

The Proudest Blue Sisters Portrait Rubric

| CATEGORY | 4 | 3 | 2 | 1 | Score |
|----------------------|---|---|---|---|-------|
| Creativity | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting. | Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. | |
| Color Choices | Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed. | Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed. | Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed. | Student needs to work on learning color relationships and using that knowledge in his/her work. | |

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| Planning and Explanation | <p>Student can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.</p> | <p>Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.</p> | <p>Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.</p> | <p>Student has thought very little about the project. Is present but is not invested in the product.</p> | |
| Time/Effort | <p>Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.</p> | <p>Class time was used wisely. Student could have put in more time and effort at home.</p> | <p>Class time was not always used wisely, but student did do some additional work at home.</p> | <p>Class time was not used wisely and the student put in no additional effort.</p> | |

| CATEGORY | 4 | 3 | 2 | 1 |
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| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could | The main characters are named and described. Most readers would have some idea of what the | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |

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| | describe the characters accurately. | characters looked like. | | |
| Accuracy of Facts | All facts presented in the story are accurate. | Almost all facts presented in the story are accurate. | Most facts presented in the story are accurate (at least 70%). | There are several factual errors in the story. |