

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.