**Book Transformation Rubric**

Visual Arts Department Beacon Charter High School for the Arts

Jason Robert LeClair 2015/2016

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|  | **Proficient w/Distinction 25 – 20** | **Proficient** **19 – 16** | **Partially Proficient** **15– 10** | **Substantially Below Proficient – 9-0** |
| **Process – sketch** | * Student Artist spent much time and effort creating sketches of multiple concepts and at least one mind map highlighting the reasoning behind the central theme/concept.
 | * + Student Artist spent time and effort creating sketches of concepts and at least one mind map highlighting the reasoning behind the central theme/concept.
 | * Student Artist spent little time and effort creating sketches of concepts and at least one mind map highlighting the reasoning behind the central theme/concept.
 | * Student Artist spent minimal to no time and effort creating sketches of concepts and at least one mind map highlighting the reasoning behind the central theme/concept.
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| **Deconstruction**  | * Student Artist used great care and time in preparing her/his materials in order to create a fully realized order of operations allowing for a smoother transition to reconstruction.
 | * Student Artist used care and time in preparing her/his materials in order to create a fully realized order of operations allowing for a smoother transition to reconstruction.
 | Student Artist used very little care and/or time in preparing her/his materials in order to create a fully realized order of operations allowing for a smoother transition to reconstruction. | Student Artist used little to no care and/or time in preparing her/his materials in order to create a fully realized order of operations allowing for a smoother transition to reconstruction. |
| **Reconstruction** | * Student Artist spent much time and effort reassembling the materials from the book and incorporating interesting materials that enhanced the intrinsic meaning of his/her concept.
 | * Student Artist spent time and effort reassembling the materials from the book and incorporating interesting materials that enhanced the intrinsic meaning of his/her concept.
 | Student Artist spent some time and effort reassembling the materials from the book and incorporating interesting materials that enhanced the intrinsic meaning of his/her concept.  | Student Artist spent little to no time and effort reassembling the materials from the book and incorporating interesting materials that enhanced the intrinsic meaning of his/her concept.  |
| **Reflection** | * Student Artist has written a thoughtful and well composed reflection on digication using the following questions in paragraph form:
* 1. What was the process of making this work?
* 2. What was your strength in the piece? Cite peer review
* 3. What was your weakness? Cite peer review
* 4. How does this work enhance your artistic goals?
 | * Student Artist has written a reflection on digication using the following questions in paragraph form:
* 1. What was the process of making this work?
* 2. What was your strength in the piece? Cite peer review
* 3. What was your weakness? Cite peer review
* 4. How does this work enhance your artistic goals?
 | * Student Artist has written a basic reflection on digication using the following questions in minimal paragraph form:
* 1. What was the process of making this work?
* 2. What was your strength in the piece? Cite peer review
* 3. What was your weakness? Cite peer review
* 4. How does this work enhance your artistic goals?
 | * Student Artist has not written a reflection on digication using the following questions or lacks paragraph form:
* 1. What was the process of making this work?
* 2. What was your strength in the piece? Cite peer review
* 3. What was your weakness? Cite peer review
* 4. How does this work enhance your artistic goals?
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