

Student Name _____

Scorer Name _____

Myself as an Artist	Fail 1	Developing 2	Pass 3	Pass 4	Pass with Honors 5
Final Score (total point value)	(0-7 points) <i>* failure to meet descriptor can result in zero points.</i>		(8-13 points)		(14-15 points)

Comments

How to score using this rubric.

To score, start in the middle column; read all statements in column 3.

If **ALL** criteria in column 3 are met or exceeded, go to column 5.

Read column 5 for exemplary practice.

If none in column 5 are met, the score = 3.

If some in column 5 are met, the score = 4.

If all in column 5 are met, the score = 5.

If **SOME** or **NONE** of the criteria in column 3 are met, go to column 1.

If all criteria in column 1 are true, the score = 1.

If some criteria in column 1 are true, the score = 2.

Student Name _____

Scorer Name _____

Myself as an Artist		Fail	Developing	Pass	Pass	Pass with Honors
		1	2	3	4	5
<p>Quality of Writing <i>Students are able to express their claims in written form, paying special attention to organization of ideas, fluent transitions between ideas, and mastery of grade-level specific conventions. Word choice and voice reflect a confident author and a final draft features minimal errors in grammar, usage, mechanics, and keyboard skills.</i></p>	<p>Student presents ideas with some use of academic and domain-specific vocabulary. Sentences are short and simple in construction and do not support coherence of claims. Student voice is lacking. There are several errors in conventions and keyboarding errors distract from the readability of the piece.</p>		<p>Student presents ideas clearly, succinctly, and with a balance of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is present and supports the topic. Conventions are followed with minimal errors and keyboarding errors are few.</p>		<p>Student presents ideas clearly, succinctly, and with a command of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is active and drives understanding of the topic. Conventions are followed with no errors and keyboarding errors are absent.</p>	
<p>Quality of Reasoning <i>Students are able to name the value of an arts integrated curriculum at GCCS. They identify a piece of work that demonstrated the application of artistic skills and discuss how it helped them better understand and express expedition content.</i></p>	<p>Student names a piece of art but fails to describe how the art reflected expedition content or their ideas as an artist. Skills specific to the art may be named, but do not adequately address their contribution to the finished product.</p>		<p>Student presents the piece of art and describes how it reflected expedition content and the ideas of an artist. Specific skills connected to the art form are named and student explains how they applied them to their finished piece.</p>		<p>Student presents the piece of art and describes how the art reflected expedition content and how the “language of art” allowed new ideas and insight to be woven into the piece. Skills are explicitly named and the process in which they are applied helps the reader see how a quality product was produced.</p>	
<p>Quality of Reflection <i>Students are able to select a work and share personal meaning with their reader. Students make connections to character and craftsmanship and present a sense of pride in their accomplishments as an artist.</i></p>	<p>Student may describe how revision and feedback were used. One aspect of craftsmanship is named (accuracy, detail, beauty) but may lack depth in description; pride in the work is not clearly expressed.</p>		<p>Student describes how revision and the application of feedback made their arts product better. Some aspects of craftsmanship are named (accuracy, detail, beauty) and student expresses pride in their efforts.</p>		<p>Student describes how repeated revision and the application of feedback made their arts product better. All aspects of craftsmanship (accuracy, detail, beauty) are identified with examples and student expresses pride and gratitude.</p>	