

# ASSESSMENT RUBRIC

ITEMS BELOW ARE, AS APPLICABLE, REQUIRED – ANY MISSING ITEM RESULTS IN INSTANT FAILURE OF THIS ASSESSMENT.

STUDENT :: \_\_\_\_\_

ARTIST STATEMENT     RESUMÉ     JUNIOR PROPOSAL     PORTFOLIO     PHOTO RESEARCH REPORT

AREA :: \_\_\_\_\_

NOTE: 5.5 and above is passing on individual competency scale. A final score of 55 or above is required to pass this Assessment.

CRITERIA ASSESSED	UNACCEPTABLE	UNDERDEVELOPED	INCONSISTENT	5.5 PASSING		ABOVE AVERAGE	OUTSTANDING	TOTAL BY ROW				
	0	1	2	3	4	5	6	7	8	9	10	
<b>COMMUNICATION SKILLS // COMPETENCY 1</b> :: The ability to write and speak about art, design, and art history with clarity and logic, and be able to form and support critical judgements about art, design and art history.	Presentation preparation	0	1	2	3	4	5	6	7	8	9	10
	Articulation of ideas	0	1	2	3	4	5	6	7	8	9	10
	Persuasiveness	0	1	2	3	4	5	6	7	8	9	10
	Clarity / Quality of writing	0	1	2	3	4	5	6	7	8	9	10
	Clarity / Quality of speaking	0	1	2	3	4	5	6	7	8	9	10
	Correlation of statement w/ work	0	1	2	3	4	5	6	7	8	9	10
	ADDITIONAL COMMENTS	STUDENT SCORE _____ ÷ MAX. SCORE _____ = _____ X WEIGHTED _____ % = _____ SKILL 1 SCORE										
<b>FORMAL &amp; TECHNICAL SKILLS // COMPETENCY 2</b> :: The technical mastery of the relevant materials and tools, and the terminology, theories, and practices relevant to the student's field of study.	Use of relevant terminology	0	1	2	3	4	5	6	7	8	9	10
	Application of relevant theories	0	1	2	3	4	5	6	7	8	9	10
	Application of Design Elements	0	1	2	3	4	5	6	7	8	9	10
	Application of Design Principles	0	1	2	3	4	5	6	7	8	9	10
	Exploration of materials	0	1	2	3	4	5	6	7	8	9	10
	Exploration of Form	0	1	2	3	4	5	6	7	8	9	10
	Evidence of Inspiration	0	1	2	3	4	5	6	7	8	9	10
ADDITIONAL COMMENTS	STUDENT SCORE _____ ÷ MAX. SCORE _____ = _____ X WEIGHTED _____ % = _____ SKILL 2 SCORE											
<b>CONCEPTUAL SKILLS // COMPETENCY 3</b> :: The ability to generate, support, and utilize individual thoughts and ideas.	Quality of concept	0	1	2	3	4	5	6	7	8	9	10
	Concept exploration & generation	0	1	2	3	4	5	6	7	8	9	10
	Concept editing and development	0	1	2	3	4	5	6	7	8	9	10
ADDITIONAL COMMENTS	STUDENT SCORE _____ ÷ MAX. SCORE _____ = _____ X WEIGHTED _____ % = _____ SKILL 3 SCORE											
<b>CRITICAL THINKING &amp; RESEARCH SKILLS // COMPETENCY 4</b> :: The ability to do research in art, design, and art history, and the competence and knowledge to analyze and think critically.	Research	0	1	2	3	4	5	6	7	8	9	10
	Problem analysis	0	1	2	3	4	5	6	7	8	9	10
	Originality	0	1	2	3	4	5	6	7	8	9	10
ADDITIONAL COMMENTS	STUDENT SCORE _____ ÷ MAX. SCORE _____ = _____ X WEIGHTED _____ % = _____ SKILL 4 SCORE											
<b>HISTORICAL &amp; CONTEMPORARY RELEVANCE // COMPETENCY 5</b> :: The expanding knowledge of historical achievements and contemporary thinking, trends, processes, and issues in art and design.	Knowledge of history	0	1	2	3	4	5	6	7	8	9	10
	Knowledge of contemporary thinking, trends, issues, or methodologies	0	1	2	3	4	5	6	7	8	9	10
ADDITIONAL COMMENTS	STUDENT SCORE _____ ÷ MAX. SCORE _____ = _____ X WEIGHTED _____ % = _____ SKILL 5 SCORE											

