



# CERAMICS VISUAL ART RUBRIC

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Items	Not Proficient (Not College/Career Ready) (2 Points)	Low Proficiency (Not College/Career Ready) (2.75 Points)	Proficient (Marginal College/Career Readiness) (3.5 Points)	Accomplished Proficiency (College/Career Ready) (4.25 Points)	Advanced Proficiency (College/Career Ready) (5 Points)
<b>PREPARATION (generate &amp; conceptualize)</b>					
<p>Major Focus: Student can document the process of ideation for projects and can describe how culture influences their art. Can use experiences to drive work.</p> <p>IA Visual Art Core: IA:VACC:1.2 IA:VACC:1.3</p> <p>IA:CORE:21stCent:Employ:21.9-12.ES.2 Demonstrate approp. risk-taking/brainstorming.</p>	<p>Didn't brainstorm, no connections with culture or society evident in brainstorming. May refuse to participate. Unprepared and/or doesn't plan carefully.</p>	<p>Very basic brainstorming, lacks complete thought regarding culture or personal experience. Basic participation in preparation and planning.</p>	<p>Acceptable brainstorming completed to prepare for project. Basic thought given to culture and experience. Examined artworks, located references, prepared for and planned project carefully.</p>	<p>High level brainstorming completed. Closely examined master artworks. Highly interested in culture, society, and experience integration into artwork.</p>	<p>Advanced level of brainstorming. Closely examined master artworks. Quality references &amp; research drive the students use of culture and personal experience in their work. Highly prepared to develop complex work.</p>
<p>Informational Text/Research: Student reads a text and responds to demonstrate comprehension to text's content or argument.</p> <p>IA:CORE:ELA:RI.9-10.IA.1, RI.9-10.IA.2</p>	<p>Reads, comprehends text, understands and counters an argument at an unacceptable level.</p>	<p>Reads, comprehends text, understands and counters an argument at a poor level.</p>	<p>Reads, comprehends text, understands and counters an argument at a proficient level.</p>	<p>Reads, comprehends text, understands and counters an argument at an accomplished level.</p>	<p>Reads, comprehends text, understands and counters an argument at an advanced level.</p>
<b>CREATION OF ART (organize &amp; develop)</b>					

<p>Major Focus: Student can investigate their own life through art practice. Can experiment, acquire, apply and synthesize new skills and knowledge with personal experience and culture in artworks.</p> <p>IA VISUAL ART CORE: IA:VACC:3.1 IA:VACC::3.2 IA:VACC:6.2</p>	<p>No progress made in creation of work. Unwilling to try or to grow as an art student. Not interested in solving creative problems. Refuses suggestions. Not applying new skills or knowledge.</p>	<p>Little progress made in creation of work. Largely unwilling to try or to grow as an art student. Not interested in solving creative problems. Refuses suggestions often. Not adequately applying new skills or knowledge.</p>	<p>Fair progress made in creation of work. Trying to grow as an art student. Growing interested in solving creative problems. May refuse suggestions. Applying skills and new knowledge at basic level.</p>	<p>Strong progress made in creation of work. Growing as an art student. Usually interested in solving creative problems. Applies suggestions. Applying new skills or knowledge in-depth through their work.</p>	<p>Exemplary progress made in creation of work. Growing as an art student. Always interested in solving creative problems. Applies suggestions. Applying new skills or knowledge in-depth through their work.</p>
<p>Student can develop meaning in work through personal explorations and investigations.</p> <p>IA:VACC:3.2</p>	<p>No personal meaning evident. Student refuses to explore personal interests.</p>	<p>Little personal meaning evident or explained. Struggles to explain purpose, interconnections, personal meaning.</p>	<p>Some personal meaning evident or explained through either verbal or written form.</p>	<p>Good level of personal meaning evident or explained through verbal and written form.</p>	<p>High level of personal meaning evident in work and can be explained through verbal and written form.</p>
<b>CREATION OF ART (refine, alter, &amp; complete)</b>					
<p>Major Focus: Student can revise and refine their artwork and artistic understandings. Genuine peer review influences students to complete refinements.</p> <p>IA:VACC:6.2</p> <p>IA:CORE:21stCent:Employ:21.9-12.ES.1 Communicates effectively &amp; appropriately (written/verbal/visual).</p>	<p>Student refuses to refine work. Uninterested in suggestions of others. Work may be incomplete.</p>	<p>Student completed work at a basic level but rejects any criticism or suggestion for refinement.</p>	<p>Student accepts suggestions for refinement and may have applied them to their artwork. Work is completed appropriately for project requirements.</p>	<p>Student accepts suggestions for refinement and applies them in completed work. Work is completed appropriately for project requirements.</p>	<p>Student accepts suggestions for refinement and actively seeks out additional criticism. Work is completed and exceeds project requirements.</p>
<b>SPECIFIC PROJECT GOALS (skills vary by project)</b>					
<p>Major Focus: Student can follow through with their assignment and apply their new and past learning to meet the specific goals of individual projects.</p> <p>IA:VACC:1.1</p> <p>IA:CORE:21stCent:Employ:21.9-12.ES..1 Follows directions and/or asks for clarification. IA:CORE:21stCent:Employ:29.9-12.ES.5 Follow thru with work assignments/flexibility to learn new ways.</p>	<p>Artwork is not completed on time. Student didn't follow basic project directions. Student applied elements and principles of art at a poor level. Student left their work incomplete.</p>	<p>Artwork is not completed on time. Student followed basic project directions. Student applied elements and principles of art at a poor level. Eventually the student followed through with their work assignment.</p>	<p>Artwork may not be completed on time. Student followed basic project directions. Student applied elements and principles of art at a basic level. Student followed through with their work assignment.</p>	<p>Artwork is completed on time. Student followed basic project directions. Student applied elements and principles of art at an accomplished level. Student followed through with their work assignment.</p>	<p>Artwork is completed on time. Student followed basic project directions. Student applied elements and principles of art at an advanced level. Student followed through with their work assignment.</p>

