

## **RUBRIC FOR GRADING ART**

100 – 90	Excellent, outstanding
89 – 80	Above Average, Very Good
79 – 76	Average, good
75 - 70	Below Average, Needs Improvement
69 - 0	Unsatisfactory, Poor

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

**A:** Planned carefully, made several sketches, and 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; showed an awareness of filling the space adequately.

**C:** The student did the assignment adequately, yet it shows lack of planning and little 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. The student wasted class time talking to others and doing work from other classes.

### **Creativity/Originality**

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

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

**C:** The student tried one idea and lacked originality. Substituted "symbols" for personal observation; might have copied work.

**D:** The student fulfilled the assignment, but gave no evidence of trying anything unusual.

**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 it effort far beyond that required and to pride oneself in going well beyond the requirement.

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

**C:** The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacked finish; 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 beautiful and patiently done; it was as good as hard work could make it.

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

**C:** The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.

**D:** The student showed below average craftsmanship, lack of pride in finished work.

**F:** The student showed poor craftsmanship; evidence of wasted class time exhibited or lack of understanding.

**Group Cooperation/Attitude**

**A:** The student worked toward group goals, effectively performed in 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 the classroom project.

**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 all 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, did participate 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.