

Art Class Behaviour Rubric Cinamon Gentry ~ Art Teacher

Classroom Teacher: _____ Date: _____

Lesson: _____

Category:	4	3	2	1
Lining-up Outside before Art:	Super!!!	Great!	Good.	Okay.
Noise Level:	In the classroom, there was a pleasant hum. The table conversations never got above a whisper.	All students were working on their art. Conversations were above a whisper, but the background music could still be heard.	The table conversation level was high enough that the background music could not be heard over the noise.	The noise level of the class was LOUD . Students were disrupting other students with their behavior.
Listening Skills:	ALL students were respectful and listening during teaching time. ALL students remembered to raise their hands.	Most students were listening during the teaching time and remembered to raise their hands.	Students needed reminders to quiet down and listen during the teaching time. Art teacher had to wait on them to stop talking.	Students were continually interrupting during the teaching time. Students were disrespectful.
Time Management:	Students used their time well during class and were focused on their art work.	Students usually used their class time well, but sometimes they stopped working to chat.	Students were talking to their neighbors more than working on their projects during class.	Students were not working on their artwork during class time.
Clean-up:	The room is ready for the next class. All the supplies are organized and put away and there is no trash on the floor. Tables are clean.	Students cleaned up most of the supplies on their own and got most of the trash from the table and floor into the trash can. Tables are mostly clean.	Students only cleaned up when reminded. Teacher had to repeat cleanup instructions and students had to clean up again.	Students do not clean up. Supplies and tools are left out. Trash is on the floor and tables. The Art Teacher will have to clean up after students leave.

Students who were....

Being <u>Trustworthy</u>	
Being <u>Respectful</u>	
Being <u>Accountable</u>	
Making Good <u>Choices</u>	
Showing <u>Kindness</u>	
Working <u>Safely</u>	

Individual Student Concerns:

Name:	Incident/Reason:

ART CONCEPTS AND VOCABULARY

CRITERIA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	NEARING EXPECTATIONS (2)	DIFFICULTY MEETING EXPECTATIONS (1)
Horizontal and Vertical Lines	Meets expectations and can explain to other students which directions the lines need to be placed on the paper as well as what colors are needed to complete the artwork.	Their grid is made up of at least 2 lines each of red, blue, black, and yellow and the lines are all vertical and horizontal.	Their grid of lines is made up of 7 or less stripes and/or a color is not repeated in the grid.	The student was unable to glue down horizontal and vertical lines. There may be diagonal lines in their grid.
Squares and Rectangles	Meets expectations and can model/explain to other students how to glue down their squares and rectangles.	Has squares and rectangles cut out and glued down on top of their grid. The students used 3-4 of the different colors to create their squares and rectangles.	Only used 1-2 colors of squares and rectangles in their artwork.	Was unable to add any squares or rectangles to their collage.

USE OF TOOLS AND MATERIALS

CRITERIA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	NEARING EXPECTATIONS (2)	DIFFICULTY MEETING EXPECTATIONS (1)
Use of scissors	Meets expectations, and can assist other students with cutting out squares and rectangles, if asked.	Student cut out all squares and rectangles straight and all edges are cut evenly and smoothly.	Squares and rectangles are cut straight, but ragged edges are still visible. May have difficulty cutting for long periods.	Shapes look more like triangles than squares or rectangles.
Use of glue	Meets expectations and there is no evidence of extra glue. Can assist other students with gluing shapes, if asked.	All of the lines and shapes are secured to the paper, none are falling off and there may be evidence of extra glue 1-3 times on the paper.	Not all of the lines and/or shapes are secured to the paper. Some may be pulling up OR there may be evidence of extra glue more than three times.	Student was unable to glue anything down to their paper.

