

Creative Process - Observational Rubric

Demonstrated Standard	1 Limited Evidence	2 Adequate Evidence	3 Sufficient Evidence	4 Strong Evidence
Plans multiple strategies and selects idea prior to creating.	Student has browsed 1-2 recent/similar ideas.	Student chooses 1 relevant idea that they will base their work on. Student creates 1 quality sketch of an original idea.	Student has researched at least 3 different ideas and created a minimum of 3 quality sketches of an original final idea.	Student has reviewed at least 1 example of the technique from history and/or 1 example from present time. Student has completed 3 thumbnail sketches that show consideration of art elements and principles along with a list of possible materials and tools they will need. Student includes at least 1 reference to their own personal style/culture in planning.
Demonstrates craftsmanship through intentional skills/techniques practice while safely and skillfully using materials, tools and equipment.	Student has begun production using faulty techniques that were not taught and prove ineffective. No effort is made to rectify the product outcome.	Student uses some of the demonstrated techniques. Student takes into consideration safety and basic knowledge of pertinent art media.	Student executes most of the demonstrated skills showing precision, knowledge of the media, and solid construction skills. Safety, set-up, and clean-up procedures are followed.	Student executes all of the demonstrated skills showing precision, knowledge of the media, and solid construction skills. Safety, set-up, and clean-up procedures are followed. Additionally, the student has researched the technique further bringing new light and skill to the assignment.
Apply the Elements and Principles of Design to guide artistic decision making.	When asked the student cannot, through verbal, written, or recorded means, reference At Elements or Principles of Design in their work. Their work may show some artistic thought.	Student is observed referencing and/or demonstrating the elements and principles throughout the creative process.	Student is observed referencing and applying the elements and principles throughout the creative process. Student has a sketchbook showing a plan that takes into consideration the applicable Art Elements and Principles of Design.	Student can discuss, justify, or explain the organization of the work regarding how the Principles of Design are formed by the Elements of Art predominately utilized in the work.
Explores and experiments with media while meeting project criteria.	Student uses minimal technique/media variation. One poorly attempted technique when multiple possibilities have been demonstrated or are available.	Student uses 1-2 attempts at technique/media variation and exploration.	Student shows evidence of continued development of technique/media variation. At least 2 different methods have been explored. When one does not produce desired results, the student explores new options.	Student shows evidence of trying at least 3 techniques/media. Student continues to explore new options for a successful outcome. Student continues to broaden skill development by trying a different media or mixing media in a new way. The student has documented or expressed how the choice of media relates to the style/culture of the artwork.
Plan and make revisions to in-progress art in response to self-reflection and peer/teacher critique, while maintaining originality.	Student work is an attempted replica of an existing artwork. Student copies or traces.	Student work includes 1 or more major elements from existing artwork or includes pre-existing characteristics or scenes. Student idea is previously conceived but only slightly modified.	Student's work demonstrates 1-2 unique ideas that originate from personal response to cultural, historical, or other themes. The artwork is unique and original while illustrating ideas that are not contrived or cliché.	Student work demonstrates cultural, socially relevant, expressive themes, or advocacy issues while applying own unique ideas. The student considers symbolism and art as communication through verbal or written references.

