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

**Creation** | Student’s application of the concept of value in art relative to creating a “shattered” drawing are excellent. Student made excellent choices creating new shapes over the original, always filling these shapes with value in an interesting way that enhanced the original subject. | Student’s application of the concept of value in art relative to creating a “shattered” drawing are good. Student made good choices creating new shapes over the original, sometimes filling these shapes with value in an interesting way that enhanced the original subject. | Student’s application of the concept of value in art relative to creating a “shattered” drawing are sometimes effective. Student made partially proficient choices creating new shapes over the original, occasionally filling these shapes with value in an interesting way that enhanced the original subject. | Student’s applications of the concept of value in art relative to creating a “shattered” drawing 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** | Drawing exhibits excellent craftsmanship, Student used a pencil to always express a full range of values from black to light gray. Completed drawing shows that range of tones skillfully. | Drawing exhibits advanced craftsmanship, Student used a pencil to sometimes express a full range of values from black to light gray. Completed drawing sometimes shows that range of tones skillfully. | Drawing exhibits partially proficient craftsmanship, Students used a pencil to express a full range of values from black to light gray is inconsistent and the use of materials seems somewhat rushed. Completed drawing shows minor attempt to showing a range of tones. | 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 |  |  |