**RUBRIC FOR GRADING ART**

| 100  95  90% |------------|         A Excellent Outstanding Exemplary | 89   85   80% |------------|         B Above Average Very Good Acceptable | 79   75   70% |------------|         C Average Good Not Yet Acceptable | 69   65   60% |------------|         D Below Average Needs Improvement Barely Acceptable | 59% and below |------------|         F Unsatisfactory Poor Unacceptable |
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| **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.  **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 fulfills the assignment, but gave no evidence of trying anything unusual.  **F:** The student showed no evidence of original thought.  **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.  **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. |
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<http://www.zimmerworks.com/rubric.htm>

**RUBRIC FOR WATERFALL**

| 100  95  90% |------------|         A Excellent Outstanding Exemplary | 89   85   80% |------------|         B Above Average Very Good Acceptable | 79   75   70% |------------|         C Average Good Not Yet Acceptable | 69   65   60% |------------|         D Below Average Needs Improvement Barely Acceptable | 59% and below |------------|         F Unsatisfactory Poor Unacceptable |
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| **ELEMENTS OF DESIGN: REQUIREMENT SPECIFICATIONS, DESIGN, CONSTRUCT AND IMPLEMENT, TESTING, INSTALLATION AND MAINTENANCE**  **A**:  Planned specifications carefully, made several designs, and showed an awareness of the elements and principles of construction and implementation; evaluated carefully, installed and maintained effectively.  **B:** The project shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of installation and maintenance.  **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 waterfall; no evidence of planning.  **F:**The student did the minimum or the project was never completed.  **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 fulfills the project, but gave no evidence of trying anything unusual.  **F:** The student showed no evidence of original thought.  **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.  **Craftsmanship/Skill/Consistency**  A: The project 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. |
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Self-Evaluation:

**ELEMENTS OF DESIGN**

**A**:  Planned specifications carefully, made several designs, and showed an awareness of the elements and principles of construction and implementation; evaluated carefully, installed and maintained effectively.

I would give myself an A in this category for several reasons. At the beginning of the semester, I read up on each of the sections of Waterfall and wanted to plan a workout that would best fit what I my focuses were: upper body. I chose the requirements of focusing on upper body because I am content with the strength of my legs. For Design, I wanted to craft a workout that focused on various elements, but particularly focused on my upper body strength. For Constructing and Implementing this project, I sought the help of a roommate to plan the specifics of each exercise that I wanted to focus on. After a week or so I implemented the plans and started testing them. I quickly realized that I had to switch days for upper body because it conflicted with days I would practice for intramural games. I have managed to keep maintenance on it by evaluating things that could affect my workout for that week. I was proud that I have been the most consistent in working out than I have ever been.

**Creativity/Originality**

**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.

Since I was not exactly skilled in this certain aspect, I sought the help of my roommate Emmett. His older sister is a personal fitness trainer and so he was able to get a few of her ideas together in order to determine what I can do to focus on upper body. So I guess based off of this, we used the work of someone else. I solved issues in a logical way and basically didn’t do a whole lot of research on my own in regards to this.

**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.

I gave myself an A in this section because I believe I continued to complete the project throughout the semester. I guess this is one of those projects that you cannot completely finish unless I wanted to determine a deadline. Instead, I plan to keep using the project into the semesters that come. I gave a lot of effort to working out that I had never done before. As I evaluated and determined requirements and felt like I strived to keep those requirements of going weekly and I was proud that I was able to be consistent.

**Craftsmanship/Skill/Consistency**

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

I gave myself an A in this section too because I know that the project was one of the more successful projects I have had. I believe that it was crafted well to meet my needs. The project was also developed under someone skilled who was able to determine the specifics as to what we would do. I felt like I worked hard to trying to keep maintaining my project with consistency and looking for opportunities to improve the workout.