Sketchbook – Observational Rubric

Demonstrated Standard	1 Limited Evidence	2 Adequate Evidence	3 Sufficient Evidence	4 Strong Evidence
Exhibits well-planned, multiple ideas to creative endeavors through artistic investigation.	Student has 1 idea sketched or written.	Student has 2-3 sketched ideas with written support as needed. (i.e. brainstorming techniques, materials, and color schemes)	Student has 3 original ideas that reflect the application of the elements and principles. Student includes reference to at least 1 idea from an in class or researched example.	Student has 4 original ideas that clearly exemplify the use of elements and principles in their artwork. The student includes 2 or more references to inspiration from in class examples or independent research. Sketchbook shows more than one media possibility.
Problem-solves and evaluates chosen approach for possible challenges.	Student has one idea sketched or written. Little consideration has been taken considering the limitations of the medium.	Considering the limitations of the medium, the student draws or writes at least one solution to any potential problems. Student shares 2 or more sketches or perspectives.	Student clearly shows 2 or more paths to create their artwork either written or visually communicated. Student problem solves apparent challenges they may have had in their work either visually or in writing.	Student demonstrates a clear understanding of, and a solution for project challenges addressing formal, expressive, and technical properties. A cohesive plan and backup plan have been expressed visually or written in the sketchbook.
Includes care and craftsmanship in sketches.	Student's sketching is hasty and sketched with little or no care. Marks are light, tentative, indistinguishable, and/or small.	Student's sketching takes 10 minutes or more (when observable). The sketches are recognizable but underdeveloped.	Student's sketching takes 20-30 minutes (when observable). Sketchbook is easily interpreted through visual and written ideas. The sketches reflect the consideration of the selected media (i.e. 3D forms for sculpture, color schemes, etc.).	Student's sketching takes an hour or more (when observable). Student's sketchbook successfully communicates the project goals. Sketches have the quality of refined and detailed art work including value and/or color, texture, etc.
Demonstrates consideration for formal Elements and Principles of Design.	Student has no evidence of applying the Principles of Design to their planning in the sketchbook.	Student applies or demonstrates Principles of Design to their planning in the sketchbook (accidentally or intentionally).	Student intentionally applies multiple Principles of Design to their planning in the sketchbook.	Student intentionally manipulates the use of the Elements and the Principles of Design to effectively communicate and enhance expressive qualities.
Design process illustrates innovative thinking through student's own unique ideas.	Student copies or traces.	Student's idea is previously conceived but only slightly modified.	Student shows ideas that are unique and original that are not contrived or cliché.	Student demonstrates cultural, socially relevant, expressive themes, or advocacy issues applied to his or her own unique ideas.

Critique – Observational Rubric

Demonstrated Standard	1 Limited Evidence	2 Adequate Evidence	3 Sufficient Evidence	4 Strong Evidence
Describes and analyzes the artwork in relation to the Elements and Principles of Design.	Student may not have a personal verbal or written response.	Student can describe 1-2 elements in relation to Principles of Art in the artwork.	Student can describe and analyze at least 2 elements in relation to Principles of Art.	Student can describe in-depth and analyze at least 3 elements in relation to Principles of Art. Student makes connections and/or draws conclusions as to the design choices of the artist.
Presents examples of the artists' creative influences.	Student may not have a personal verbal or written response.	Student makes 1 or more guesses as to what may have influenced the artist.	Student presents 1 or more ideas as to what may have influenced the artist. Student provides a rationale for his/her idea by referencing different aspects within the artwork.	Student presents at least 2 ideas as to what may have influenced the artist. Student provides a rationale for his/her idea by referencing different aspects within the artwork. Student can develop a persuasive argument in defense of his/her rationale.
Interprets the meaning/purpose of the artwork.	Student may not have a personal verbal or written response.	Student makes 1 or more guesses as to the meaning of the artwork.	Student presents 1 or more idea(s) as to the artist's intent. Student provides a rationale for his/her idea by referencing different aspects within the artwork.	Student presents at least 2 ideas as to the artist's intent. Student provides a rationale for his/her idea by referencing different aspects within the artwork. Student can develop a persuasive argument in defense of his/her rationale.
Identifies and describes characteristics about the artwork's mood/feeling.	Student may not have a personal verbal or written response.	Student identifies 1 mood/feeling relating to the artwork, with no other justification.	Student presents 1 or more idea(s) as to the mood/feeling relating to the artwork. Student provides a rationale for his/her idea by referencing different aspects within the artwork.	Student presents at least 2 ideas as to the mood/feeling relating to the artwork. Student provides a rationale for his/her idea by referencing different aspects within the artwork. Student can develop a persuasive argument in defense of his/her rationale.
Discusses how the artist problem-solved to meet the criteria and create a successful piece.	Student may not have a personal verbal or written response.	Student makes 1 statement relating to problem solving or challenges the artist may have had while creating the art being viewed.	Student makes 1 or more statement(s) relating to problem solving or challenges that may have been present while the art was being created. Student references the challenges related to the media, process, or cultural environment.	Student presents at least 2 ideas relating to problem solving or challenges that may have been present while the art was being created. Student provides a rationale for his/her idea by referencing different aspects within the artwork. Student can develop a persuasive argument in defense of his/her rationale.

