Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block\_\_\_\_\_\_\_\_\_

Stained Glass Project Rubric

PART I: Stained Glass Project

 Color – meaningful, eye-catching color! (2.5 points) \_\_\_\_\_\_\_\_\_\_

 Materials – meaningful choice of what materials to use (2.5 points) \_\_\_\_\_\_\_\_\_\_

 Equations – Accurately drawn and incorporated into the art in some way (50 points) \_\_\_\_\_\_\_\_\_\_\_\_

 Creativity – Written synopsis of the meaning/connection to the art and Title (10 points) \_\_\_\_\_\_\_\_\_\_\_

 Group Participation Score – Average score for group rating (A = 5, B = 4, C = 3, D = 2) \_\_\_\_\_\_\_\_\_\_\_\_\_

PART I: Writing

|  |  |  |  |
| --- | --- | --- | --- |
| PART OF THE PAPER | HIGH SCORE – 5 | MEDIUM SCORE - 4 Satisfactory | LOW SCORE – 3Room for improvement |
| Introduction | Thoroughly explained what the project was about and the expectations for how the art and math would be related | Explained aspects of the project but did not address how the art and math are related (left something out) | Did not sufficiently supply the reader with enough information regarding the background in this project |
| Connecting to the Art Paragraph | Chose a piece of art that was not your own, deeply and clearly explain how the piece of art connected to a part of your life, explained how the art made you feel and what aspects of the art inspired the memories or feeling (use of color, texture, images, etc.) | Got the general “gist” of connecting to a piece of art but left out some of the indicated elements to receive a 3 | Did not go into specific detail relating the art to the emotions/memories and did not relate their experience to the art sufficiently |
| Mathematics – Slope and Y-intercept | Talked extensively about positive, negative, no slope, intersecting lines on the y-axis and how that relates to y-intercept and the equation, made reference to the equations when describing the work of art, made reference to the tables and how that related to the lines on the work of art | Missing a few elements to obtain a full 3 | Missing a lot of elements regarding this paragraph’s requirements |
| Mathematics – Scale Factor and how it impacted the art | Talked extensively about how/why “the chevron” was zoomed in or out, what made the chevron elongated, what would make the chevron short and wide, what would make the chevron proportionate | Missing a few elements to obtain a full 3 | Missing a lot of elements regarding this paragraph’s requirements |
| Conclusion | Talked extensively about how the equations turned into tables which in turn became a graph, talk extensively about y=mx+b and how that relates to slope and y-intercept (linear equations), how did the art and the mathematics bridge in this project? | Missing elements to make this a full 3 | Missing a lot of elements regarding the requirements of this paragraph |
| Grammar, Spelling, Punctuation | None or very very few grammar, spelling or punctuation errors. It is clear that this person read their paper and took into consideration how details were worded and the general flow of the paper was clear and concise. Its easy to read this paper because the reader won’t get distracted by spelling, grammar or issues with comprehension. Ideas are clearly demonstrated and thoroughly explained. | Missing a few elements to make this a full 3 | Missing a lot of elements regarding the requirements of this section of the rubric. |

TOTAL OVERALL SCORE: PROJECT (70 points) + PAPER (30 points) = SCORE (100 points)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_