

# Making A Mask: Mask of a Major Character

Teacher Name: \_\_\_\_\_

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Attractiveness/Craftmanship</b>	The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears).	The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The mask looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor.	
<b>Details</b>	Mask details are all easily viewed and identifiable from across the classroom.	Most mask details are easily viewed and identifiable from across the classroom.	Most mask details are easily identified when the mask is seen close-up.	Many mask details are too small or are not clear.	
<b>Durability</b>	The mask was built to last through multiple wearings or performances.	Most of the mask is sturdy, but there are a couple of pieces that might need extra care when wearing it.	The basic structure of the mask is sturdy, but many of the details are fragile. It looks like it would not look good after wearing it once or twice.	The mask is flimsy and falls apart easily. It may not last for one wearing.	
<b>Creativity</b>	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but 1 element may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student (80% or more of elements are copied).	
<b>Time and Effort</b>	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	

CATEGORY	4	3	2	1	Score
<b>Knowledge about Culture/Story</b>	The student can answer 3 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 2 questions correctly about how the mask relates to the culture or story being studied.	The student can answer 1 question correctly about how the mask relates to the culture or story being studied.	The student does not understand how the mask relates to the culture or story being studied.	
<b>Knowledge of Mask Construction</b>	The student can clearly describe the steps used to make his/her mask. The student can accurately point out how this process was similar or different from mask-making in the culture being studied.	The student can clearly describe the steps used to make his/her mask.	The student can describe most of the steps used to make his/her mask.	The student has great difficulty describing how his/her mask was constructed.	
<b>Sources</b>	The student has 5 or more sources of inspiration correctly cited.	The student has 3-4 sources of inspiration correctly cited.	The student has 2 sources of inspiration correctly cited.	The student has fewer than 2 sources of inspiration correctly cited.	