**Project Self Evaluation Form and Rubric**

The purpose of this form is to rate the overall quality of your own art project. Your teacher will use it to evaluate and document your progress. Please note that this form is confidential and will not be shared with your group members.

Please turn in the following before the end of class

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name:** |  |  **Title:** |  |
| **Project Number:** |  |  **Date:** |  |

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# Please Share any additional Comments and/or Recommendations:

***Please fill out the following table using the rankings below. Descriptions for each category are listed below the table.***

## Rating scale: 1 = Unsatisfactory; 2 = Poor; 3 = Average; 4 = Good

|  |  |  |
| --- | --- | --- |
| **Self-Evaluation** | Student | Teacher |
| Craftsmanship (quality) |   |   |
| Problem Solving Skills |   |   |
| Effort |   |   |
| Risk Taking |   |   |
| Idea |  |  |
| **Total** |  |  |

# category rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Craftsmanship | 4 | 3 | 2 | 1 |
| Learning to use and care for materials, tools & space. Attention to detail | \*Shows exceptional attention to details.\*Chooses and uses materials with care. | \*Shows average attention to detail.\*Mostly chooses and uses materials with care. | \*Parts of the piece are incomplete.\*Sometimes chooses and uses materials with care. | \*Rarely chooses materials with care.\*Much of the piece is incomplete and needs more attention |
| Problem Solving | 4 | 3 | 2 | 1 |
| Learning to work thorugh problems, to develop focus and perseverance at art tasks. | \*Solves problems creativley without giving up\*Responds to and learns from feedback; self-reflection, and resources | \*Solves most problems creatively using peers, resources, and creative thinking | \*Solves a few problems creativley, but gives up on a few challenging problems | \*Gives up on projects due to difficulty and does not solve problems |
| Effort | 4 | 3 | 2 | 1 |
| Learning to use time and space efficently towards achieveing a goal | \*Shows consistent self-control\*Efficient use of classroom time | \*Self-Control apparent with little help\*Works towards finishing artwork | \*Shows some self-control but with help\*Often needs assistance to complete a piece | \*Off task/distracted\*Little self-control or persistence shown, or with much help |
| Risk Taking | 4 | 3 | 2 | 1 |
| Learning to reach beyond one’s capabilities, to explore playfully without plan, and to lean from mistakes | \*Brings something new into existance\*Sees mistakes as learning opportunities\*Willing to try new ideas\*Willing to tackle difficult problems that don’t have easy solutions | \*Develops ideas in unique ways with some support\*Sees that mistakes are not personal failures\*With little help, takes on difficult work | \*Develops ideas and/or materials in somewhat unique ways, but only with help and encouragement\*Understands that mistakes are learning opportunities, but emotionally views them as personal failures | \*Materials and ideas developed in everyday way\*Often gets ideas from the work of others\*Does not see mistakes as learning opportunities\*Not willing to take risks that might result in mistakes |
| Idea | 4 | 3 | 2 | 1 |
| Learning to create works that has an idea, a felling, or personal meaning | \*Clearly conveys ideas or feelings so that other students make related connections to artwork | \*Conveys ideas, feelings, or peronsal meaning in such a way that makes it difficult for other students to make connections to artwork | \*partially conveys an idea, felling or perosnal meaning but has no connection to artwork | \*Does not convey ideas, feelings, or peronsal meaningNo connection to artwork |