

Summative Rubric (Critique Writing Objectives with Reading Skill Support)

7th Grade Art, Ames Middle School

Perception & Reflection: Critique Writing	Standards & Grade Level Expectations	Master Exceeds	Practitioner Meets	Apprentice Progressing	Novice Developing
	Perception 7.1.0; 7.1.1; 7.2.0 7.3.0; 7.3.1	<ul style="list-style-type: none"> Student identifies the noteworthy elements and principles of art in a work that support meaning noting the interrelationship. 	<ul style="list-style-type: none"> Student identifies the noteworthy elements and/or principles of art in a work that support meaning. 	<ul style="list-style-type: none"> Student identifies elements and/or principles unrelated to a work's meaning. 	<ul style="list-style-type: none"> Student is unable to identify elements and/or principles of art in a work.
	Production 7.1.2 7.2.1 (Reading Skills)	Learning is supported, but reading skills are not assessed. <ul style="list-style-type: none"> Recalling facts and details Recognizing cause and effect Finding the main idea Drawing conclusions and making inferences Identifying the author's purpose 			
	Reflection 7.5.1; 7.5.2	<ul style="list-style-type: none"> Student analyzes the interrelationship of elements & principles and is able to synthesize interpretation and analysis information, clearly noting their impact on function and meaning. 	<ul style="list-style-type: none"> Student analyzes the interrelationship of elements & principles, and is able to synthesize interpretation and analysis information, yet justifications (explanations) are missing, unrelated or unclear regarding their impact on function and meaning. 	<ul style="list-style-type: none"> Student is able to synthesize interpretation by inferring artistic meaning, yet supporting analysis is missing, unclear and / or unrelated regarding its impact. 	<ul style="list-style-type: none"> Student is unable to support evaluation with needed details regarding the artist's use of elements and principles of art.
Differentiation Options: Discussion Webs, Pattern Puzzles, PowerPoint Inventory, Student Debate w/ Writing Summary, Formal Critique (for Publication)					

Summative Rubric (**Critique Writing with Six Trait Objectives**)

7th Grade Art, Ames Middle School

Perception & Reflection: Critique Writing	Standards & Grade Level Expectations	Master Exceeds	Practitioner Meets	Apprentice Progressing	Novice Developing
	Perception 7.1.0; 7.1.1; 7.2.0 7.3.0; 7.3.1	<ul style="list-style-type: none"> Student identifies the noteworthy elements and principles of art in a work that support meaning noting the interrelationship. 	<ul style="list-style-type: none"> Student identifies the noteworthy elements and/or principles of art in a work that support meaning. 	<ul style="list-style-type: none"> Student identifies elements and/or principles unrelated to a work's meaning. 	<ul style="list-style-type: none"> Student is unable to identify elements and/or principles of art in a work.
	Production 7.1.2 7.2.1 (6 Trait Writing / Idea)	<ul style="list-style-type: none"> Student presents a clear and focused main idea that reflects understanding of work's meaning. Student presents striking insight and in-depth understanding of interrelationship of the elements & principles of art. Student presents satisfyingly rich ideas with significant, intriguing details that support evaluation. 	<ul style="list-style-type: none"> Student presents a clear main idea that reflects understanding of work's meaning. Student presents an understanding of the elements & / or principles of art. Students offer some details support meaning. 	<ul style="list-style-type: none"> Student presents a main idea that reflects understanding of work's meaning; however, it is underdeveloped. Student presents understanding of the elements & / or principles of art; however, some are unrelated to meaning. Student offers details that are random and some are unrelated to meaning. 	<ul style="list-style-type: none"> Student's main idea is unknown. Student offers an analysis of the elements and/or principles of art unrelated to meaning. Reader must guess meaning, as supporting details are unrelated or underdeveloped.
	Reflection 7.5.1; 7.5.2	<ul style="list-style-type: none"> Student analyzes the interrelationship of elements & principles and is able to synthesize interpretation and analysis information, clearly noting their impact on function and meaning. 	<ul style="list-style-type: none"> Student analyzes the interrelationship of elements & principles, and is able to synthesize interpretation and analysis information, yet justifications (explanations) are missing, unrelated or unclear regarding their impact on function and meaning. 	<ul style="list-style-type: none"> Student is able to synthesize interpretation by inferring artistic meaning, yet supporting analysis is missing, unclear and / or unrelated regarding its impact. 	<ul style="list-style-type: none"> Student is unable to support evaluation with needed details regarding the artist's use of elements and principles of art.
Differentiation Options: Discussion Webs, Pattern Puzzles, PowerPoint Inventory, Student Debate w/ Writing Summary, Formal Critique (for Publication)					