

Rubrics for Visual Art Project

(Outcome-Based Assessment)

Directions: For Criteria 1-4, refer to the validation statements below.

HUMANTIES 101: Art Appreciation							
Student Name: Castillo, Mariela A.						Class Period:	
Course and Section: 2BSIE-C						Date Completed:9/23/22	
Write your rating in the “Rate Yourself” column 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 – Principles of Design	10	9 – 8	7	6 or less	8		
Criteria 2 – Creativity/Originality	10	9 – 8	7	6 or less	10		
Criteria 3 – Effort/Perseverance	10	9 – 8	7	6 or less	10		
Criteria 4 – Craftsmanship/Skill/Consistency	10	9 – 8	7	6 or less	8		
Criteria 5 – Promptness – Submitted on or before the deadline	10	9 – 8	7	6 or less	10		
Total: 50 x 2 = 100 (possible points)	Grade:	10	10	10	10	Your Total 92	Teacher Total

Student Comments:

Teacher Comments:

CRITERIA 1
ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY
A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.
B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.
C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.
D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.
F: The student did the minimum or the artwork was never completed.

CRITERIA 2
Creativity/Originality
A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.
B: The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.
C: The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.
D: The student fulfill the assignment, but gave no evidence of trying anything unusual.
F: The student showed no evidence of original thought.

CRITERIA 3
Effort/Perseverance
A: The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.

B: The student work hard and completed the project, but with a loom or effort it might have been outstanding.

C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.

D: The project was completed with minimum effort.

F: The student did not finish the work adequately.

CRITERIA 4

Craftsmanship/Skill/Consistency

A: The artwork was beautiful and patiently done; it was as good as hard work could make it.

B: With a little more effort, the work could have been outstanding; lacks the finishing touches.

C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.

D: The student showed below average craftsmanship, lack of pride in finished work.

F: The student showed poor craftsmanship; evidence of lazy this or lack of understanding.

MY WILDEST DREAM/GOALS IN LIFE

My aspiration to become a prosperous engineer is portrayed in this digital artwork. It also stands for my ability to persevere through challenges and work hard to achieve my goals. It encourages me to keep trying so that one day I can accomplish the goals I strive so hard for.