Understanding the Art World & Express -Short Response Rubric

Demonstrated Standard	1 Limited Evidence	2 Adequate Evidence	3 Sufficient Evidence	4 Strong Evidence
Description of both works of art - <i>What do you see?</i>	Student expresses 2 or less details about each artwork.	Student expresses 3 details about each artwork.	Student expresses 4 details about each artwork. Subject matter is clearly defined.	Student expresses at least 5 details about each artwork. Student correctly applies use of Elements and Principles of Design vocabulary. Student identifies existing symbols & cultural/historical references.
Relating to both works of art - <i>What is your personal connection to these artworks?</i>	Student makes a contrived or cliché reference without thought to deeper connections to personality or interests.	Student makes only general statements/observations that are authentic but aren't personal connections about the theme, style, or content of the piece.	Student begins to make meaningful connections between the situations and feelings portrayed by the artworks and their own life experiences. Student may demonstrate in several ways including comparing/contrasting experiences, styles, interests, or life in general.	Student provides evidence that they have reflected on the social themes, historical context, mood/feeling, and cultural components in the artwork before constructing their personal response. Student can cohesively compare and connect similarities and differences in his/her culture and the content of the artwork and the life of the artists. Student provides two solid examples of connecting.
Analyze both works of art - <i>How does the artwork impact the views of a society/culture or reflect the time period?</i>	Student analysis is shallow with one statement that is not necessarily applicable to the social or cultural themes in the art.	Student shows they have thought about the social, historical, or cultural content of the artwork by providing two or more correct observations about one of the artworks and what statement that piece may be making.	Student takes time to analyze each artwork, searching for social, cultural, or historical clues. Student provides a response to both pieces highlighting the strongest components and begins to compare and contrast the two pieces and the issues brought up by both.	Student's response reflects well-planned and organized ideas for each artwork focusing on historical, social, and cultural themes. Additionally, the student composes an overarching message that the pieces are communicating. Student supports his/her ideas through evidence embedded in the two pieces of artwork.
Interpretation of both works of art - <i>What meaning does the work have? What feelings are expressed?</i>	Student makes reference to a mood/feeling for one artwork with no other evidence of thought.	Student makes reference to mood/feeling for both artworks and expresses a rationale for their choice.	Student makes reference to various moods/feelings for both artworks and begins to compare the ways that the two moods relate to/oppose each other.	Student makes reference to different possibilities for moods/feelings for each piece of artwork. Student thoughtfully compares and contrasts the two pieces keeping in mind the artists' influences and/or the cultural/historical references that may have been associated with the work.
Judgment/Evaluation of both works of art - <i>What is your opinion of successes, strengths and weaknesses?</i>	Student provides an answer that may or may not be an opinion with no supporting justification.	Student makes a justified statement that reflects his/her opinion on both pieces of art. Only one justification is given for each artwork.	Student takes time to thoughtfully construct an opinion for both pieces of art. Student reflection includes an explanation and defense for the judgment. Student begins to explore how the Elements and Principles of Design affect his/her opinions.	Student takes time to thoughtfully construct opinions for both pieces of art. Student reflection includes an explanation and defense for the judgment. Student makes reference to the media used as well as the Elements & Principles of Design. The argument is complete and the student can explain how the different visual, historical, and cultural components and implications have led them to his/her final judgment of the pieces.
Word Usage & Art Vocabulary - <i>Does the response reveal an awareness of audience and purpose through effective use</i>	Student has minimal use of correct art vocabulary. The word usage may be dull or repetitive.	Student has limited use of appropriate art vocabulary. The word usage is imprecise	Student frequently uses appropriate art vocabulary.	Student consistently uses appropriate art vocabulary and effective word choice, correctly.

<p><i>of word choice and appropriate art vocabulary? (W.9-10.2d)</i></p>	<p>The language used may be incoherent or inappropriate.</p>	<p>and reveals little awareness of comparison.</p>	<p>Word usage is generic yet effectively illustrating comparison.</p>	<p>The word usage is precise and engaging, demonstrating an awareness of audience and purpose. The language is fluent and original. Comparison is clear and effective.</p>
<p>Conventions & Organization - <i>Does the response exhibit direction and coherence with correct spelling, punctuation, paragraphing, capitalization, and grammar? (L.9-10.1;L.9-10.2)</i></p>	<p>The student demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. The writer has numerous errors that interfere with meaning.</p>	<p>The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. The writer has errors that interfere with meaning.</p>	<p>The student demonstrates control of usage, grammar, punctuation, capitalization, sentence, construction, and spelling. The writer has occasional errors that do not interfere with meaning.</p>	<p>The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. The writer has no errors that interfere with meaning.</p>