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

**Self-Portrait Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **On Target** | **Growing** | **Needs Improvement** |  |
|  | **4** | **3** | **2** | **1** | **Notes** |
| **Prep Work** | Student completed at least one practice drawing if not more. Student tried multiple ideas before settling on their final piece. Student asked for improvements on practice drawing and discussed suggestions. Student asked for help if needed. | Student completed at least one practice drawing. Student may have asked for improvements on practice drawing but there was no discussion. Student asked for help if needed. | Student completed a partial practiced drawing or pieces of a drawing. Student may have asked for help if needed. | Student practiced one or two things or did not do a practice drawing. Student may not have asked for any help. |  |
| **Facial Features** | Work shows correct facial proportions and feature locations. Face resembles that of artist (self-portrait). Facial features are appropriate size, shape, and look like a real face. | Facial proportions and locations are mostly accurate. Face resembles that of artist (self-portrait). Facial features are slightly off in appropriate size or shape, but it look like a face. | Facial proportions and/or locations are skewed. Face does not resemble artist but looks like a person. Some features are the wrong size or shape. | Facial proportions and/or locations are very off. Image doesn’t look like a face, but like a collection of features in an oval. |  |
| **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. |  |
| **Use of colored pencils** | Colors are solidly filled in and have varying values within each area (darkness and lightness). Colors are solid and bold. Some colors are mixed and/or overlapped to make a more solid color. Entire project is colorful. Edges are clean and neat. | Colors are fully filled in and have some variety of value within some areas. Colors are smooth and solid. Entire project is colorful. Edges are clear. | Colors are not fully filled in, some white areas show but there is mostly color. Colors are one layer and this layer is not solid. Some edges may not be neat. Project is mostly colored. | Some areas not colored or have large white spots. Some edges may be messy. Color is one layer and not complete. Project is less than half colored. |  |
| **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 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 or rips 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, 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** | /24 |  |  |  |  |