Major Focus: Ceramics Construction Techniques (SLIP AND SCORE)	Did not slip and score, project may have fallen apart in drying or firing.	Improper slipping and scoring, may have fallen apart or cracked during drying or firing.	Proper slipping and scoring used on the project. Room for growth with slip/score technique.	Proper slipping and scoring used on the project. Student demonstrates care and expertise with this technique.	Excellent slipping and scoring used on the project. Student demonstrates high care and expertise with this technique.
Major Focus: Ceramic Glaze/Paint Aesthetics	Did not paint or glaze project. Left unfinished or incomplete.	Technique used was improper to glaze or paint project, seriously detracts from finish.	Technique used was properly done but very basic as a glaze or paint finish, somewhat detracts from finish.	Technique used was well done as a glaze or paint finish, approach used does not detract from finish.	Technique used was excellent as a glaze or paint finish, approach used with glaze or paint highly supports the form.
Major Focus: Vocabulary: Uses a working vocabulary of ceramics terms in day to day discussion.	Uses no ceramics vocabulary during class.	Uses little ceramics vocabulary during class. Uninterested in learning art media terminology.	Uses ceramics terminology at a basic level, attempting to grow and learn.	Uses ceramics terminology at a high level.	Uses ceramics terminology at an advanced level.
Major Focus: Methods of Construction: Slab, Pinch, Coil, Drape, or Wheel Methods	Did not attempt a formal method of clay construction. May have been just playing with the medium.	Attempted one of the methods/processes per instruction and demonstration at a POOR LEVEL.	Attempted one of the methods/processes per instruction and demonstration at a FAIR LEVEL.	Attempted one of the methods/processes per instruction and demonstration at a HIGH LEVEL.	Attempted one of the methods/processes per instruction and demonstration at an ADVANCED LEVEL.
<b>CRAFTSMANSHIP</b>					
Major Focus: Student can demonstrate care for work during creation stage and can demonstrate skill with media.  IA: CORE: 21stCent: Employ: 21.9-12.ES.5 Learn from mistakes, follow thru, corrects errors.	Student is careless with work and damage significantly detracts from the success of the work. May have folds, tears, creases, and a poor application of art media to the artworks surface.	Student is careless with work and damage detracts from the success of the work. May have folds, tears, creases, and a poor application of art media to the artworks surface.	Student is careful with work but the work may have a few minor smudges, folds, tears, breaks, etc. Student uses the media at a basic level and has room for growth with techniques and skills.	Student is careful with work and there are no detractors. Student uses the media at an accomplished level and has some room for growth with techniques and skills.	Student is very careful with work and there are no detractors. Student uses the media at an advanced level and has used exemplary technique and skill.
<b>ORIGINALITY</b>					
Major Focus: Student can approach work in multiple ways. Student can develop a complex and unique theme within work.	Poor problem solving skills evident. Piece is not original, may be copied directly from resource. Did not use multiple approaches to create work. Theme of work is very basic. Did not take initiative to create an original work.	Fair problem solving skills evident. Piece is partially original, relied too much on resource. Did not use multiple approaches to create work. Theme of work is very basic. Took little initiative to create an original work.	Good problem solving skills evident. Piece is mostly original. Used multiple approaches to create work. Theme of work is basic. Took initiative to create an original work.	Accomplished problem solving skills evident. Piece is original. Used multiple approaches to create work. Theme of work is strong. Took initiative to create an original work.	Advanced problem solving skills evident. Piece is original. Used multiple approaches to create work. Theme of work is advanced. Took initiative to create an original work.
Complexity	Very basic complexity in composition.	Basic complexity in composition.	Good complexity in composition.	Accomplished complexity in composition.	Advanced complexity in composition.
<b>AESTHETICS (responding to project tasks and the final product)</b>					

