

Visual Arts Painting Rubric for Magnets STEAM Module

Task	4	3	2	1
Writing Process	Student demonstrates a thorough understanding of which objects are magnetic and non-magnetic. Analysis is written in complete sentences, using proper capitalization and punctuation. All science content vocabulary is spelled correctly.	Student mostly demonstrates an understanding of which objects are magnetic and non-magnetic. Analysis is mostly written in complete sentences, with proper capitalization and punctuation. Nearly all science content vocabulary is spelled correctly.	Student somewhat demonstrates an understanding of which objects are magnetic and non-magnetic. Analysis is somewhat written in complete sentences, with proper capitalization and punctuation. Half of the science content vocabulary is spelled correctly.	Student rarely demonstrates an understanding of which objects are magnetic and non-magnetic. Analysis is not written in complete sentences, and lacks proper capitalization and punctuation. Most of the science content vocabulary is spelled incorrectly.
Creation of Painting (using magnetic and non-magnetic objects)	All magnetic objects have been swirled through all four colors, covering the majority of the cardstock.	All or most of the magnetic objects have been swirled through at least three colors, covering the majority of the cardstock.	Some of the magnetic objects have been swirled through at least two colors, covering at least 50% of the cardstock.	Less than half of the objects were used to create the painting, and less than half the cardstock is covered.
Accuracy of Science Content (T-Chart)	All eight objects are sorted into the correct categories of magnetic/non-magnetic.	At least six objects are sorted into the correct categories of magnetic/non-magnetic.	At least four objects are sorted into the correct categories of magnetic/non-magnetic.	At least two objects are sorted into the correct categories of magnetic/non-magnetic.
Student Collaboration	Student worked well with his/her partner throughout the entire project. Student gave positive feedback to peers. Student shared materials appropriately.	Student worked well with his/her partner most of the time. Student gave positive feedback to peers most of the time. Student mostly shared materials appropriately.	Student worked well with his/her partner some of the time. Student gave positive feedback to peers some of the time. Student somewhat shared materials appropriately.	Student did not work well with his/her partner. Student did not give positive feedback to peers. Student did not share materials appropriately.