TOTAL STUDENT ASSESSMENT SCORE \_\_\_\_\_

PASS / FAIL / CONDITIONAL FAIL – REASSESSMENT DATE \_\_\_\_\_

# ASSESSMENT RUBRIC CRITERIA

	UNACCEPTABLE	UNDERDEVELOPED	INCONSISTENT	ABOVE AVERAGE	OUTSTANDING
<b>COMPETENCY 1 COMMUNICATIONS SKILLS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentations not prepared.</li> <li><input type="checkbox"/> Ideas not articulated effectively, often rambled.</li> <li><input type="checkbox"/> Not persuasive in ideas and/or arguments.</li> <li><input type="checkbox"/> Numerous spelling and grammatical errors, with awkward, unclear writings.</li> <li><input type="checkbox"/> Artist Statement and/or Senior Project proposal is unclear, informative, and immature.</li> <li><input type="checkbox"/> Work does not reflect the Artist Statement or vice versa.</li> <li><input type="checkbox"/> Work does not communicate idea/concept.</li> <li><input type="checkbox"/> Unsupported opinions and/or borrowed opinions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not well developed presentations.</li> <li><input type="checkbox"/> Articulation of ideas is unclear, often rambles.</li> <li><input type="checkbox"/> Rarely persuasive in ideas and/or arguments.</li> <li><input type="checkbox"/> Many spelling and grammatical errors, with many awkward, unclear writings.</li> <li><input type="checkbox"/> Artist Statement and/or Senior Project proposal is not completely clear, informative, and mature.</li> <li><input type="checkbox"/> Work is not a clear reflection of the Artist Statement or vice versa.</li> <li><input type="checkbox"/> Work does not effectively communicate idea/concept.</li> <li><input type="checkbox"/> Too many unsupported opinions and/or borrowed opinions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uneven presentations.</li> <li><input type="checkbox"/> Uneven articulation of ideas, Sometimes persuasive in ideas and/or arguments.</li> <li><input type="checkbox"/> Some spelling and grammatical errors, with some awkward, unclear writings.</li> <li><input type="checkbox"/> Artist Statement and/or Senior Project proposal is uneven: sometimes clear, informative, and mature, and sometimes not.</li> <li><input type="checkbox"/> Work is an uneven reflection of the Artist Statement or vice versa.</li> <li><input type="checkbox"/> Work somewhat communicates idea/concept.</li> <li><input type="checkbox"/> Opinions are not always well supported. Opinions need to be more original.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Usually successful presentations.</li> <li><input type="checkbox"/> Usually articulates ideas well.</li> <li><input type="checkbox"/> Usually persuasive in ideas and/or arguments.</li> <li><input type="checkbox"/> Usually persuades one to ideas or argument.</li> <li><input type="checkbox"/> No spelling and grammatical errors, with a few unclear sentences.</li> <li><input type="checkbox"/> Artist Statement and/or Senior Project proposal is mostly clear, informative, and mature.</li> <li><input type="checkbox"/> Work mostly reflects the Artist Statement or vice versa.</li> <li><input type="checkbox"/> Work mostly communicates idea/concept effectively.</li> <li><input type="checkbox"/> Usually well-support and original opinions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently successful presentations.</li> <li><input type="checkbox"/> Consistently articulated ideas well.</li> <li><input type="checkbox"/> Persuasive in ideas and/or argument.</li> <li><input type="checkbox"/> No spelling and grammatical errors, with no unclear sentences. Well-supported opinions.</li> <li><input type="checkbox"/> Artist Statement and/or Senior Project proposal is clear, informative, and mature.</li> <li><input type="checkbox"/> Work reflects the Artist Statement or vice versa.</li> <li><input type="checkbox"/> Work communicates idea/concept effectively.</li> <li><input type="checkbox"/> Well-supported and original opinions.</li> </ul>
