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

**Shadow Words Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **On Target** | **Growing** | **Needs Improvement** |  |
|  | **4** | **3** | **2** | **1** | **Notes** |
| **Letter Construction** | Letters have multiple sides and look like real block letters. Sizes are proportional to one another. Letter sides/pieces are aligned and constructed with care. | Letters have multiple sides and look similar to block letters. Sizes may vary but are fairly close. Letter sides/pieces are slightly misaligned but does not cause a problem in reading. | Letters may or may not have multiple sides. Shapes resemble letters but may not be blocks. Sizes vary but the whole word works. Word is readable. | Letters may or may not have multiple sides. Spacing of letters varies. Letters are different sizes. Word may only be barely readable or no word is formed. |  |
| **Shading** | There is a wide range of values in the piece (white to black with several in between). Shaded areas reflect where light source was. Includes shading on letters and various values within shadows. Clear differentiation between various elements. | There is a good range (at least 5) of values. Piece may or may not include strong, dark shadows (black). Shaded areas are similar to where the light source was. May include some shading on letters or shading within shadows. Some areas of piece are unclear between values. | There is a small range of values. Shaded areas do not fully match light source but are fairly close. Minimal, if any, shading on the letters. Areas/elements blend together because of shading. Some areas may not be shaded | The is a minimal, if any, range of values. Shaded areas do not match light source at all or conflict with each other. Minimal, if any, shading on letters. Areas/elements blend together or several areas not complete. |  |
| **Observational Drawing** | Letters are equally spaced and proportional to construction. Organization and letter shape strongly resemble the unique shape of those constructed. | Letters are mostly well placed and are close to what was constructed. Layout and shape of letters are similar to the ones constructed but angles and viewable sides are a little off. | Letters are poorly spaced but overall they fit on the paper. Letters may not look like constructed letters. | Letters are very poorly spaced and some letters may not fit on the paper. Letters do not look like those constructed. |  |
| **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** | /24 |  |  |  |  |