

## SAS Process Portfolio Rubric

X 16	4	3	2	1-0
Critical Investigation	4	3	2	1-0
	<p>The portfolio shows in-depth critical investigation into other artist's art-making practices, clearly communicating a secure and insightful awareness of how this investigation has impacted upon the student's own developing practices and intentions.</p>	<p>The portfolio shows adequate critical investigation into other artist's art-making practices that displays an awareness of the impact on the student's own developing art practices and/or intentions.</p>	<p>The portfolio shows superficial critical investigation into other artist's art-making practices with little or limited awareness of the impact on the student's own developing art practices or intentions.</p>	<p>The work does not reach a standard identified by the descriptors to the left.</p>
Communication of Ideas and Intentions				
	<p>The portfolio clearly articulates how initial ideas and intentions have been formed and developed. The portfolio effectively communicates how technical skills, media and ideas have been assimilated to develop the portfolio further.</p>	<p>The portfolio adequately identifies how initial ideas and intentions have been formed and developed. The work adequately communicates how technical skills, media and ideas have been assimilated.</p>	<p>The portfolio presents limited evidence of how initial ideas or intentions have been formed or developed. The work rarely communicates how technical skills, media and/or ideas have contributed to the processes in their art-making.</p>	<p>The work does not reach a standard identified by the descriptors to the left.</p>
Reviewing, Reflecting and Refining				
	<p>The portfolio demonstrates an effective and consistent process of reviewing and refining ideas, skills, processes and techniques. The portfolio presents a meaningful and assured reflection upon the acquisition of skills and analysis of the student's development as an artist.</p>	<p>The portfolio demonstrates a process of reviewing and refining ideas, skills, processes and techniques. The work presents an adequate reflection upon the student's acquisition of skills as an artist.</p>	<p>The portfolio demonstrates limited evidence of the process of reviewing or refining ideas, skills, processes or techniques. Reflection is mostly descriptive or superficial.</p>	<p>The work does not reach a standard identified by the descriptors to the left.</p>
Presentation				
	<p>The portfolio conveys evidence clearly and coherently in an engaging manner. There is an excellent range of visual evidence and consistent use of appropriate subject-specific language used to document the art-making process.</p>	<p>The portfolio conveys evidence clearly, coherently and appropriately. There is a good range of visual evidence and adequate use of appropriate subject-specific language used to document the art-making process.</p>	<p>The portfolio conveys some evidence clearly and/or coherently, however this is inconsistent. There is some range of visual evidence and some inconsistent or elementary use of subject-specific language used to document the art-making process.</p>	<p>The portfolio conveys evidence with limited clarity or coherence. There is limited visual evidence and the portfolio contains little or no subject-specific language used to document the art-making process.</p>