

## KCS Rubric

<b>Assignment</b>  <b>01/06/25 - 01/31/25</b>	<b>Watercolor Basics</b> <ul style="list-style-type: none"> <li>• <b>One Color Diluted 7 Times, Graduated and Variegated Washes</b></li> <li>• <b>5 Basic Object Paintings</b></li> <li>• <b>Guided Watercolor Painting</b></li> </ul>
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Key Cognitive Strategy:	Level 1	Level 2	Level 3	Level 4
<b>Research</b>	<ul style="list-style-type: none"> <li>• The work fails to demonstrate a grasp of basic watercolor techniques such as wash, graded wash, dry brush etc.</li> <li>• The student is unable to tell the difference between various edge qualities and/or how to control them.</li> </ul>	<ul style="list-style-type: none"> <li>• The work occasionally demonstrates a grasp of basic watercolor techniques such as wash, graded wash, dry brush etc.</li> <li>• The student is a little confused about the difference between various edge qualities and/or how to control them.</li> </ul>	<ul style="list-style-type: none"> <li>• The work demonstrates a grasp of basic watercolor techniques such as wash, graded wash, dry brush etc.</li> <li>• The student can articulate the difference between various edge qualities and/or how to control them.</li> </ul>	<ul style="list-style-type: none"> <li>• The student excels in watercolor techniques such as wash, graded wash, dry brush etc.</li> <li>• The student can articulate the difference between various edge qualities and their work exhibits an ability to apply them in the right situations.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• The work often does not communicate basic ideas and/or emotions in a straightforward manner.</li> <li>• e.g. Objects or intent is unclear, things are muddy, mixed up and/or the placement of things feels unintentional.</li> </ul>	<ul style="list-style-type: none"> <li>• The work communicates some basic ideas and/or emotions in a straightforward manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The work communicates basic ideas and/or emotions in a straightforward manner.</li> <li>• e.g. Objects or intent is clear, colors are crisp and/or the placement of things feels designed and intentional.</li> </ul>	<ul style="list-style-type: none"> <li>• The work skillfully conveys ideas and/or emotions in an innovative, interesting way.</li> </ul>
<b>Precision &amp; Accuracy</b>	<ul style="list-style-type: none"> <li>• The student does not appear to know or understand what technique to apply in order to get the results they intend.</li> <li>• Projects are a messy, sloppy, crusty, disaster.</li> </ul>	<ul style="list-style-type: none"> <li>• The student occasionally applies the correct technique to get the results they intend.</li> <li>• Projects lack evidence of consistent craftsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• The student is able to apply the correct technique to get the results they intend.</li> <li>• Projects show evidence of good craftsmanship: i.e clean paper, no tears, rubs or unintentional marks.</li> </ul>	<ul style="list-style-type: none"> <li>• The student consistently applies the correct technique and gets the results they intend.</li> <li>• Projects are well crafted: i.e very clean, clear and intentional.</li> </ul>

