



South Atlantic Conference of  
Seventh-day Adventists  
Office of Education



### Art Rubric

Categories	6—Exemplary	5— Mastered	4—Proficient	3 –Developing	2—Beginning	1—Not Yet
<b>Create</b>	The art work shows the student envisions, formulates, and generates artistic goals, ideas, and solutions for artworks using personal experience and/or the work of others	The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of personal experience and/or the work of others.	The art work shows that the student is working diligently to apply principles of design and attempts to be creative showing self-awareness and an understanding of the work of others.	The student did the assignment adequately, yet it shows planning and the awareness of personal experience and/or the work of others is not fully developed.	The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.	The student did the minimum or the artwork was never completed.
<b>Present</b>	The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.	The student worked hard and completed the project, but with a loom or effort it might have been outstanding.	The student completed the project and met the elemental requirements; student performed at his or her best.	The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.	The project was completed with minimalistic effort.	The student did not finished the work adequately.
<b>Respond</b>  Based on written response	Student understands and responds to the necessity for Christian principals when responding to art; identifies, analyzes, compares and contrasts the qualities of components and their relationships between them; analyzes, compares and contrasts various forms, methods or styles/ genres and how these impact the audiences experience; determines motivation and intent of the artist; provides a self-developed criteria for evaluating art; gives constructive feedback.	Student reflects on Christian principals when responding to art; identifies, compares and contrasts the qualities of components and their relationships between them; compares and contrasts various forms, methods or styles/genres and how these impact personal experience; determines intent of the artist; provides a self-developed criteria for evaluating art; gives constructive feedback.	Student can identify and discuss Christian principles of art; can identify and discuss how meaning is created by art; can support, identify and explain the purpose of art; can provide a reasonable evaluation of art.	Student can identify and/or discuss Christian principles of art; can identify and/or discuss how art impact them personally; attempts to evaluate art but lacks conviction.	Student understands basic Christians principles of art; can express in basic terms how art impacts persona experience; can share appealing qualities of art work; can make limited suggestions for changing the art work.	Student responds limitedly or does not respond.
<b>Connect</b>  Based on written response	Student analyzes and evaluates talents as gifts from God; accesses, evaluates and uses interest, experience, research, or other exemplary works to inform their own creation of art work; applies cultural and societal knowledge of art; examines and discusses personal responsibility in creating or viewing art; interacts well with media tools; understands and applies the ethics of art through copyrights.	Student evaluates talents as gifts from God; accesses, evaluates and uses interest, experience, or other exemplary works to inform their own creation of art work; applies cultural and/or societal knowledge of art; discusses personal responsibility in creating or viewing art; interacts well with media tools; understands the ethics of art through copyrights.	Student understands talents as a gift from God; evaluates and uses interest, experience, or other exemplary works to inform their own creation of art work; discusses personal responsibility in creating or viewing art; interacts proficiently with media tools; understands the ethics of art through copyrights.	Student understands talents as a gift from God; uses interest, experience, or other exemplary works to inform their own creation of art work; is developing in their interaction with media tools; developing an understanding of the ethics of art through copyrights.	Student has a basic awareness that talents come from God; shows a limited interest in art and personally creating art; does not consistently work with media tools appropriately; appears to apply ethics in art inconsistently.	Student shows a limited awareness or care that talents are God-given; shows no interest in art or personally creating art; is disruptive in class when using media tools; may not show an awareness or care of ethics in art.