

## Rubric for Drawings

Objectives	Targeted behaviors	Always	Sometimes	Never
Knows that pictures and symbols have meaning.	Discusses sketches or drawings with others.			
	Labels parts of the drawn object.			
Uses drawing and writing skills to convey meaning.	Signs his/her name to a drawing.			
	Includes details that make the drawing recognizable to others/			
	Uses a drawing as the basis for conversation with others.			
Listens and responds to directions and conversations.	Draws only what he/she sees.			
	Pays attention to classmates' comments about drawings.			
Communicates needs, ideas, and thoughts	Shares drawings with others and refers to it when discussing the project topic.			
Seeks answers to questions through active exploration.	Closely examines objects during the drawing process to address questions related to the project.			
Communicates information with others.	Discusses his/her drawings with classmates.			
Uses concepts that include number recognition, counting, and one-to-one correspondence.	Pays attention to the number of parts or pieces of an object being drawn.			
Connect numbers to the quantities they represent using physical models and representations.	Represents an object accurately showing a specific number of parts (e.g., 6 legs on a mealworm larvae).			
Represents data using concrete objects, pictures, and graphs.	Sketches something he or she is observing and provides key details.			
Gathers data about his/herself and the surroundings.	Uses sketches as a way to record information.			
Uses senses to explore and observe materials and natural phenomena.	Looks at and handles an object to find out more about it while drawing.			
Collects, describes, and records information.	Draws what he/she sees in order to answer questions.			
Become familiar with the use of devices that incorporate technology.	Draws using various tools (e.g., pencils, pens, markers, computer software programs, etc.).			
Makes comparisons among objects that have been observed.	Notes similarities and differences between his/her drawing and classmates drawings of the same object.			

Based on Katz, L., Mendoza, J., & Beneke, S. Helping children sketch and draw from observation. Retrieved from University of Illinois at Urbana-Champaign, Illinois Projects in Practice

<http://illinoispip.org/lesson-planning/drawing.html#intro>

