

Applying Rubrics Exercise

GROUP 1

High School - Self Portrait

EXERCISE

- View the images and read the objective, criteria, and rubrics.
- Select Benchmarks. Choose the best examples from the work to represent each level of both rubrics.
- Each group member independently ranks each work by referencing the rubric/benchmark. Keep a record of your judgement for each piece, (Pass the work around the table to the left).
- When everyone has ranked the work compare your judgments.
- Discuss wide variations in the ranking to see if agreement is possible.

Objective:

Given choice of media and a photographic reference, students will effectively use the chosen media to create a realistic self-portrait with imaginative background symbols that effectively represents the subject's personality.

Criterion: (Technical) - Effective use of medium to create realistic self-portrait and background symbols.

Rubric:

Level	Descriptor
1	Little knowledge and control of medium. Unrealistic representation of portrait and background symbols..
2	Moderate control of media. Reasonably effective representation of realism in portrait and background symbols.
3	Excellent control of media. Highly effective representation of realism in portrait and background symbols.

Criterion: (Conceptual)- Imaginative use of symbols to represent personality.

Rubric:

Level	Descriptor
1	Unimaginative conceptualization of background symbols and ineffective representation of personality.
2	Somewhat imaginative conceptualization of background symbols with reasonably effective representation of personality.
3	Highly imaginative conceptualization of background symbols with very effective representation of personality.

Applying Rubrics Exercise

GROUP 2
4th Grade -- Shape Light Study

EXERCISE

- View the images and read the objective, criteria, and rubrics
- Select Benchmarks. Choose the best examples from the work to represent each level of both rubrics
- Each group member independently ranks each work by referencing the rubric/benchmark. Keep a record of your judgement for each piece, (Pass the work around the table to the left)
- When everyone has ranked the work compare your judgments.
- Discuss wide variations in the ranking to see if agreement is possible.

Objectives:

1. (Technical) Given a still life arrangement with cone, cylinder, and sphere, students will use pencil and oil pastel to accurately represent the shapes and value to clearly indicate the light source.
2. (Conceptual) Given oil pastels, students will use variety of shape color and line to create an interesting background.

Criterion 1: (Technical) Accurate representation of shape and value to indicate light source.

Rubric:

Level	Descriptor
1	Inaccurate representation of shape and value with unclear indication of light source.
2	Moderately accurate representation of shape and value to achieve a clumsy indication of light source.
3	Highly accurate representation of shape and value to create a clear and convincing indication of light source.

Criterion 2: (Conceptual) Interesting variety of background shapes, lines, and color.

Rubric:

Level	Descriptor
1	Little to no variety in any of the shapes, line, or color in background.
2	Some variety in one or two of the elements of shape, line, or color in the background.
3	High degree variety in all of the elements of shape, line, and color in the background.

Applying Rubrics Exercise

GROUP 3
7th Grade Animals; Scratchboard

EXERCISE

- View the images and read the objective, criteria, and rubrics.
- Select Benchmarks. Choose the best examples from the work to represent each level of both rubrics.
- Each group member independently ranks each work by referencing the rubric/benchmark. Keep a record of your judgement for each piece, (Pass the work around the table to the left).
- When everyone has ranked the work compare your judgments.
- Discuss wide variations in the ranking to see if agreement is possible.

Objective:

Given scratch paper and needle drawing tools students will exercise a high level of control with the drawing instrument sufficient to achieve an expressive representation of characteristics unique to the animal.

Criterion 1: (Conceptual) Expressive representation of animal characteristics.

Rubric:

Level	Descriptor
1	Unclear expression of animal characteristics.
2	Recognizable expression of animal characteristics.
3	Highly expressive and convincing representation of animal characteristics.

Criterion 2: (Technical) Control of drawing instrument.

Rubric:

Level	Descriptor
1	Clumsy and uncontrolled line use.
2	Moderately skillful use of line.
3	Highly skillful use of line.

Applying Rubrics Exercise

GROUP 4
3rd Grade Owl Paintings

EXERCISE

- View the images and read the objective, criteria, and rubrics.
- Select Benchmarks. Choose the best examples from the work to represent each level of both rubrics.
- Each group member independently ranks each work by referencing the rubric/benchmark. Keep a record of your judgement for each piece, (Pass the work around the table to the left).
- When everyone has ranked the work compare your judgments.
- Discuss wide variations in the ranking to see if agreement is possible.

Objective:

Given watercolor paint, markers, and paper students will skillfully create an imaginative representation of an owl in an interestingly detailed and complex environment.

Criterion 1: (Conceptual) Imaginative representation

Rubric:

Level	Descriptor
1	Unimaginative representation of owl in a minimally complex environment,
2	Somewhat imaginative representation of an owl in a moderately complex environment.
3	Highly imaginative representation of an owl in a very complex environment.

Criterion 2: (Technical) Skillful use of media.

Rubric:

Level	Descriptor
1	Student shows little to no skill in the use of media.
2	Student shows adequate skill in the use of media.
3	Student shows a highly accomplished level of skill in the use of media.

Applying Rubrics Exercise

GROUP 5

EXERCISE

- View the images and read the objective, criteria, and rubrics.
- Select Benchmarks. Choose the best examples from the work to represent each level of both rubrics.
- Each group member independently ranks each work by referencing the rubric/benchmark. Keep a record of your judgement for each piece. Note the code number on each piece. (Pass the work around the table to the left).
- When everyone has ranked the work compare your judgments.
- Discuss wide variations in the ranking to see if agreement is possible.

Objective 1: _____ Given graphite and color pencils students will use symbols to create a powerful personal message that is communicated effectively through the use of visual qualities such as line, color, texture, shape and composition.

Objective 2: _____ Students will demonstrate a high level of skill in the representation of convincing images using pencil media

Criterion: (Conceptual) Effective communication

Rubric:

Level	Descriptor
1	The message is unclear and unconvincing, symbols used are inappropriate, and visual qualities are not employed appropriately to support the message.
2	The message is understandable with limited conviction, some symbolism is appropriate, and visual qualities are somewhat supportive of the message.
3	The message is clear and powerful, symbol use is highly appropriate and visual qualities effectively enhance the message.

Criterion: (Technical) Technical skill with the use of pencils

Rubric:

Level	Descriptor
1	Low level of skill evident showing little sensitivity to the media, and unconvincing images.
2	Moderate level of skill demonstrating some sensitivity in use of the media and moderately convincing imagery.
3	Highly competent use of media demonstrating excellent sensitivity used to gain conviction in the imagery.