ART IN STEM PROJECTS - GENERAL RUBRIC

This rubric is designed with an individually defined starting point, and an ending point to show growth.

CATEGORY	STARTING PT	EXPERT = 4	COMPETENT = 3	ADVANCED BEGINNER = 2	NOVICE = 1	ENDING PT
Attitude/Work Habits		Respectful, positive, open to constructive criticism. Does not procrastinate, meets deadlines. Always keeps the work area clean & neat.	Respectful, accepts suggestions. Mostly meets deadlines. Mostly keeps the work space clean & neat.	Somewhat negative, not open to suggestions for improvement. Does not keep work the space clean, and does not always respect the space of others.	Total lack of openness to assistance and suggestions. Leaves the clean up to others, and does not respect others' space or focus.	
Effort/Production		Uses class time well, stays on task. Much effort, time, and care are evident in the quality of the product.	Uses class time to work, but occasionally is distracted by others. Product is good quality, but falls short of excellence.	Has difficulty focusing on the project much of the time. Easily distracted by others. Product shows lack of planning and attention to detail.	Lack of effort is evident in the lack of quality in the product. No additional effort is seen than that required to "complete" the project at a bare minimum.	
Use of Materials/ Craftsmanship		Product is carefully researched and planned. Materials are carefully chosen & appropriately used. Materials are finished cleanly & well.	Product is somewhat researched and planned. Materials are generally appropriately chosen and used. Materials are finished satisfactorily.	Product is not well planned, lacks stability and balance. Materials are not well-chosen and/or not appropriate, and the product is not finished cleanly.	Product lacks planning and effort. Materials are inappropriate, messy, and unfinished. Product shows lack of time, effort, and care and seems to have been rushed.	
Clarity of Design and Communication of Purpose		Purpose, science, and methodology are clearly conveyed through visual means (drawing model) with no narration required.	Purpose, science, and methodology are understandable through visual and verbal means.	The product does not clearly communicate its purpose, and there is very little science behind it. Student explanation is required, but is lacking in detail and accuracy.	The product does not communicate its purpose at all visually. Student explanation is vague, unfocused, inaccurate, and shows no evidence of understanding, research, or planning.	
Creativity		Design is unique to the student, with details, patterns, and/or other elements specific to the student's aesthetic.	Design has some unique features and details. Design indicates that the student has "branched out" to some degree.	Design lacks uniqueness and individuality, and has few details or is not appropriate for the project. Evidence of copying ideas.	Lacks any design elements of interest, has minimal features and/or detail. Evidence of copying the ideas of others. No effort at showing individuality.	