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| **Criteria** | 6 *Excellent* | 5 *Strong* | 4 *Good* | 3 *Moderate* | 2 *Weak* | 1 *Poor* |
| **CONTENTS** | All contents have been included. | Student in missing 1-2 components | Student is missing 3-4 components | Student is missing 5-6 components | Student is missing more than 6 components | Portfolio is incomplete. |
| **UNDERSTANDING OF COMPOSITION AND APPLICATION OF ELEMENTS AND PRINCIPLES** | The work clearly displays imaginative ideas and successful, inventive articulation of the principles of design in the compositions. | The work shows imaginative ideas and effective manipulation of the principles of design in the drawing compositions. | The work demonstrates some imaginative ideas and purposeful manipulation of the principles of design in the drawing compositions. | Some imaginative ideas about use of the principles of design in the drawing compositions appear to be emerging. | The work relies heavily on unimaginative and weakly articulated ideas about the use of the principles of design in the drawing compositions. | The work lacks imaginative or inventive ideas about the use of the principles of design in the drawing compositions. |
| **CONTENT, INTENTION, PURPOSE** | Through a successful integration of form with content, the viewer easily comprehends the intention or purpose of the work. | Through a clear relationship between form and content, the viewer is aware of the general intention or purpose of the work. | An effort to integrate form and content is evident, although the intent or purpose of the work may not be clear to the viewer. | The relationship of form to content is beginning to come into focus, but intention and purpose are uncertain. | The relationship of form to content is inadequately considered; intention or purpose is ambiguous. | The relationship of form to content is unconsidered; intention or purpose is lacking. |
| **TECHNICAL COMPETENCE AND SKILL** | The technical competence of the work is consistently excellent; drawing materials and media  are used effectively to express ideas. | The technical competence of the work is strong; materials and media are used well to express ideas. | The work demonstrates good technical competence and use of drawing materials and media; technical aspects and articulation of ideas do not always work together. | The work is uneven, but overall it demonstrates emerging technical competence and use of materials and media. | The work demonstrates weak technical competence, awkward use of drawing materials  and media, and minimal mark-making skills. | The work is generally inept; use of drawing materials and media is naïve and is lacking in mark-making skills and technical competence. |
| **GROWTH** | The portfolio demonstrates excellent growth as seen from the earliest works to the final artworks. | There is a significant amount of growth that can be seen in all categories within the portfolio. | There is growth between much of the artwork in the portfolio. | Some growth can be seen between pieces of artwork. | Little growth is apparent | No growth is apparent |
| **ARTIST STATEMENT CONTENT** | Portfolio includes a thoughtful artist statement that meets all the requirements and provides a wealth of insight about the artist and his/her ideas. | Artist statement is included and addresses all the requirements in a thoughtful way. | Artist statement is included and addresses all the requirements. | Artist statement is included but it addresses only some of the requirements at a minimal level.  Art Design Portfolio Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Score: | Artist statement is included but does not touch on much that was asked of the students. | Artist statement is lacking an artist statement with any relevance to what was required. |
| **ARTIST STATEMENT ORGANIZATION** | All points appropriately paragraphed. Development is **clear, coherent and cohesive.**  Grammar and spelling are perfect. | All major points are included. Development is  **clear**. Grammar and spelling is nearly perfect. | Organization is clear but there are **several grammar and spelling errors**. | Noticeable structure, however development of ideas are **at times unclear. Student has several grammar and spelling errors.** | Ideas are not clear and grammar and spelling are significantly problematic. | Ideas are not logically related. Development of ideas are **not at all clear**. Reader will be **confused** as to the **purpose of the writing.** |
| **PORTFOLIO PRESENTATION ORGANIZATION AND PROFESSIONALISM** | Portfolio is organized in a very professional manner and includes all the necessary contents. It demonstrates ingenuity and care. | The portfolio is organized in a way that is understood and includes all the content. It demonstrates the student’s creativity. | The portfolio seems to be organized but the layout and template choice seems to take away from the quality of the artwork. | All the contents are included but the portfolio is extremely simple and reflects that the student put forth the minimum amount of effort. | The portfolio is difficult to maneuver and lacks creativity or seems to be missing content. | Student paid little attention to professionalism and included an organization that is difficult to navigate or is missing a substantial amount (if not all) of the required contents. |
| **IMAGE QUALITY** | All of the Images are clear, focused, and sized appropriately. | A great majority of the images are clear, focused, and sized appropriately. | The Images are focused and sized appropriately and although some are slightly out of perspective, they are still easy to understand. | The images are decipherable but the quality of the focus, color, and size inhibits a full understanding of the artist’s true skill. | The images are difficult to see properly because they are too small, unfocused or poorly lighted. | The images are impossible to see properly because they are too small, unfocused or poorly lighted; there may be an incomplete set of images. |
| **OVERALL ACCOMPLISHMENT AND QUALITY** | There may be a varying range of accomplishment among the works, but overall the work demonstrates **excellent** breadth and quality. | There may be varying levels of accomplishment among the works, but overall the work demonstrates **strong** breadth and quality. | There may be uneven levels of accomplishment among the works, but overall the work demonstrates **good** breadth and quality. | There may be an emerging level of accomplishment among the works, but overall the work demonstrates **moderate** breadth and quality. | There is little evidence of accomplishment demonstrated in the works; overall the work is of **weak** breadth and quality. | Overall the work lacks accomplishment and is of **poor** breadth and quality. |