Robot Art Project Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd. \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Topic | 10 Points | 7 Points | 5 Points | 2 Points | 0 Points | Total |
| Elements of Design | A:  Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively. | B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately. | C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned. | D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning. | F: The student did the minimum or the artwork was never completed. |  |
| Creativity Originality | A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills. | B: The student tried a few ideas before selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in logical way. | C: The student tried an idea, and used it adequately, but it lacked originality; substituted "symbols" for personal observation; might have used an idea another student was using | D: The student fulfilled the assignment, but gave no evidence of trying anything unusual. | E: The student showed no evidence of original thought. |  |
| Effort Perseverance | A: The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement. | B: The student worked hard and completed the project, but with a lot more effort it might have been outstanding. | C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently. | D: The project was completed with minimum effort. | E: The student did not finish the work adequately. |  |
| Craftsmanship Skill Consistency | A: The artwork was beautiful and patiently done; it was as good as hard work could make it. | B: With a little more effort, the work could have been outstanding; lacks the finishing touches. | C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless. | D: The student showed below average craftsmanship, lack of pride in finished work. | E: The student showed poor craftsmanship; evidence of being lazy or lack of understanding. |  |
| Computer Code | A: The program works and meets all of the specifications. The code is well organized and very easy to follow. The code could be reused as a whole or each routine could be reused. The documentation is well written and clearly explains what the code is accomplishing and how. | B: The program works and produces the correct results. The code is organized and easy to follow. Routines in the code could be reused. Comments are embedded in the code and are understandable. | C: The program works but does not produce the correct results. The code meets most of the specifications and is fairly easy to read. The documentation is simply comments embedded in the code with some simple header comments separating routines. | D. The code is readable only by someone who knows what it is supposed to be doing. Some parts of the code could be reused in other programs. | E: The code is poorly organized and very difficult to read. Frequent mistakes in the code prevent the robot from working correctly. |  |
| Written Analysis | A: An intelligent voice seems to speak. The writer articulates their argument clearly and presents cogent evidence in favor their argument. The paper is nearly perfect. | B: The reader does not need to guess or infer the paper’s thesis. The language is clear, concise, and sometimes elegant.  The writer chooses his or her words carefully. | C: The argument is sometimes not supports and difficult to follow. The language is clear, though not elegant. Only minor grammatical errors. | D: The writer uses more words than necessary to convey his or her point. Grammatical and spelling mistakes are infrequent. | E: Words are misused. Grammatical and spelling mistakes are common. |  |
| Group Cooperation Attitude | A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom. | B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and cleanup. | C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked. | D: The student allowed others to do most of the work, did participate minimally, did the minimum amount. | E: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup. |  |
| Comments: |  | | | | | |