Major Focus: Student can explain how art influences human experiences in an effort to communicate an effective visual message. Used elements and principles of art to create a pleasing composition (not necessarily pretty).	Poor level of communication of experience and perception through completed work. Elements and principles used at a poor level in the work's composition.	Poor level of communication of experience and perception through completed work. Elements and principles used at a fair level in the work's composition.	Good level of communication of experience and perception through completed work. Elements and principles used at an acceptable level in the work's composition.	Accomplished level of communication of experience and perception through completed work. Elements and principles used at an accomplished level in the work's composition.	Advanced level of communication of experience and perception through completed work. Elements and principles used at an advanced level in the work's composition.
Visual Appeal	Piece is unpleasing to the eye due to major detractors and lack of care or effort. Elements and principles are poorly applied and affect recognition of the subject matter.	Piece is somewhat unpleasing to the eye due to major detractors and lack of care or effort. Elements and principles are poorly applied and affect recognition of the subject matter.	Piece is pleasing to the eye, a few detractors present, displays a basic level of care or effort. Elements and principles are applied with fair skill to support the works composition.	Piece is pleasing to the eye, no detractors present, displays a high level of care or effort. Elements and principles are applied with good skill to support the works composition.	Piece is pleasing to the eye, no detractors present, displays an advanced level of care or effort. Elements and principles are applied with high skill to support the works composition.
<b>CRITIQUE (present ideas and work to a group)</b>					
Major Focus: Student can critique their own work and the works of others. Participation shows insight and creates awareness of opportunity for further refinement.	Refuses to participate or refuses to consider refinement.	Poor participation or little consideration for refinement.	Fair participation and consideration for refinement.	Good participation and consideration for refinement.	Advanced participation and consideration for refinement.
Socio-Cultural Issues or Experiences: Student can discuss knowledge of socio-cultural and political issues and/or personal experiences through sharing of work. (written/verbal/visual)	Will not discuss experiences nor issues regarding artwork.	Basic discussion of experiences or issues regarding artwork. Very basic written/verbal/visual format of explanation, maybe missing one.	Good discussion of experiences or issues regarding artwork. Written or verbal and visual formats of explanation.	Accomplished discussion of experiences or issues regarding artwork. Written/verbal/visual formats of explanation.	Advanced discussion of experiences or issues regarding artwork. Written/verbal/visual formats of explanation.
<b>SELF-ASSESSMENT (extensive self-evaluation of project and artistic understandings)</b>					
Major Focus: Student can demonstrate an awareness of culture and how culture empowers or inhibits lives.  IA:VACC:4.2 IA:VACC:4.3  IA:CORE:ELA:W.9-10.1, W.9-10.4	Cannot explain how culture defines peoples lives and drives their artistic and other interests. Did not answer the project's essential question.	At a basic level, can explain how culture defines peoples lives and drives their artistic and other interests. Poor answer to the project's essential question.	At a commendable level, can explain how culture defines peoples lives and drives their artistic and other interests. Good answer to the project's essential question.	At an accomplished level, can explain how culture defines peoples lives and drives their artistic and other interests. Good answer to the project's essential question.	At an advanced level, can explain how culture defines peoples lives and drives their artistic and other interests. Excellent answer to the project's essential question.

