

| <b>STILL LIFE COMMON ASSESSMENT &amp; GRADE 4 STUDIO HABITS OF MIND RUBRIC</b> |  |   |   |  |
|--|--|---|---|--|
| <b>Diane Jaquith © 2014 – dbjaquith@gmail.com</b>                              |  |   |   |  |
| <b>Studio Habit</b>  | <b>4-Exemplary</b>   | <b>3-Proficient</b>   | <b>2-Developing</b>   | <b>1-Beginning</b>   |
| <b>OBSERVE</b>   | Close viewing of model, process, environment, other artworks and/or life experiences are evident   | Observation of model, process, environment, other artworks and/or life experiences are evident  | Occasional observation of model, process, environment, other artworks and/or life experiences are evident   | No observation of model, process, environment, other artworks and/or life experiences are evident  |
| <b>DEVELOP CRAFT</b>   | New techniques are incorporated into artistic process, connections made to previous artwork, other artists and experiences, and/or distinct concern for materials, tools and artwork | New techniques are practiced in artwork; connections are made to other artworks or experiences; takes responsibility for materials, tools and artwork are evident | New skills with technique are developing; occasional connections to artwork or experiences; cares for materials, tools and artwork with reminders | Beginning skills with new materials and techniques; no connections to other artwork or experiences; no care for materials, tools and artwork |
| <b>EXPRESS</b>   | Intentional use of technique to show emotion and/or personal meaning; awareness of viewers   | Emotion and/or personal meaning are evident; developing awareness of viewers  | Emotion and/or personal meaning are occasionally evident in artwork; beginning awareness of viewers   | Emotion and/or personal meaning are rarely evident in artwork; no awareness of viewers   |
| <b>ENGAGE &amp; PERSIST</b>  | Passionate focus on work; innovative solutions and resourcefulness   | Consistent focus on work; challenges are resolved, sometimes with help from others  | Inconsistent focus on work; shows resistance to challenging work  | Does not sustain focus on work for more than 5 minutes; refuses when work is challenging   |

**\*This rubric was developed in 2014 for a common assessment to be used by all teachers in the district.**

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