SBPR EFFORT GRADE: VISUAL ART, Grades K – 5

RATING	PERFORMANCE LEVEL	INDICATORS
E	Excellent	<p>Student consistently demonstrates, at his/her own initiative, the majority of the following behaviors <u>without reminders from the teacher</u>:</p> <ul style="list-style-type: none"> • participates in all art class activities • works to the best of his/her ability • listens and follows directions • is focused and remains on-task • is respectful of his own work, the work of others, as well as the materials being used • maintains a positive attitude • is responsible for his/her own behavior and work
S	Satisfactory	<p>Student demonstrates the majority of the following behaviors the majority of the time <u>with occasional encouragement from the teacher</u>:</p> <ul style="list-style-type: none"> • participates in all art class activities • works to the best of his/her ability • listens and follows directions • is focused and remains on-task • is respectful of his own work, the work of others, as well as the materials being used • maintains a positive attitude • is responsible for his/her own behavior and work
M	Minimal Effort	<p>The student <u>has difficulty</u> demonstrating the majority of the following behaviors on a consistent basis <u>without reminders from the teacher</u>:</p> <ul style="list-style-type: none"> • participates in all art class activities • works to the best of his/her ability • listens and follows directions • uses correct art terminology/vocabulary • is respectful of his own work, the work of others, as well as the materials being used • handles art tools and materials respectfully • is responsible for his/her own behavior and work
I	Improvement Needed	<p>The student has made <u>no effort</u> to exhibit the following behaviors <u>without reminders from the teacher</u>:</p> <ul style="list-style-type: none"> • participates in all art class activities • works to the best of his/her ability • listens and follows directions • uses correct art terminology/vocabulary • is respectful of his own work, the work of others, as well as the materials being used • handles art tools and materials respectfully • is responsible for his/her own behavior and work

4 – Point Grade Rubric

4 I did all you asked and more, that is why I got a 4.

3 I did what you asked of me, that is why I got a 3.

2 There was more that I could do, that is why I got a 2.

1 I did not do what should be done, that is why I got a 1.

PAPERWORK:

Plan book...

Week 17	Monday 12/12	Tuesday 12/13
SP		
<u>Shrinky Key Chains</u>	9:30 – 10:30 MCNETT/SEFF Tin Lanterns 2 <i>4TH</i>	9:30 – 10:30 FERNANDEZ/SANDOVAL Tin Lanterns 2 <i>4TH</i>
K/1	11:00 – 11:30 MONTANO <u>Shrinky Key Chains</u> <i>AUT</i>	10:45 – 11:15 ISP/FSP <u>Shrinky Key Chains</u> <i>ISP</i>
Tin Hands Two	11:45 – 12:45 BROWN/SEFF Wild Things 2 <i>3RD</i>	11:30 – 12:30 ROCHAU/FRITSCH Wild Things 2 <i>3RD</i>
2/3		1:00 – 1:30
Wild Things Two		1:30 – 2:00 FRITSCH <u>Shrinky Key Chains</u> <i>AUT</i>
4/5	2:20 – 3:20 PHIPPS/MONTANO Tin Hands 2 <i>K</i>	2:30 – 3:30 SCHMIDT/BOVEN Tin Hands 2 <i>K</i>
Tin Lanterns Two		

Wednesday 12/14	Thursday 12/15	Friday 12/16
9:15 – 10:15 DUVALL/FRITSCH Wild Things 2 <i>2ND</i>	9:15 – 10:15 RAINES/MONTANO/SEFF Wild Things 2 <i>2ND</i>	9:20 – 9:50 SEFF Clay Pots <i>AUT</i>
10:20 – 11:20 COOPER/CHAVEZ/KEPPLER Wild Things 2 <i>3RD</i>	10:30 – 11:00 ANDREWS/BALLARD <u>Shrinky Key Chains</u> <i>PS</i>	10:30 – 11:00 SANDOVAL <u>Shrinky Key Chains</u> <i>AUT</i>
11:30 – 12:30 HARPER/CHAVEZ Tin Hands 2 <i>1ST</i>	11:30 – 12:30 DICKINSON/THOMSON Tin Lanterns 2 <i>5TH</i>	11:30 – 12:30 DUBAY/HALL/SEFF/WARE Tin Lanterns 2 <i>5TH</i>
1:00 F.A. Staff Meeting		1:00 – 1:30
	1:00 – 2:00 KEPPLER <u>Shrinky Key Chains</u> <i>AUT</i>	1:30 – 2:00 PRESCHOOL <u>Shrinky Key Chains</u> <i>PS</i>
	2:20 – 3:20 IELACQUA/BOHARA Tin Hands 2 <i>1ST</i>	2:30 – 3:30 CORONA/FRITSCH Tin Hands 2 <i>K</i>