<p>Student can assess and interpret their own artwork and artistic growth.</p> <p>IA:VACC:2.2 IA:VACC:5.1 IA:VACC:5.2 IA:VACC:5.3</p> <p>IA:CORE:21stCent:Employ:21.9-12.ES.4 Assess one's mastery of skills.</p> <p>IA:CORE:ELA:W.9-10.2, W.9-10.4</p>	<p>Could not logically explain their work, ideas, growth, and changes. Did not address elements and principles.</p>	<p>At a basic level, can logically explain their work, ideas, growth, and changes. Did address elements and principles.</p>	<p>At a commendable level, can logically explain their work, ideas, growth, and changes. Did address elements and principles.</p>	<p>At an accomplished level, can logically explain their work, ideas, growth, and changes. Did address elements and principles.</p>	<p>At an advanced level, can logically explain their work, ideas, growth, and changes. Did address elements and principles.</p>
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**WORK HABITS (21st Century Skills-Employability)**

<p>Materials Usage</p>	<p>Not used safely or effectively.</p>	<p>Rarely used safely or effectively.</p>	<p>Used safely and effectively.</p>	<p>Extra care taken to use materials and tools safely and effectively each day.</p>	<p>Extra care taken to use materials and tools safely and effectively each day.</p>
<p>Consistently on-task and committed to the project.</p> <p>IA:CORE:21stCent:Employ 21.9-12.ES.5 Deliver quality job on time and a quality performance.</p>	<p>Not on task daily and lacking commitment.</p>	<p>Usually on task daily but lacking commitment.</p>	<p>On task daily and shows commitment.</p>	<p>On task daily and shows commitment.</p>	<p>On task daily and shows commitment.</p>
<p>Communication (talking) with neighbors did not effect project outcomes or on-task time.</p> <p>IA:CORE:21stCent:Employ 21.9-12.ES.5 Deliver quality job on time and a quality performance.</p>	<p>Talking with neighbors at an inappropriate level. May have been moved or referral given. Disrupts class often.</p>	<p>Talking with neighbors too often, is beginning to cause problems with on-task time. Disrupts class some days.</p>	<p>Communicates appropriately in class. Keep conversations focused on art topics when possible.</p>	<p>Communicates appropriately with classmates. Has conversations about art while working. Doesn't disrupt class or others.</p>	<p>Communicates appropriately with classmates. Has conversations about art while working. Doesn't disrupt class or others.</p>

**TECHNOLOGY USE (21st Century Skills-Technology Literacy)**

<p>Appropriate and ethical use of technology. Follows classroom rules and conventions.</p> <p>IA:CORE:21Cent:TECH-LITERACY:21.9-12.TL.4 Approp. use of tools/resources to manage projects.</p>	<p>Does not use technology appropriately. May have phone out too often when not allowed or may have been taken away often. Wastes time with technology to escape project tasks. May have received referral.</p>	<p>Does not use technology appropriately. May have phone out too often when not allowed or may have been taken away often. Caught wasting time on mobile device and given warning.</p>	<p>Uses technology appropriately, including mobile devices (phones) when appropriate and allowed to.</p>	<p>Uses technology appropriately, including mobile devices (phones) when appropriate and allowed to.</p>	<p>Uses technology appropriately, including mobile devices (phones) when appropriate and allowed to.</p>
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<p>Uses Technology for Research</p> <p>IA: CORE:21stCent:TECH-LITERACY:21.9-12.TL.3 Use digital tools to gather/eval/use information ethically.</p>	<p>Does not use technology appropriately for project research (computers or phones). Wastes time with technology during class time. May receive referral.</p>	<p>Does not use technology appropriately for project research (computers or phones). Wastes time with technology during class time.</p>	<p>Uses technology appropriately for project research (computers or phones).</p>	<p>Uses technology appropriately for project research (computers or phones).</p>	<p>Uses technology appropriately for project research (computers or phones).</p>
<p>Understands Technology Functions in Art</p> <p>IA: CORE:21stCent:TECH-LITERACY:21.9-12.TL.6 Demonstrates skill with tech systems/operations.</p>	<p>Cannot use technology, shows little understanding of how to operate digital tools.</p>	<p>Rarely uses technology due to knowledge deficit with tech tools and functions.</p>	<p>Often uses technology due to knowledge with tech tools and functions. Often sticks to one form of tech tool.</p>	<p>Often uses technology to support artistic investigations, uses multiple forms of tech tools.</p>	<p>Almost always uses technology to support artistic investigations, uses multiple forms of tech tools.</p>