

Peer Portrait Rubric

| CATEGORY | 4 | 3 | 2 | 1 | Score |
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| Attractiveness/Craftmanship | The portrait shows that the creator was took great pride in his/her work. The design and construction look carefully planned. The item is neat. | The portrait shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look. | The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look. | The portrait looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor. | |
| Details | Portrait details are all easily viewed and identifiable from across the classroom. | Most portrait details are easily viewed and identifiable from across the classroom. | Most portrait details are easily identified when the mask is seen close-up. | Many portrait details are too small or are not clear. | |
| Sources | The student has 5 or more sources of inspiration correctly cited from his/her peer. | The student has 3-4 sources of inspiration correctly cited from his/her peer. | The student has 2 sources of inspiration correctly cited from his/her peer. | The student has fewer than 2 sources of inspiration correctly cited from his/her peer. | |
| Knowledge about Culture/Story | The student can answer 3 questions correctly about how the portrait relates to the culture or story about his/her peer. | The student can answer 2 questions correctly about how the portrait relates to the culture or story about his/her peer. | The student can answer 1 question correctly about how the portrait relates to the culture or story about his/her peer. | The student does not understand how the portrait relates to the culture or story about his/her peer. | |

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| Time and Effort | Class time was used wisely. Much time and effort went into the planning and design of the portrait. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. | |
| Working With Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | |