**Art Project Rubric**

*Suggested criteria*

| **Learning Outcome** | **Exceeds expectations** | **Meets expectations** | **Approaching expectations** | **Below expectations** |
| --- | --- | --- | --- | --- |
| **Creativity** | Work is exceptionally unique, detailed, and interesting. Ideas are compellingly and inventively communicated through the chosen medium. | Work is mostly unique, detailed, and interesting. Ideas are inventively communicated through the chosen artistic medium. | Work is somewhat unique, detailed, or interesting. Ideas are communicated through the artistic medium, but may lack invention. | Work largely lacks uniqueness, detail, and/or interest. Work does not seek to inventively communicate ideas. |
| **Rationale** | Work clearly embodies at least three distinct reasons for the artist’s opinion on the subject. Reasons are exceptionally compelling and comprise a diversity of perspectives (e.g. political, philosophical, and scientific). Reasons are logically and factually sound.Reasons are exceptionally well articulated in the artist’s explanation of the work. | Work clearly embodies at least three distinct reasons for the artist’s opinion on the subject. Reasons are logically and factually sound.Reasons are adequately explained by the artist. | Work may embody less than three distinct reasons for the artist’s opinion on the subject. Some reasons may not be logically or factually sound.Artist’s explanation of reasons may be unclear. | Work or explanation of work does not adequately communicate the artist’s opinion on the subject**or**Reasons for the artist’s opinion on the subject are logically and/or factually unsound. |
| **Effort** | Work shows exceptional planning, effort, and pride. | Work shows substantial planning, effort, and pride. | Work shows minimal planning, effort, and pride. | Work shows a lack of planning, effort, and pride. |

*Optional criterion*

| **Learning Outcome** | **Exceeds expectations** | **Meets expectations** | **Approaching expectations** | **Below expectations** |
| --- | --- | --- | --- | --- |
| **Engagement with presentations** | Student is clearly attentive to peers’ presentations. Student asks many thoughtful follow-up questions about peers’ artworks, which prompt interesting discussion. | Student is mostly attentive to peers’ presentations. Student makes a clear effort to ask follow-up questions about peers’ artworks. | Student is somewhat attentive to peers’ presentations. Student may make little or no effort to ask follow-up questions about peers’ artworks. | Student is clearly inattentive to peers’ presentations. Student may be disruptive. |