|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ideas/Content | **3** The writer’s ideas are clear, complete, and well developed. There is at least one main idea and a supporting detail. The writing is appropriate for the audience. | **2** The writer’s ideas are somewhat clear, complete, and well developed. There is at least one main idea but no supporting details. The writing is appropriate for the audience. | **1** The writer’s ideas are not clear, complete, and well developed. There is at least one main idea but no supporting details. The writing is not appropriate for the audience. | **0** The writer’s ideas are not clear, complete, and well developed. There is no main idea and no supporting details. The writing is not appropriate for the audience. | STUDENT | TEACHER |
| Organization | **3** The writing is a correct length for an artist statement. The introduction and conclusion are consciously planned. Transitions tie details together. | **2** The writing is a correct length for an artist statement. The introduction and conclusion are consciously planned. Transitions to details are not smooth. | **1** The writing is an incorrect length for an artist statement. The introduction and conclusion are confusing to understand. Transitions to details are not smooth. | **0** The writing is an incorrect length for an artist statement. The introduction and conclusion are not well organized. Transitions to details are not smooth. | STUDENT | TEACHER |
| Voice | **3** The artist statement is formally written and intimate. The artist statement helps the reader learn what inspires the artist to make art. | **2**  N/A | **1** The artist statement is formally written but not intimate. The artist statement does not help the reader learn what inspires the artist to make art. | **0** The artist statement is informally written and not intimate. The artist statement does not help the reader learn what inspires the artist. | STUDENT | TEACHER |
| Word Choice | **3** Artist uses specific words/phrases to get the reader to understand their point. Descriptive words, principles of art, elements of design.  | **2** N/A | **1** Artist uses few specific words/phrases to get the reader to understand their point. Descriptive words, principles of art, elements of design. | **0** Artist uses no specific words/phrases to get the reader to understand their point. Descriptive words, principles of art, elements of design. | STUDENT | TEACHER |
| Sentence Fluency | **3** The writer’s sentences are well structured. The sentence structure is varied. | **2** The writer’s sentences are well structured. All the sentences look alike.  | **1** The writer’s sentences are not well structured but all the sentences look alike. | **0**The writer’s sentences are not structured and  | STUDENT | TEACHER |
| Conventions | **3**The writer made sure that everything was correctly spelled, capitalized, and punctuated. | **2** There are a few misspelled words, but capitalization and punctuation are correct. | **1** There are a few misspelled words. There were mistakes with capitalization. Punctuation is correct. | **0** There are large amounts of misspelled words. There were mistakes with capitalization and punctuation.  | STUDENT | TEACHER |
| Total | Total |