	Emerging	Developing	Proficient	Advanced
Develop Craft	Uses materials inappropriately or with little care. Little or no care of studio equipment or processes.	Needs direction on proper use of tools and materials. Shows interest in studio equipment and processes	Uses materials and tools well. Needs little direction with use of tools. Exhibits care of studio equipment and processes.	Uses materials wisely and independently. Shows respect for materials and studio equipment. Able to demonstrate use of tools and materials to other students.
Engage and Persist	Shows evidence of quitting the challenge early, before trying to solve the problem. Gets off task easily, has difficulty staying engaged in activities.	Focus and attention varies from day to day. Attempts to complete difficult tasks. As difficulty increases, lacks techniques to keep on task or stay focused	Demonstrates good focus. Does not give up when trying to find answers/ solutions to difficult tasks. Demonstrates habit of revision.	Demonstrates a great degree of focus and engagement in all tasks. Does not give up, no matter how difficult it is to find the answers or solutions. Models persistence to other students.
Envision	Work and reflections show little or no evidence of picturing or imagining what cannot be seen directly	With support, shows some evidence of picturing or imagining alternatives to what can be seen directly.	Able to articulate, recreate or imagine another view point, way of being, etc.	Able to picture mentally what cannot be directly observed and imagine possible next steps to bring into being new ideas.
Express	Creates work that conveys little or no personal meaning. Not able to articulate verbally or in writing what the work means.	Creates work that somewhat conveys an idea, feeling, or personal meaning. Able to articulate what work means with assistance.	Creates work that clearly conveys an idea, feeling, or personal meaning. Able to articulate what the work expresses verbally or in writing.	Consistently creates work that successfully conveys and idea, feeling or personal meaning. Able to articulate well what the work is expressing verbally or in writing.
Observe	Pays cursory attention to visual contexts.	Gives some attention to visual contexts but rarely notices details or other things that are not easily observed.	Attends to visual contexts and occasionally notices details that others do not.	Attends to visual contexts very closely and frequently notices things that are not easily observed.
Reflect, Question, & Explain	Has difficulty evaluating how thinking affects learning and performance. Shows little or no interest in reflecting on process or discussing work with peers (metacognition).	Includes little information when describing process, problem solving, or doing other kinds of mental tasks. Reflects on process only with encouragement or assistance. Not engaged in discussing others' work.	Able to describe process when solving a problem or doing other kinds of mental tasks. Able to explain how reflecting on process helps improve work. Provides appropriate comments to peers on work.	Described in detail the steps of thinking when solving a problem or doing other kinds of mental tasks. Able to explain process in detail, and clearly includes reflection as part of the cycle of work. Provides insightful comments to peers on work, mentoring reflective practice.

Stretch and Explore	Mimics or copies the ideas of others. Lacks original thought and avoids tasks that are out of comfort zone.	Tries tasks out of comfort zone, but gives up before completing. Only tires new tasks with encouragement.	Willing to do asks that are outside of comfort zone. Sticks with tasks and explores new directions. Able to work with mistakes and finish task.	Embraces tasks outside of comfort zone and sticks with them until accomplished. Unafraid to make mistakes. Models exploration to peers and encourages others.
Understand Professional World	Shows little or no interest in or understanding of the discipline of art and how it relates to their current work.	Shows some understanding of disciplinary domain and field. With support, begins to see connections between the work of experts and their own work.	Able to see, describe, and contextualize the relationship between the work of professional artists and their own work	Able to compare and contrast their own work with historical and contemporary examples of work by known artists. Able to revise, rework and envision projects showing evidence of a critical awareness of the discipline and history of art.