craftsmanship and the use of materials seems somewhat rushed. Students somewhat inconsistent in use of the torn paper edges and the variety of torn paper swatches. | 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 |  |  |