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| ***Criteria*** | ***Below Standard*** | ***Standard (average)*** | ***Above Standard*** |
| **Design** | Work shows little understanding or successful use of the basic Elements and/or Principles of Design. Student is unable to identify Elements/Principles, nor discuss their application to the composition of the work, and does not take advantage of information provided. | Throughout most of the work, the Elements and Principles have been an appropriate and consistent part of the compositional arrangement. Student exhibits a familiarity with the Elements and Principles and is able to identify how they are applied to work. | The Elements and Principles of Design are an integral and highly consistent part of the student’s work used in a highly effective way. Student demonstrates confidence with the identification and use of the Elements and Principles of Design. Student is able to verbalize about the use of these both during organization and upon completion of the work. |
| **Imaginative and Creative Thinking** | Work is ordinary and without imagination, contains no personal input on the part of the student, nor utilizes creative idea-generating processes suggested. Student is unable to discuss or identify creative thinking used. Student works only with close supervision, showing little interest in, or association with, the project | There is evidence of some imaginative strength and an individual approach to the work. The work shows a stretch for some original/creative solution(s) to the problem. Student is able to show evidence of, or discuss a thought process that took place. | Work of the student shows a consistently imaginative approach, with a fresh, creative response to the problem, and illustrates the ability to develop ideas with intelligence and originality. Work is of an individual nature based on a variety of numerous consciously considered and applied ideas and approaches. Student is able to discuss the thought process followed and the evolution of the work. |
| **Technical Skill** | There is minimal, if any, evidence of understanding of the characteristics of the media used, nor mastery of related technical skills in the development and expression of the ideas and feelings. Inappropriate and/or uncontrolled use of materials distracts viewer from focusing on the intentions of the work. | Some understanding of characteristics of the media and average skills are evident in work. Selected media is appropriate. Student develops and expresses most ideas effectively, producing work based on an average amount of appropriate choices and with good technical quality. Areas of weakness do not distract from overall effectiveness of the work. | Student’s work shows great confidence in the handling of the medium. Chosen medium is appropriate for the form and function of the work, and enables student to develop and express ideas effectively. Technical quality and use of materials are of a high caliber adding to the overall effectiveness of the piece. |
| **Persistence** | Quantity of work presented is insufficient and/or shows limited application of personal or researched ideas. Preliminary sketches and considered ideas are minimal, if any. Much of work “problem” is left unresolved. Student demonstrated little (if any) self-motivation and makes limited use of work time and/or resources provided. | Satisfactory work is produced and meets minimum requirements of assignment. Work shows average amount of follow-through on proposed ides, yet lacks details that could enhance effectiveness. Some personal ideas based on research are included with a degree of success. Student shows self-motivation, yet is not working to full ability, producing work focused on minimum requirements only. | A considerable body/piece of work is produced, reflecting an original and independent pursuit of a wide range of considered ideas and/or sketches in appropriate media. Research is self-directed, personal, and adventurous. Projects are seen through to completion. Time is used wisely, with obvious desire/dedication to “go the extra mile” beyond basic assignment requirements. |
| **Achievement of Assignment Goals** | Though student work may appear finished, little (if any) of work addresses assignment requirements and goals as presented. Much of work “problem” is left unresolved, and no attempt to utilize provided information has been exhibited. | Work demonstrates some understanding and recognizable attempt(s) to achieve many of assignment goals as given. Focus on assignment concepts may be occasionally lost, resulting in weak or inconsistent address to goals in finished work. | Work shows substantial understanding of , and production of, desired outcome of assignment. Student is consistently conscious of, and works towards, assignment goals. Student is able to discuss and identify the focus of the assignment as given. |
| **Individual Growth and Development** | Student has difficulty or is unable to identify own strengths and weakness, or to discriminate between degrees of quality in own work. Work is repetitive, showing no generation of new ideas, with a dependency on reproducing what student is already comfortable doing rather than exploring new ideas. | The student is able to identify personal strengths and weaknesses and discuss own work in general. In most cases, the student is able to identify works of varying quality and can explain own personal growth and development based on challenges encountered through new approaches to work. Student is open to new ideas and overall body of work shows some variety of ideas and thought approaches taken. | The student has a clear understanding of own personal development and is able to justify selections made in own work. Student is able to identify own works of varying quality, and can identify and discuss personal development in relation to work produced. Student faces new challenges with a positive attitude and demonstrates understanding of growth that takes place as a result. Overall body of work shows constant growth through research of new ideas, media, and thought processes in a wide variety. |