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

**Mixed Media Poetry Project Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **On Target** | **Growing** | **Needs Improvement** |  |
|  | **10** | **7** | **4** | **1** | **Notes** |
| **Poetry Connection** | Piece (either through visual or explanation) is strongly connected to a particular poem. Connection exemplifies and clearly portrays a theme, idea, or emotional response to the piece. Parts of the poem may be included. All parts of piece add to the theme or represent a particular aspect of the poem or emotional reaction.  | Piece demonstrates a fairly well represented theme, idea or emotional connection. Piece must be explained to be understood. Piece may be fairly simple and not have many parts to add or increase its message (some blank areas or areas that look like they are missing something). | Piece feels like loosely connected items that can be connected to a poem. They don’t feel like they portray a particular theme, idea, or emotional connection but are pieces related to the poem somehow. No clear message being portrayed but there is an attempt at one.  | Piece is mostly blank with one or two pieces directly related to words or scenes in the poem. No real emotional response or connection to the poem is felt.  |  |
| **Design Characteristics** | Project is well balanced and provides interest and movement throughout the piece. Colors are used well to create interest and harmony or to create a specific feeling. There is a focal point and project shape or orientation contributes to overall piece. There is a good use of positive, negative, and three-dimensional space.  | Project is balanced and media fits well in the piece. Colors are used effectively but do not enhance interest or harmony or they don’t successfully give off a feeling. There is some movement within the piece and space (positive, negative, three-dimensional) is attempted to be used well.  | Project attempts balance but is not wholly successful. Media may be slightly awkward. Colors are used but there is minimal variety or not used successfully. There may be movement in the piece and piece shows minimal use of negative or three-dimensional space.  | Project is not balanced and media is awkwardly placed. Colors are awkward or non-existent. There is no real movement in the piece and there is no attempt to utilize shapes or space to enhance the piece.  |  |
| **Mixed Media** | Student used several types of media that seamlessly work together to create a polished product. All media types and application areas enhance the overall piece. Minimal if any adherence or integration issues. Media was selected specifically in order to portray a particular image or feeling.  | Student used several types of media to create a successful piece that mostly works together. Some areas are highly successful and some areas may have issues. May be a little too much going on or not quite enough but piece looks complete. Media selection was mostly on point for what was attempting to be portrayed.  | Student either used not enough types or too many types of media to accomplish their goal. Items conflicted or covered more successful aspects. Media used may be the wrong choice for what they were trying to accomplish.  | Student only used one or two media types that didn’t exactly work well together. Items conflicted or covered more successful aspects. Project may be bare or not look like a mixed media project.  |  |
| **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 |  |  |  |  |