

Rubric

(Revised from Marianne Galyk)						
Assessment Rubric						
Student Name:					Class Period:	
Assignment: Art History Research Painting					Date Completed:	
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 – Student's composition shows relationship to original work	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 2 – Composition shows understanding of elements and principles of design	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 3 – Painting technique reflects style of original artist through use of color and brush strokes.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 4 – Effort: took time to develop idea & complete project? (Didn't rush.) Good use of class time?	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 5 – Craftsmanship – Neat, clean & complete? Skillful use of the art tools & media?	10 - 9	8 - 9	7 - 8	6 or lower		
Total: 50 (possible points)	Grade:				Your Total	Teacher Total
Student Comments:						
Teacher Comments:						
National Standards:						
1. Understanding and applying media, techniques, and processes	2. Using knowledge of structures and functions	4. Understanding the visual arts in relation to history and cultures		5. Reflecting upon and assessing the characteristics and merits of their work and the work of others		
Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks	Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art	Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art		Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works		
Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use	Students evaluate the effectiveness of artworks in terms of organizational structures and functions	Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places		Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts		
	Students create artworks that use organizational principles and functions to solve specific visual arts problems	Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making		Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art		