**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Abstract Plaster Sculpture Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **On Target** | **Growing** | **Needs Improvement** |  |
|  | **10** | **7** | **4** | **1** | **Notes** |
| **Abstract Style** | Piece is completely abstract with no recognizable subject matter or is an extremely simplified aspect of a subject – to the point where the subject needs to be clarified. | Piece is mostly abstract with some recognizable subject but is quite simplified. | Piece looks like a subject but is somewhat simplified with a couple details specific to that subject included | Piece looks completely like a recognizable subject with many details specific to that subject included |  |
| **Carving Technique** | Holes go through the piece successfully in possibly in more than one direction. Rounded sections are highly successful. No visible chisel or cut marks unless intended for effect. | One or two holes go successfully through piece. May have a nice rounded section. Some visible chisel marks but not many. Chiseled areas match the points at which the design was intended. | Carving is not smooth with clear cut and chisel marks. Some areas are too thin or not carved enough. Very few, if any, rounded areas. | Carving is not smooth. There are chunks missing in many places, Piece broke due to areas that were carved too thin or were handled too harshly. |  |
| **Three-Dimensionality** | Piece is interesting and was altered in every direction.  Each side is unique or adds to the overall design. Piece entices the looker to move around it. | Piece was altered from all directions and has some interesting areas or features on each side. One or two areas on a side may not be successful or contribute to the design, but overall it appears to be a piece intended to be viewed from all directions | Piece was attempted form all directions but some sections were not successful and piece is only interesting from a couple sides. Piece appears to be intended for viewing from only one or two directions. | Piece is only altered and/or attempted from one direction. |  |
| **Originality and Uniqueness** | Work had a novel and original approach to the subject. Content was unique, some creative risk was taken, and several options explored before a final piece was put together. No evidence of sample or example sources that were viewed. | Work was unique and original with some evidence from samples or examples. Creative risk was attempted. Work included no direct copying from other sources. | Though work did include some sample or derivative imagery, it did include many unique elements. Work shows some developing ideas without a true sense of originality. | What work was done was highly derivative of the samples, sources, or other students’ work. Little was truly original or unique. No creative risk taken. |  |
| **Craftsmanship** | Work doesn’t show sketch or guiding lines. Work is well-kept and clean. Equal effort appears throughout the piece. There is a level of detail that shows a pride in the work. | Work shows faint or minimal sketch or guide lines. Work is clean with only a minor crease or smudge if any. All areas are covered but effort is not equal. Work was done with care and an awareness for the end result. | Work shows sketch or guide lines. Work may have folds, rips, or smudges but is presentable. Some areas may be skipped over. Work appears to be done with little care of the end result. | Work includes folds, rips, smudges, and/or stray marks. Sketch and guide lines are obvious and distract from the work. Work was done with minimal effort and/or no care for the result. |  |
| **Effort and Participation** | Student was actively engaged and self-motivated. Student was focused and rarely distracted. Work shows evidence of extra effort and clean, thought-out planning. | Student was mostly independently motivated with a few social interactions.. Work shows evidence of solid effort and some planning. The level of work demonstrates a sense of pride. | Student was somewhat distracted from their work and had to be reminded to stay on-task. More focus would have been helpful. Work shows evidence of some effort and minimal planning. Only some pride taken in the work completed. | Often reminded to stay on task. Social and digital interactions impeded work. Lack of focus had a strong impact on project work. Work was clearly not planned ahead of final copy. Appears to be no pride taken in the work. |  |
| **Total** | /60 |  |  |  |  |