

Effort

Area	1	2	3	4	5	Score
Time Spent Working & Initiative	Inattentive, disengaged, and distracted. Does not use class-time for working. Does not ask for help.	Inconsistent engagement. Sometimes distracted. Will work with prodding, and sometimes asks for help.	Works well alone. Nearly always focused on tasks without prodding, no disruptions, etc. Asks for help when needed.	Ready to work every day, taking initiative and very focused on tasks. Works well independently or in a group supporting others to work. Uses class time efficiently.	Consistently goes beyond expectations, working outside of class if necessary, takes care, and reworks until perfect. Realizes we are here to learn and grow.	
Investigation	Does not try new things, always turns in work of the same content. Does not seek out inspiration from outside world.	Makes an attempt at new techniques, and work shows some variety. Does minimal searching, and uses the first thing they find.	Attempts new processes frequently, making modifications. Searches some sources through media in class, bringing some from home to use in their artwork.	Understands the need for variety and investigation, experimenting, and finding multiple source media from nature, built environments, museums and various professional sectors of visual representation.	Is willing to investigate a subject overtime, producing and looking at a subject from a variety of perspectives. Understanding the importance of expression and balancing freedom and responsibility in use of existing materials in the creative process.	
Presentation	Does not care for how the finished product looks, forgoing presentation.	Presents work, but it is often of a low quality, showing little care or question for how art is viewed and analyzed.	Regularly presents work of a good quality. Analyzes and evaluates reasons for exhibition and why it is important.	Always presents work of a high quality, evaluating appropriate methods for critique and preservation, developing plans for exhibition.	Works collaboratively, recognizing the value in public display, curating narratives for presentation, engaging the viewer(s) in meaningful discussion / critique, and investigates the meaning of space.	

Contribution

Area	1	2	3	4	5	Score
Critique Conversation Sharing	Does not engage in discussions or provide any stimulus to learning environment.	Will engage with prodding sometimes. Might be disruptive to conversation at times.	Engages well when asked, sometimes providing questions and ideas without prodding, and is respectful to the group dynamic.	Engages often, without prodding and is respectful to the group, asking high level questions, makes connections, suggests opportunities, observing and interpreting their own and other's work.	Analyze how responses and experiences develop overtime based on learning and art. Evaluates the effectiveness of an image to influence ideas, feelings, and behaviors of society, and how this compares to other works.	
Attitude/ Respect	Does not care enough, or is disrespectful to others in class. Refuses to participate. "I don't care" attitude.	Cares about their own work, but can be disrespectful to others in class. Will participate with prodding. Able to change to a more positive attitude.	Respects everyone and their work. Tries to be mindful of other's perspectives, and is never offensive on purpose. Comes with a positive attitude and stays positive.	Encourages respect in all aspects of class. Connects with students, and seeks to facilitate compassion in all areas of work. Enthusiastic, and always ready to work. Realizes the rewards of active engagement.	Takes initiative in their work- feeling responsible for the beauty and diversity of their natural and constructed world and how others might perceive it. Always enthusiastic, ready, and engaged. Actively seeks to encourage others, challenging themselves and others.	
Collaboration Group Projects	Does not engage during group projects. Allows others to do the work.	Engages sometimes with others and during group projects. Might be overly controlling or unsupportive to the group.	Engages most of the time, assisting in the development, production, and reflection.	Shares ideas, works well with others, is always engaged, listens, reflects, and acknowledges the power of sharing and collaboration.	Is a leader and facilitator during group projects. Develops ideas collaboratively, through design, experimentation and listening to the group. Synthesizes socio-cultural life with art making.	

