### Evaluation Rubric: Functions in Art with Transformations and Translations

**Teacher Name:**   
**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CATEGORY** | **4** | **3** | **2** | **1** | **Score** |
| Drawing  4x1= /4 | Graphed image is detailed. Shapes, patterns, shading and/or texture are used to add interest to the image. Student has great control and is able to experiment a little. | The image is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out. | The image has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control. | The image lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control. |  |
| Mathematical Validity  4x3= /12 | Student uses 5 distinct functions and plots them correctly in part A of the assignment. Their graphing and calculations for part B of the assignment are all valid. | Student uses 5 distinct functions and plots them correctly in part A of the assignment. Their graphing and calculations for part B of the assignment are mostly correct. | Student uses 5 distinct functions and plots them correctly in part A of the assignment. There are more than a few errors in their graphing of calculations in part B of the assignment. | Student does not use 5 distinct functions and plots them correctly in part A of the assignment. There are more than a few errors in their graphing of calculations in part B of the assignment. |  |
| Creativity  4x2= /8 | Students used the 5 distinct functions in a way that showed unique originality. Creating a detailed illustration on the iPad. | Student uses 5 distinct functions and shows some detailed but the graphed image is not readily identifiable. | Student uses 5 distinct functions and has several repetitions of the same transformation. Image is vague on the iPad. | Student does not use 5 functions and Simply places them onto the graphing paper, not using the specified technology, with few or no unique transformations. |  |
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| **TOTAL**  /24 |