<b>COMPETENCY 2 FORMAL &amp; TECHNICAL SKILLS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No use of the relevant terminology.</li> <li><input type="checkbox"/> Incorrect or no application of relevant theories.</li> <li><input type="checkbox"/> Incorrect or no use of one or more of the Principles of Design: balance/proportion/rhythm/unity.</li> <li><input type="checkbox"/> Consistently unsuccessful use of one or more of the Elements of Design: point/line/form/shape/space/movement/color/pattern/texture.</li> <li><input type="checkbox"/> Little or no exploration of relevant materials and/or methods.</li> <li><input type="checkbox"/> Little or no exploration of form.</li> <li><input type="checkbox"/> Uninspired work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorrect use of the relevant terminology.</li> <li><input type="checkbox"/> Usually unsuccessful application of relevant theories.</li> <li><input type="checkbox"/> Usually unsuccessful use of one or more of the Principles of Design: balance/proportion/rhythm/unity.</li> <li><input type="checkbox"/> Usually unsuccessful use of one or more of the Elements of Design: point/line/form/shape/space/movement/color/pattern/texture.</li> <li><input type="checkbox"/> Limited exploration of relevant materials and/or methods.</li> <li><input type="checkbox"/> Weak exploration of form.</li> <li><input type="checkbox"/> Usually uninspired work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent use of the relevant terminology.</li> <li><input type="checkbox"/> Application of relevant theories is sometimes successful.</li> <li><input type="checkbox"/> Successful use of the Principles of Design—balance/proportion/rhythm/unity—is uneven.</li> <li><input type="checkbox"/> Successful use of one or more of the Elements of Design—point/line/form/shape/space/movement/color/pattern/texture—is uneven.</li> <li><input type="checkbox"/> Inconsistent exploration of relevant materials and/or methods.</li> <li><input type="checkbox"/> Uneven exploration of form.</li> <li><input type="checkbox"/> Flashes of inspiration in work.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Usually successful use of the relevant terminology.</li> <li><input type="checkbox"/> Usually successful application of relevant theories.</li> <li><input type="checkbox"/> Usually successful use of the Principles of Design: balance/proportion/rhythm/unity.</li> <li><input type="checkbox"/> Usually successful use of the Elements of Design: point/line/form/shape/space/movement/color/pattern/texture.</li> <li><input type="checkbox"/> Usually successful exploration of relevant materials and/or methods.</li> <li><input type="checkbox"/> Average to above average exploration of form.</li> <li><input type="checkbox"/> Usually inspired work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently successful use of the relevant terminology.</li> <li><input type="checkbox"/> Consistently successful application of relevant theories.</li> <li><input type="checkbox"/> Consistently successful use of the Principles of Design: balance/proportion/rhythm/unity.</li> <li><input type="checkbox"/> Consistently successful use of the Elements of Design: point/line/form/shape/space/movement/color/pattern/texture.</li> <li><input type="checkbox"/> Consistently successful exploration of relevant materials and/or methods.</li> <li><input type="checkbox"/> Outstanding exploration of form.</li> <li><input type="checkbox"/> Consistently inspired work</li> </ul>
<b>COMPETENCY 3 CONCEPTUAL SKILLS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cliché or uninspired concept.</li> <li><input type="checkbox"/> No concept exploration and generation.</li> <li><input type="checkbox"/> No concept editing &amp; development.</li> <li><input type="checkbox"/> Inability to : – describe how formal properties support content. – discuss meaning making through metaphor and/or symbolism. – discuss the effects of context on content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nearly cliché or uninspired concept.</li> <li><input type="checkbox"/> Weak concept exploration and generation.</li> <li><input type="checkbox"/> Weak concept editing &amp; development.</li> <li><input type="checkbox"/> Weak ability to : – describe how formal properties support content. – discuss meaning making through metaphor and/or symbolism. – discuss the effects of context on content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts are sometime cliché, and sometimes not.</li> <li><input type="checkbox"/> Uneven concept exploration and generation.</li> <li><input type="checkbox"/> Inconsistent concept editing &amp; development.</li> <li><input type="checkbox"/> Inconsistent ability to : – describe how formal properties support content. – discuss meaning making through metaphor and/or symbolism. – discuss the effects of context on content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts are usually original.