Rubric for Diego Rivera Timeline   Name_____

	4	3	2	1
Documentation Of Events	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	Fewer than three (3) significant events are present. This includes date and description.
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	One of the dates or sequences is not in the proper order.	Two of the dates or sequences is not in the proper order.	More than two of the dates or sequences is not in the proper order.
Requirements	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.

Lesson 1

Rubric for Diego Rivera Style Essay Name _____

	4	**3**	**2**	**1**
Description	Makes a complete and detailed description of Rivera's style of muralism.	Makes a detailed description of most of Rivera's style of muralism.	Makes a detailed description of some of Rivera's style of muralism.	Several critical elements of Rivera's style were missing.
Themes	Accurately describes most of the dominant themes used by Rivera in his work and gives three (3) or more accurate examples from works shown in class.	Accurately describes many of the dominant themes used by Rivera in his work and gives two (2) or more accurate examples from works shown in class.	Accurately describes some of the dominant themes used by Rivera in his work and gives one (1) or more accurate examples from works shown in class.	Accurately describes few of the dominant themes used by Rivera in his work and gives no accurate examples from works shown in class.

Lesson 2

Rubric: Creating a Diego Rivera Gallery   Name_____

	4	**3**	**2**	**1**
Required Elements	The poster includes all required elements as well as additional information.	The poster includes all required elements as well as additional information.	All but one of the required elements are included on the poster.	Several required elements were missing.
Understanding of Rivera's Style	Paragraphs indicates a strong understanding of the characteristics of Rivera's style of painting.	Paragraphs indicates a good understanding of the characteristics of Rivera's style of painting.	Paragraphs indicates a fair understanding of the characteristics of Rivera's style of painting.	Paragraphs indicates little understanding of the characteristics of Rivera's style of painting.
Grammar	There are no grammatical mistakes on the poster.	There is one grammatical mistake on the poster.	There are two grammatical mistakes on the poster.	There are several mistakes on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Lesson 2

Rubric for Participation/Collaborations   Name_____

	4	**3**	**2**	**1**
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

Lesson 3

Rubric for Compare/Contrast Essay   Name _____

	4	**3**	**2**	**1**
Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Several required elements were missing.
Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis about the meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Evaluates work as good or bad based on personal taste.
Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1–2 criteria to judge the artwork	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.

Lesson 4

Rubric for Personal Timeline

Name_____

	4	3	2	1
Documentation Of Events	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	Fewer than three (3) significant events are present. This includes date and description.
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	One of the dates or sequences is not in the proper order.	Two of the dates or sequences is not in the proper order.	More than two of the dates or sequences is not in the proper order.
Requirements	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.

Lesson 5

Rubric for Mural Research Summary

Name_____

	4	**3**	**2**	**1**
Variety of Sources	At least five (5) different sources were used to compile research, including personal interviews and records.	At least four (4) different sources were used to compile research, including personal interviews and records.	At least three (3) different sources were used to compile research, including personal interviews and records.	Fewer than three different sources were used to compile research, including personal interviews and records.
Personal Reflections	Research includes at least five (5) personal opinions of the researcher, with supporting reasons for opinions.	Research includes at least four (4) personal opinions of the researcher, with supporting reasons for opinions.	Research includes at least three (3) personal opinions of the researcher, with supporting reasons for opinions.	Research includes less than three (3) personal opinions of the researcher, with supporting reasons for opinions.
Variety of Information	Research includes at least five (5) different kinds of information to be used in mural project.	Research includes at least four (4) different kinds of information to be used in mural project.	Research includes at least three (3) different kinds of information to be used in mural project.	Research includes less than three (3) different kinds of information to be used in mural project.
Importance of Information	Summary of results clearly identifies what are the most important things to include in mural project.	Summary of results mostly identifies what are the most important things to include in mural project.	Summary of results somewhat identifies what are the most important things to include in mural project.	Summary of results does not identify what are the most important things to include in mural project.

Lesson 6

Rubric for Self/Partner Evaluation

	4	**3**	**2**	**1**
Partner Skills	Almost always listens to, shares with, and supports my efforts.	Usually listens to, shares with, and supports my efforts.	Often listens to, shares with, and supports my efforts, but sometimes is not a good partner.	Rarely listens to, shares with, and supports my efforts. Often is not a good partner.
Problem Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by me.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. I had to do all the work.
Focus on Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. I can count on this person.	Focuses on the task and what needs to be done some of the time. I have to tell this person to stay on-task.	Rarely focuses on the task and what needs to be done. I had to do all the work.
Effort	Work reflects this student's best efforts.	Work reflects a strong effort from this student, but not his/her best.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.

Lesson 8