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| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| Describe | Student described five visual facts about the artwork from this list: the name of the artist, the name of the artwork, the kind of artwork it is, when the art was created, a list of objects in the artwork, what they first noticed, colors, shapes, lines, textures, and the mood of the work. | Student described four visual facts about the artwork from this list: the name of the artist, the name of the artwork, the kind of artwork it is, when the art was created, a list of objects in the artwork, what they first noticed, colors, shapes, lines, textures, and the mood of the work. | Student described three visual facts about the artwork from this list: the name of the artist, the name of the artwork, the kind of artwork it is, when the art was created, a list of objects in the artwork, what they first noticed, colors, shapes, lines, textures, and the mood of the work. | Student described two visual facts about the artwork from this list: the name of the artist, the name of the artwork, the kind of artwork it is, when the art was created, a list of objects in the artwork, what they first noticed, colors, shapes, lines, textures, and the mood of the work. | Student described one visual fact about the artwork from this list: the name of the artist, the name of the artwork, the kind of artwork it is, when the art was created, a list of objects in the artwork, what they first noticed, colors, shapes, lines, textures, and the mood of the work. |
| Analyze | Student described the five most significant Elements and Principles used in the artwork including one or two sentences per EPOD that support how the artist used them. | Student described four of the most significant Elements and Principles used in the artwork including one or two sentences per EPOD that support how the artist used them. | Student described three of the most significant Elements and Principles used in the artwork including one or two sentences per EPOD that support how the artist used them. | Student described two of the most significant Elements and Principles used in the artwork including one or two sentences per EPOD that support how the artist used them. | Student described the one most significant Element and/or Principle used in the artwork and included one or two sentences that support how the artist used it. |
| Interpretation | Student explains the meaning of the artwork and supports their statement. He/She describes how the artwork relates to their own lives or self and supports their statement and explains what the artwork represents to its audience. | Student explains the meaning of the artwork and supports their statement. He/She describes how the artwork relates to their own lives or self and supports their statement but does not explain what the artwork represents to its audience. | Student explains the meaning of the artwork and describes how the artwork relates to their own lives or self but only supports one of their statements. | Student explains the meaning of the artwork and describes how the artwork relates to their own lives or self but does not support their statements. | Student explains the meaning of the artwork without any support. |
| Judgment | Student writes a paragraph describing their personal evaluation of the artwork that includes a well formed topic sentence and four or more supporting sentences that include details. | Student writes a paragraph describing their personal evaluation of the artwork that includes a well formed topic sentence and three supporting sentences that include details. | Student writes a topic sentence describing their personal evaluation of the artwork with two supporting sentence that include details. | Student writes a topic sentence describing their personal evaluation of the artwork with one supporting sentence. | Student writes a poorly formed topic sentence describing their personal evaluation of the artwork with no supporting sentences. |