

RUBRIC FOR GRADING ART

100	95	90%	89	85	80%	79	75	70%	69	65	60%	59% and below
-----		-----				-----				-----		-----
						Average						
Excellent		Above Average		Good		Below Average		Unsatisfactory				
Outstanding		Very Good		(Not Quite		Needs Improvement		Poor				
Exemplary		Acceptable		Acceptable For		Barely Acceptable		Unacceptable				
						Some)						

ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY

A: Planned carefully, made sketches; showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.

B: The artwork shows that the student applied the principles of design while using one or more elements effectively; demonstrated an awareness of filling the space adequately.

C: The student did the assignment adequately, yet it shows lack of planning and little apparent evidence that an overall composition was planned.

D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.

F: The student did the minimum or the artwork was never completed.

Creativity/Originality

A: The student explored several choices before selecting one; generating several ideas; tried unusual combinations or changes on ideas; made connections to previous knowledge; demonstrated understanding of problem-solving skills.

B: The student tried one or two ideas before selecting one; possibly based work on someone else's idea; made decisions after referring to one source; solved the problem in a logical way.

C: The student tried an idea, and worked it out adequately, but it lacked originality; substituted other ideas for personal observation; might have copied work.

D: The student fulfilled the assignment, but gave no evidence of trying own creativity.

F: The student showed no evidence of original thought.

Effort/Perseverance

A: The project was continued until it was as complete as the student could make it; gave effort beyond what was required; pride in going well beyond the requirement.

B: The student worked hard and completed the project, but with greater effort it might have been outstanding.

C: The student finished the project, but it could have been improved with more effort and adequate interpretation of the assignment, work was lacking completion or student chose an easy project and did it indifferently.

D: The project was completed with minimum effort.

F: The student did not finish the work adequately.

Craftsmanship/Skill/Consistency

A: The artwork was beautifully and patiently done.

B: With a little more effort, the work could have been outstanding (lacks finishing touches).

C: The student showed average craftsmanship; adequate, but not as good as it could have been, perhaps remains unfinished.

D: The student showed below-average craftsmanship; lack of pride in work.

F: The student showed poor craftsmanship; lack of understanding or care.

Group Cooperation/Attitude

A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.

B: The student participated enthusiastically, followed-through with commitments, performed more than adequately, assisted in preparation and clean up.

C: The student mostly allowed others in the group to make the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.

D: The student allowed others to do most of the work, participated minimally; did the minimum amount.

F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup.

