

SLAB CYLINDERS - RUBRIC FOR ASSESSMENT (BISQUE ONLY - BEFORE GLAZING)

Name: _____


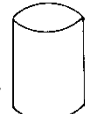
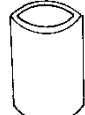
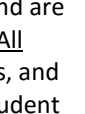

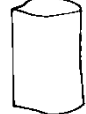

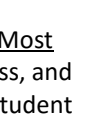



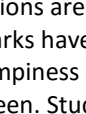

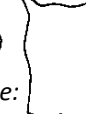

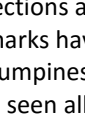
Class Period/Day: _____

Date: _____

Self-Assessment: Please, circle 4 boxes, one box for *each* category of your rubric, based on how it relates to your work.

Peer-Assessment: Please, have a peer draw a star ☆ in each four boxes, based on how those descriptions relate to your work.

Teacher Assessment: Ms. Bongiorno will highlight the areas in which your work quality falls:

Category	Excellent 5 Points	Good 4 Points	OK 3 Points	Needs Improvement 2-1 Points
Art Production	<p>Work is neat/ well-crafted <u>all over</u>. Cylinder/cup form is <u>round</u>. View from above:  </p> <p>View from the side: </p> <p>Seam is <u>completely invisible</u>: </p> <p><u>Strong</u> connections are made and are <u>always</u> slipped and scored. <u>All</u> unintentional marks, roughness, and jagged edges are smoothed. Student <u>showed advanced, challenging</u> construction and design with a <u>complex</u> handle, texture, and/or feet.</p>	<p>Work is well-crafted in <u>most</u> areas. Cylinder/cup is <u>mostly round</u>. View from above:  </p> <p>View from the side: </p> <p>Seam is only <u>somewhat visible</u>: </p> <p>Some <u>relatively strong</u> connections are made and are <u>mostly</u> slipped and scored. <u>Most</u> unintentional marks, roughness, and jagged edges are smoothed. Student <u>attempted advanced, challenging</u> construction and design with a <u>typical</u> handle, texture, or foot design.</p>	<p>Work has <u>some poor</u> craftsmanship. Cylinder/cup is <u>uneven</u>. View from above:  </p> <p>View from the side: </p> <p>Seam is <u>clearly visible</u>: </p> <p>Some <u>weaker</u> connections are made. <u>Few</u> unintentional marks have been smoothed, and bumpiness and roughness can be seen. Student attempted <u>average</u> construction and design, with <u>typical design features or additions</u>.</p>	<p>Work has <u>very poor</u> craftsmanship. Cylinder/cup is <u>very uneven</u>. View from above:  </p> <p>View from the side: </p> <p>Seam is <u>not fully</u> attached or has split: </p> <p><u>Many weaker</u> connections are made. <u>No</u> unintentional marks have been smoothed, and bumpiness and roughness can be seen <u>all over</u>. Student attempted <u>basic</u> construction and design, with a <u>plain design</u>, <u>lacking any additions</u>.</p>
Creative Thinking	<p>Imaginative thought was used to create a <u>unique, functional</u> cylinder design, <u>different</u> from sample artwork or classmates'.</p>	<p><u>Some</u> imagination was used to create a <u>somewhat unique, functional</u> cylinder design, <u>different</u> from sample artwork or other classmates'.</p>	<p><u>Little</u> imagination was used to create a <u>generic</u> cylinder design with <u>limited function</u>, which is <u>similar</u> to sample artwork or other classmates' work.</p>	<p><u>No</u> imagination was used to create a <u>plain</u> cylinder design, <u>lacking function</u>, which is a <u>copy of</u> sample artwork or other classmates' work.</p>
Classroom Citizenship	<p><u>Always</u> cleaned up after <u>all</u> materials, and offered to help others. <u>Never</u> distracted others, or damaged another's artwork. <u>Respectfully</u> listened to demos, and other students. Wrote <u>name and period</u> on the bottom of the piece.</p>	<p><u>Usually</u> cleaned up after most materials, and offered to help others. <u>Rarely</u> distracted others, or damaged another's artwork. <u>Listened</u> to demos, and other students. Wrote <u>name and period</u> on the bottom of the piece.</p>	<p><u>Rarely</u> cleaned up after any materials, and offered to help others. <u>Usually</u> distracted others, or damaged another's artwork. <u>Occasionally</u> listened to demos, and other students. Wrote <u>either name OR period</u> on the bottom of the piece.</p>	<p><u>Never</u> cleaned up after any materials, or offered to help others. <u>Regularly</u> distracted others, or damaged another's artwork. <u>Rarely</u> listened to demos, or other students. Wrote <u>neither name NOR period</u> on the bottom of the piece.</p>
Self- Directed Learning	<p><u>Always</u> showed active involvement <u>throughout</u> the project, working/cleaning <u>until the end of the class period</u>. <u>Never</u> sat or stood idle. <u>Committed</u> every class to art production.</p>	<p><u>Usually</u> showed active involvement <u>throughout</u> the project, working/cleaning <u>most</u> of the class period. <u>Sometimes</u> sat or stood idle. <u>Typically</u> used class for art production.</p>	<p><u>Sometimes</u> showed active involvement in the project, working/cleaning <u>some</u> of the class period. <u>Usually</u> sat or stood idle. <u>Rarely</u> used class for art production.</p>	<p><u>Never</u> showed active involvement in the project, <u>avoiding</u> working/cleaning. <u>Usually</u> sat or stood idle. <u>Rarely</u> used class for art production.</p>

Additional Teacher Comments:

Total: _____ x 3 = _____ /60