**Rubrics**

**Idea Development and Design**

Most of this will take place in your process journal and will demonstrate how you developed your idea, notes, and drawings for your final design. For this criterion, more is better. This criterion will be assessed on the following:

* Lots of potential ideas.
* Multiple designs.
* Editing designs.
* Preparatory work.

It is understood that not every task will include all of the above. Every task will be assessed in consideration of its specification.

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| 1 – 3 | Small selection of potential ideas and designs, little or no refinement of designs, and insufficient preparatory work. |
| 4 – 6 | Good evidence of idea development, and more than two potential designs for studio work. Designs show some refinement or process. |
| 7 – 9 | Very good evidence of idea development, and more than three potential designs for studio work. Designs show refinement and process. |
| 10 | Excellent evidence of idea development, and more than three potential designs for studio work, which all show refinement and process. |

**Studio**

This is your final studio product. It will be evaluated on completeness, expression of idea, handling of materials, and deliberate aesthetic qualities (as in it’s ok to break the rules if you do it on purpose.)

* Complete
* Handling of materials
* Deliberate

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| 1 – 3 | Studio work is incomplete, poor handling of materials, and design decisions are indeterminate. |
| 4 – 6 | Studio work is complete with satisfactory handling of materials. Some design decisions are deliberate. |
| 7 – 9 | Studio work is complete to a refined state, good handling of materials and all design decisions are deliberate. |
| 10 | Studio work is complete to a refined state, excellent handling of materials and all design decisions are deliberate. Student extends skills and artistic message. |

**Response**

This is a studio artist’s statement or other written or recorded response for a unit. Potential topics include explaining the work in formal (how it looks) and interpretive (what it means) analysis, identification of strong points, areas to improve in the future, and identification of learning process. Assessment will be based on the following:

* Correct terminology
* Consideration of formal and interpretive aspects of art/topic
* Identification of strengths and areas for improvement
* Identification of learning process
* Includes all specifications of task
* Spelling and grammar

It is understood that not every task will include all of the above. Every task will be assessed in consideration of its specification.

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| 1 – 3 | Only a superficial description of art or topic with improper or lack of use of terminology, poorly written with lots of spelling and grammar mistakes. |
| 4 – 6 | Some consideration of formal and interpretive aspects of art/topic, strengths, and areas of improvement. Terminology is used mostly correct. Little identification of learning process, free of most spelling and grammar mistakes. Most specifications of response are included. |
| 7 – 9 | Good Consideration of formal and interpretive aspects of art/topic, strengths, areas for improvement, and clear identification of learning process. Correct use of terminology, free from spelling and grammar mistakes and includes all specifications of task. |
| 10 | Excellent Consideration of formal and interpretive aspects of topic/art, strengths, areas for improvement, and insightful identification of learning process. Correct use of vocabulary, free from spelling and grammar mistakes, and includes as specifications of task. |