Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Art HERStory

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|  | 20 | 15 | 10 | 5 | 0 |
| Comparing | Student made a great comparison between the two artworks. Student made key points that bring new light to the artworks from class discussions, previously studied artworks, and outside connections.  | Student made good comparisons between the two artworks. Student used the information seen to defend their reasoning. | Student compared the two artworks at face value but made no real connections to the unit studied. | Student compared the two artworks with little to no connections to classroom material. | Student did not compare the artworks. |
| Contrasting | Student made a great contrasting statement about the two artworks. Student noted the differences between how each artist created the artworks and what the artist may have been attempting to get across as the message in their painting. Connections to class, and outside factors were highly considered when making this argument.  | Student made a good contrasting statement about the two artworks. Student noted the differences between how each artist created the artworks. Connections to class were considered when making this argument. | Student made a contrasting statement about the two artworks. Student noted the differences between how the artists painted the subjects. | Student attempted a contrasting statement about the two artworks.  | Student did not include a contrasting paragraph. |
| As the Artist | Student gave a great example of how they would have represented the subject matter in EACH artwork, had they been the artist. They painted a clear picture of exactly what their artwork would look like, giving the reader a great visual to reference.  | Student gave a good example of how they would have represented the subject matter in EACH artwork. They painted a picture of what their artwork would look like, giving the reader a visual to reference. | Student gave an example of how they would have represented the subject matter in at least one of the artworks. They gave some details of what they would have done the same or differently.  | Student attempted to give an example of how they would have painted the subject matters in one of the artworks. The viewer is struggling to get a clear picture. | Student did not include a statement about how they would create an artwork if they were the artist. |
| Opinion Statement | Student gave two clear opinions as to what they think that each artist is trying to state in these artworks.  | Student gave two opinions as to what they think the artists are trying to state in these artworks.  | Students gave at least one opinion on what they think the artist was trying to state in one of the artworks.  | Student attempted to give an opinion statement about the artworks or artist.  | Student did not include their opinion of what their thoughts are on what the artist(s) are saying about the subjects in the artworks.  |
| Grammar, Spelling, etc.  | One or less grammatical or spelling errors.  | Very few grammatical errors. | Some grammatical or spelling errors, but nothing to take away from the meaning of the essay. | The spelling or grammar errors left the essay hard to read.  | Illegible. |