Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intermediate Sketching Rubric

Topic/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Category** | **Great Job!**Image result for emoticons**4** | **Almost There**Related image**3** | **Needs More Work**Image result for emoticons **2** | **Not My Best**j0428081 **1** |
| **Details**  | All details are included and accurate. Idea(s) are clear and recognizable.  | Most details are included and accurate. Idea(s) are mostly recognizable.  | Missing details interfere with understanding of drawing. | Very few details included; drawing is unclear or confusing.  |
| **Labels** | All labels included and correctly placed. | Most labels included and correctly placed | Some labels are included but may not be in the right places.  | Many labels are missing or not in the right places. |
| **Neatness** | Drawing is neat and clean with few or no stray marks, erasures, or smudges. | Just a few stray marks, otherwise the drawing is neat and clean.  | Erasures or other marks interfere somewhat with the drawing. | Too many erasures or other marks.  |

Baxter, J., & Banko, W. (2018). Drawing for meaning: Students develop three-dimensional skills through scientific drawings. *Science and Children 55*(6), 80-85. Retrieved from <http://pearl.stkate.edu/login?url=https://search-proquest-com.pearl.stkate.edu/docview/1992870316?accountid=26879>