

## VISUAL ART PROJECT GRADING RUBRIC

Artist Name: \_\_\_\_\_ Period: \_\_\_\_ Assignment: \_\_\_\_\_

*In the boxes to the right of each category, rate yourself by marking the number corresponding to the grading scale*

**Grading Scale: 4 = Advanced, 3 = Proficient, 2 = Partially Proficient, 1 = Unsatisfactory**

P A R T I C I P A T I O N	<p><b>Required Elements:</b> All required elements of the project were included as well as a few additional elements.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>
	<p><b>Use of Time:</b> The student is self-directed and motivated, and used time well during every class period with no reminders from the teacher.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>

P R O J E C T	<p><b>Standard 1 Observe and Learn to Comprehend</b> The student uses the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>
	<p><b>Standard 2 Envision and Critique to Reflect</b> The student articulates and implements critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>
	<p><b>Standard 3 Invent and Discover to Create</b> The student is able to generate a work of art that employs unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>
	<p><b>Standard 4 Relate and Connect to Transfer:</b> Student is able to recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to diverse cultures.</p> <p style="text-align: center;">4                      3                      2                      1</p>	<input style="width: 40px; height: 20px;" type="text"/>

*The teacher will also assess your project by circling or highlighting the mark you receive for each standard.*

**Student Reflection & Comments:**

**Teacher:** Average Score \_\_\_\_\_

**Teacher Notes:**