

Grading Scale

	Innovating 4 (10 pts)	Applying 3 (8 pts)	Developing 2 (6 pts)	Beginning 1 (5 pts)
1. Concept (Idea & Source of Reference)	<p>Student used <u>their own reference</u>.</p> <p>(Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision.)</p>	<p>Student used another <u>person's reference with permission</u>.</p> <p>(Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's vision through individual transformation of the images.)</p>	<p>Student used a reference from the internet from a <u>royalty-free website</u> and <u>didn't</u> change the composition.</p> <p>(If published or photographic sources of the work of other artists have been appropriated, the resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's vision and the individual transformation of the images are minimal.)</p>	<p>Student used a <u>copyrighted reference</u> and finished the project.</p> <p>(The works appear to be direct copies of published or photographic sources of the work of other artists; even if the works are of average rendering skill, there is little discernible student vision or individual transformation.)</p>
2. Composition (Original Composition/ Point-of-View)	<p><u>Advanced</u> demonstration of: Foreshortening, Rule-of-Thirds, and/or different point-of-view.</p> <p>(The composition as a whole is confident and evocative; it engages the viewer.)</p>	<p><u>Proficient</u> demonstration of: Rule-of-Thirds/different point-of-view.</p> <p>(Most of the composition engages the viewer with expressive and evocative qualities.)</p>	<p><u>Developing</u> demonstration of: Rule-of-Thirds.</p> <p>(The composition is <u>emerging</u> in terms of potentially engaging composition.)</p>	<p>Demonstrates Rule-of-Thirds in <u>little or none</u> of the composition.</p> <p>(There is <u>little</u> about the composition that is engaging.)</p>
3. Craftsmanship of Techniques/Medium	<p>The work is technically <u>advanced</u>; materials and media are used <u>effectively</u> to express ideas.</p>	<p>The work is technically <u>proficient</u>; materials and media are used <u>well</u> to express ideas.</p>	<p>The work demonstrates <u>developing</u> technical competence and <u>some</u> knowledgeable use of materials and media.</p>	<p>The work is generally <u>beginning level</u>; it demonstrates marginal technical competence and <u>awkward</u> use of materials and media.</p>
4. Process (Evidence of planning, practice, revision)	<p>Visual evidence of practice, experimentation, AND revision demonstrates development of the <i>Concept</i>. AND Written evidence describes how the sustained investigation shows evidence of practice, experimentation, OR revision.</p> <p>(Visual relationships among materials processes, AND ideas are clearly evident and demonstrate synthesis.)</p>	<p>Visual evidence of practice, experimentation, OR revision relates to the <i>Concept</i>. AND Written evidence relates to the visual evidence of practice, experimentation, OR revision.</p> <p>(Visual relationships among materials, processes, OR ideas are evident.)</p>	<p>Little Visual evidence of practice, experimentation, OR revision; however, visual evidence does not relate to the concept.</p> <p>(Little to no evidence of visual relationships among materials, processes, OR ideas.)</p>	<p>No visual evidence of practice, experimentation, OR revision. Any evidence does not relate to the concept.</p> <p>(No evidence of visual relationships among materials, processes, OR ideas.)</p>
5. Artist's Statement/Reflection	<p>Artist's statement clearly explains the information asked and gives additional detail.</p>	<p>Artist's statement explains the information asked.</p>	<p>Artist's statement vaguely explains the information asked.</p>	<p>Artist's statement attempts to explain the information asked.</p>