Creativity

Area	1	2	3	4	5	Score
<p>Problem Solving</p>	<p>Does not ask questions, gives up quickly when challenged.</p>	<p>Asks some questions, and doesn't give up at first failure.</p>	<p>Pushes through challenges, asking a proper amount of relevant questions. Understands the development processes.</p>	<p>Shows a high level of understanding and critical thinking. Utilizes inquiry as a method for gaining knowledge, and cognitive clarity which is shown in the work.</p>	<p>Develops high level questions and answers. Student has grown through process and encourages others to do the same. Understands solving problems is critical to creativity and understanding.</p>	
<p>Innovation</p>	<p>Interprets the project guidelines very simply, and does minimal necessary. Does not have any symbolism. Work is obvious. Minimal to no requirements met.</p>	<p>Does their own thing because it is easier than trying to understand the project goals. Makes an attempt at symbolism, but fails to connect the dots.</p>	<p>Recognizes need for understanding and innovation, making attempts at both. Uses some symbolism in the work, either their own thoughts, or outside connections to existing conceptual imagery</p>	<p>Makes a plan reflective of the targets, takes risks, applying this to others and the world, connecting existing problems to new solutions and experimentation. Makes use of symbolism to communicate specific messages.</p>	<p>Hypothesizes and visualizes plans for new ideas. Individually and collaboratively formulates new problems, connecting, and using their own experiences and interpretation to find new solutions, while examining the relationship between form and content, within the context of other artwork or images.</p>	
<p>Assessment</p>	<p>Does not self-asses at all. Is non receptive to my questions during class on their work.</p>	<p>Responds to my questions, but does not ask their own of their work, failing to determine the relevance of the experience.</p>	<p>Engages with instructor in discussions of their work, and asks questions frequently which evaluates the purpose of their learning.</p>	<p>Recognizes failure as an opportunity to learn, through frequent assessment of process. Student analyzes their collection of ideas and processes.</p>	<p>Is critical of their own work and growth, engaging fully in all assessments, assessing their work and others accurately as an opportunity to develop. Can provide evidence of why they made certain connections and how this improved their learning.</p>	

Production

Area	1	2	3	4	5	Score
Lighting	Finished work shows no attention to lighting. Work might be overly dark or bright.	Work shows some attention to lighting, and some effort to finding or utilizing better light sources.	Work shows some awareness to lighting as a subject in itself. The subject is well lit to a desired exposure.	Lighting is striking in the image. It is used to increase the visual impact of the work. The Exposures are perfect for the subject matter. Effort was taken to find or use unique and strong light sources.	Lighting is a subject in and of itself. The exposures and type of light are used to enhance the emotional and symbolic impact of the work. Understanding of light is a technical high which results in striking details and compositional perfection.	
Composition	Work shows no awareness to compositional elements. Everything is eye level.	Work shows some awareness, has some variety in angles, and shows some efforts here.	Work shows an awareness to the principles of design and composition. Some examples of rule of thirds, dynamic angles, emphasis, etc	Composed the work in a dynamic way, utilizing the principles of design, the rule of thirds, etc, resulting in a cohesive and harmonious work. Is aware of perspectives .	All images show a dynamic and appropriate use of composition. Imagery creates strong eye movement through the piece & portrays subject matter from interesting perspectives which intrigues the viewer.	
Editing	Photos are not edited.	Some care was taken to edit some photos, but without attention to the requirements.	Most photos are edited well, with some attention to the edit requirements, leading to a stronger visual impact.	All photos are edited, with complete attention to the requirements. Care was taken, cropping photos, building a proper value range, enhancing color and adding important details to the photos.	Work shows experimentation with editing procedures, seeking out tutorials of new procedures and complete attention to requirements. Every photo is enhanced to dynamic perfection, showing growth in skill , and an eagerness to fully do justice to the artwork.	
Camera	No attention to the camera functions. Photos are out of focus.	Photos are in focus, with minimal attention to other functions, or are out of focus, but otherwise strong.	Work shows an understanding for the camera functions: focus is strong, and the work depicts proper steps taken towards completion.	Utilizes shutter / aperture for greater visual impacts, clear focal points that are in crisp focus, and a strong awareness to the background elements.	Work shows detailed and expressive use of shutter, aperture, focal points, and lighting. The backgrounds are uniquely selected for each image, setting the scene, adding to the visual/emotional impact	