

## Value Rubric

7-8	<p><i>-Students have all terms regarding monochromatic painting clearly defined and organized in their developmental work book.</i></p> <p><i>-Students value scale is complete with 10 uniquely different values. Value scale is very tidy. The pure hue section of their scale is labeled.</i></p> <p><i>- Students can defend the color they chose as it relates to the personal values they wished to portray clearly and in depth in their developmental workbook.</i></p> <p><i>- Students reflect upon the art making process and discuss how art can be related to other areas of their daily lives in their developmental workbooks.</i></p> <p><i>- The work of art is fully completed, no blank space left on the page. Student completes the assignment with an excellent use of materials. Work is turned in on time.</i></p>
5-6	<p><i>-Students have most terms regarding monochromatic painting defined and organized in their developmental work book.</i></p> <p><i>-Students value scale is complete with 10 values though some sections appear to be very close to the same value. Value scale is organized.</i></p> <p><i>- Students discuss the color they chose as it relates to the personal values they wished to portray clearly in their developmental workbook.</i></p> <p><i>- Students discuss how art can be related to other areas of their daily lives in their developmental workbooks.</i></p> <p><i>- The work of art is mostly completed, some blank space left on the page. Student completes the assignment with a good use of materials. Work is turned in on time.</i></p>
3-4	<p><i>-Students have most terms regarding monochromatic painting organized in their developmental work book, some terms are inaccurate.</i></p> <p><i>-Students value scale has ten sections though some sections are the same value. Contrast between the varying values needs to be extended. Value scale is unorganized, some sections overlap the other.</i></p> <p><i>- Students discuss the color they chose and the personal value they wished to portray in their developmental workbook but do not make a connection between the two.</i></p> <p><i>- Students mention how art can be related to other areas of their daily lives in their developmental workbooks.</i></p> <p><i>- The work of art is partially completed, background is not considered. Students use of materials is developing. Work is turned in on time.</i></p>

## Value Rubric

1-2	<ul style="list-style-type: none"><li>-Students terms regarding monochromatic painting are inaccurate and unorganized.</li><li>-Students value scale is incomplete, very little attempt to separate value sections. Work is very sloppy.</li><li>- Students do not discuss the color they chose or the personal values they wished to portray in their developmental workbook.</li><li>- Students do not discuss how art can be related to other areas of their daily lives in their developmental workbooks.</li><li>- The work of art is incomplete, self-portrait is unfinished and background is not considered. Students use of materials is sloppy. Work is not turned in on time.</li></ul>
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