

Zentangle - 8th Grade

Teacher Name: **Ms. Eisele**

Student Name: _____

CATEGORY	4	3	2	1	Score
Design/Composition	Student applies design principles (radial balance, emphasis, and center of interest) with great skill.	Student applies design principles (radial balance, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (radial balance, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or color are used to add interest to the artwork. Student has great control and is able to experiment a little. Student has implemented more than 6 intricate Zentangle patterns.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or color. Student has basics, but had not \"branched\" out. Student has implemented 6 intricate Zentangle patterns.	Drawing has few details. It is primarily representational with very little use of pattern, shading or color. Student needs to improve control. Student has implemented less than 6 Zentangle patterns.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control. Student has implemented less than 6 Zentangle patterns of basic skills such as stripes or dots.	

Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student\'s personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student\'s personality comes through in parts of the artwork.	Student has copied some Zentangles from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Planning and Explanation	Student can describe in detail at any point during the artwork process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented. Student met all project step deadlines and stayed on task.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning. Student met most project step deadlines and stayed on task.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let\'s things evolve in somewhat random manner. Student did not meet most project step deadlines and needed to be reminded to stay on task.	Student has thought very little about the project. Is present but is not invested in the product. Student did not meet project step deadlines and frequently needed to be reminded to stay on task.	
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the artwork. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	