

Rubric for the Assessment of Communication

(use a minimum of 2 indicators)

Communication of ideas and emotions through creative expression

Indicators of Effective Content	Levels of Achievement			
	Accomplished	Competent	Developing	Beginning
Production	<p>Demonstrates accomplished skill level in the effective application of a variety of techniques.</p> <p>Effectively applies artistic concepts and processes to clearly communicate meaning.</p>	<p>Demonstrates appropriate skill level in application of techniques.</p> <p>Adequately applies artistic concepts and processes to communicate meaning.</p>	<p>Demonstrates marginal skill level in application of techniques.</p> <p>Partially applies artistic concepts and processes.</p>	<p>Demonstrates little or no skill in the application of techniques.</p> <p>Unable to apply artistic concepts and processes.</p>
Perception	<p>Effectively analyzes the artistic work and its overall impact in elaborate detail, referring to the aesthetics and design principles that contribute to the ideas communicated.</p> <p>Effectively describes personal preferences for an artistic work/style, providing extensive rationale based on elements of visual art and personal experiences.</p>	<p>Adequately describes an artistic work and its emotional impact in detail, referring to contributing aesthetics and design principles.</p> <p>Adequately describes personal preference for an artistic work/style, solidly based on elements of visual art and personal experiences.</p>	<p>Partially describes the artistic work and/or its emotional impact in limited detail, referring in part to contributing aesthetics and/or design principles.</p> <p>Partially describes personal preferences for an artistic work/style, based on elements of visual art or personal experiences.</p>	<p>Unable to describe the artistic work or its emotional impact; lacks references to aesthetics or design principles.</p> <p>Unable to clearly state personal preferences for an artistic work/style; reference to the elements of visual art or personal experiences are inappropriate or lacking.</p>
Application	<p>Effectively explains in detail how the arts are a part of everyday life and society.</p> <p>Effectively explains how the skills learned can be used in vocational, cultural, or recreational opportunities.</p>	<p>Adequately explains how the arts are a part of everyday life and society.</p> <p>Adequately explains how the skills learned can be used in vocational, cultural, or recreational opportunities.</p>	<p>Partially explains how the arts are a part of everyday life and/or society.</p> <p>Partially explains how the skills taught in class can be used in vocational, cultural, or recreational opportunities.</p>	<p>Unable to explain how the arts are a part of everyday life or society.</p> <p>Unable to explain how the skills taught in class can be used in vocational, cultural, or recreational opportunities.</p>
Reflection	<p>Exceptional evidence of self-reflection.</p>	<p>Sufficient evidence of self-reflection</p>	<p>Minimal evidence of self-reflection.</p>	<p>No evidence of self-reflection.</p>