</li> <li><input type="checkbox"/> Concept exploration &amp; generation is usually above average.</li> <li><input type="checkbox"/> Average to above average concept editing &amp; development.</li> <li><input type="checkbox"/> Usually successful ability to : – describe how formal properties support content. – discuss meaning making through metaphor and/or symbolism. – discuss the effects of context on content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging concept.</li> <li><input type="checkbox"/> Outstanding concept exploration &amp; generation.</li> <li><input type="checkbox"/> Outstanding concept editing &amp; development.</li> <li><input type="checkbox"/> Outstanding ability to : – describe how formal properties support content. – discuss meaning making through metaphor and/or symbolism. – discuss the effects of context on content.</li> </ul>
<b>COMPETENCY 4 CRITICAL THINKING &amp; RESEARCH SKILLS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no research.</li> <li><input type="checkbox"/> Poor problem analysis &amp; exploration.</li> <li><input type="checkbox"/> Worked without clear path in mind.</li> <li><input type="checkbox"/> Poor use of research.</li> <li><input type="checkbox"/> Ideas lacked imagination.</li> <li><input type="checkbox"/> Relied on ideas of peers &amp; faculty for concepts without developing own.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Underdeveloped research.</li> <li><input type="checkbox"/> Underdeveloped problem analysis &amp; exploration.</li> <li><input type="checkbox"/> Path to completed project usually faltered.</li> <li><input type="checkbox"/> Minimal use research.</li> <li><input type="checkbox"/> Ideas underdeveloped &amp; needed more exploration.</li> <li><input type="checkbox"/> Didn't consider input from peers &amp; faculty.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inconsistent research.</li> <li><input type="checkbox"/> Inconsistent problem analysis &amp; exploration.</li> <li><input type="checkbox"/> Path to completed project sometimes faltered.</li> <li><input type="checkbox"/> Use of research was inconsistent.</li> <li><input type="checkbox"/> Inconsistent development and exploration of ideas.</li> <li><input type="checkbox"/> Mostly ignored the input from peers &amp; faculty.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Usually effective research.</li> <li><input type="checkbox"/> Usually successful problem analysis &amp; exploration.</li> <li><input type="checkbox"/> Path to completed project mostly stayed on track.</li> <li><input type="checkbox"/> Usually effective use data.</li> <li><input type="checkbox"/> Usually effective development and exploration of ideas.</li> <li><input type="checkbox"/> Usually considered the input from peers &amp; faculty.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective research.</li> <li><input type="checkbox"/> Effective problem analysis &amp; exploration.</li> <li><input type="checkbox"/> Path to completed project consistently on track.</li> <li><input type="checkbox"/> Effective use data.</li> <li><input type="checkbox"/> Effective development and exploration of ideas.</li> <li><input type="checkbox"/> Thoughtfully considered the input from peers &amp; faculty.</li> </ul>
<b>COMPETENCY 5 HISTORICAL &amp; CONTEMPORARY RELEVANCE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little or no demonstrated knowledge of relevant history.</li> <li><input type="checkbox"/> Little or no demonstrated knowledge of contemporary thinking, trends, issues, and/or methodologies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated knowledge of relevant history was limited.</li> <li><input type="checkbox"/> Demonstrated knowledge of contemporary thinking, trends, issues, and/or methodologies was limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated knowledge of relevant history was inconsistent.</li> <li><input type="checkbox"/> Demonstrated knowledge of contemporary thinking, trends, issues, and/or methodologies was inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated knowledge of history was mostly effective.</li> <li><input type="checkbox"/> Demonstrated knowledge of contemporary thinking, trends, issues, and/or methodologies was mostly effective.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated knowledge of history was effective.</li> <li><input type="checkbox"/> Demonstrated knowledge of contemporary thinking, trends, issues, and/or methodologies was effective.</li> </ul>