


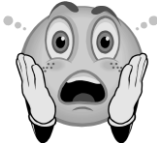


Name \_\_\_\_\_

Intermediate Sketching Rubric

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

Category	<b>Great Job!</b> <b>4</b> 	<b>Almost There</b> <b>3</b> 	<b>Needs More Work</b> <b>2</b> 	<b>Not My Best</b> <b>1</b> 
<b>Details</b>	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.
<b>Labels</b>	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.
<b>Neatness</b>	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>