

National Coalition for Core Arts Standards

Visual Arts Model Cornerstone Assessment: 2nd Grade

Discipline: Visual Arts

Artistic Processes: Creating, Presenting, Responding, and Connecting

Title: Self-Portraits: Communicating Personal Interests

Short Description of Assessment:

Students collaboratively examine and respond to a diverse selection of self-portraits.

Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.

Students present their art works and discuss why they are meaningful to them.

Students group the self-portraits based on identified similarities and share reasons for the groupings.

Grade: 2nd Grade

In this MCA you will find: (mark all that apply)

| | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> Strategies for Embedding in Instruction | <input checked="" type="checkbox"/> Detailed Assessment Procedures | <input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary | <input checked="" type="checkbox"/> Differentiation Strategies or Strategies for Inclusion |
| <input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics | <input checked="" type="checkbox"/> Resources needed for task implementation | <input checked="" type="checkbox"/> Assessment Focus Chart | <input type="checkbox"/> Benchmarked Student Work |

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately 25-30 hours

To be determine by the individual teacher

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Statements in parentheses are items listed in the Short Description of the Assessment section above.

Numbered statements refer to possible sequences and strategies to embed Model Cornerstone Assessments within a classroom unit.

These strategies are based on the Performance Standards which are directly related to the Key Traits.

(Students collaboratively examine and respond to a diverse selection of self-portraits.)

Responding

Perceive/Analyze/Interpret

1. Teacher provides a diverse selection of artworks that represents different times and places for student viewing and discusses subject matter with students.
2. Students identify portraits and/or self-portraits in the artworks.
3. Students examine and respond to examples of portraits and identify characteristics.
4. Students differentiate between portraits and self-portraits.
5. Students compare and contrast and discuss how art can reflect artists' personal experiences or interests.

(Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.)

Creating

Experiment/Imagine/Identify

1. Students collaboratively brainstorm multiple approaches to creating a self-portrait.

Investigate/Plan/Make

2. Teacher provides a variety of materials with which students will create their own self portrait.
3. Students select from provided materials to create a self-portrait.

Reflect/Refine/Continue

4. Students create a self-portrait that visually communicates something about the student's personal experiences and/or interests.

(Students present their art works and discuss why they are meaningful to them.)

Presenting

Select/Analyze

1. Students examine the student created self-portraits, discuss the visual traits, and identify similarities that might result in groups.
2. Students group artwork according to these similarities and share their reasons for placing them in a particular group.

(Students group their self-portraits based on identified similarities and share reasons for the groupings.)

Connecting

Synthesize/Relate

1. Students present artwork and explain why it is meaningful to them.
2. Students provide and receive feedback about their artwork.

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

Statements included in Assessment Expectations and Assessment Administration sections below are intended to serve as guiding principles for conducting assessments in art education. The statements function as guidelines for structuring assessment programs..

Assessment Expectations:

- A. Students should receive instruction that builds on previous knowledge and skills prior to beginning the assessment.
- B. Knowledge and skills in this assessment should be taught in the classroom.
- C. Students should have adequate opportunity and time to learn what is expected of them.
- D. Expectations for learning should be clearly stated for students prior to beginning the assessments.
- E. Students should have many opportunities to demonstrate what they have learned and to work through difficulties they may experience.
- F. Assessment should represent what has been taught or should have been taught.

Assessment Administration:

- A. The teacher should read or present all assessment materials, including glossaries, criteria lists or rubrics, and task prompts, to students prior to beginning the assessment to ensure that the assessment is implemented uniformly.
- B. Students should receive MCA task sheets, glossaries, criteria lists or rubrics, and any other beneficial supporting materials prior to beginning the assessment.
- C. Teachers should check for understanding and answer clarifying questions students may have about the assessment.
- D. Accommodations based on IEPs or 504 plans should be strictly adhered to at all times
- E. Teachers should demonstrate all appropriate and required uses of materials and processes prior to allowing students to begin the assessments.
- F. At all times during the administration of the assessments, safety and adequate supervision should be a high priority with attention being given to adhering to all school, district, and state policies and procedures.
- G. Students learning must be assessed based on identified criteria.
- H. When students work collaboratively, both individual and collective assessment of learning should be done.
- I. Students must be provided with adequate time to complete all components of the assessment.
- J. Feedback about individual performances should be provided to all students during and at the completion of assessments.

Student Assessment Task Prompt:

- Experience and interpret a variety of self-portraits.
- Select an approach for developing your self-portrait.
- Use a variety of materials and tools to create a self-portrait that reflects personal interests.
- Group self-portraits according to student generated criteria/similarities.
- Share why their work is meaningful to them.

Knowledge, Skills, and Vocabulary [focusing on concepts required to successfully complete the task]

Key Vocabulary

| | | | | | |
|-------------|------------------------|------------------|---------------------|--------------------|--------------------------|
| analysis | compare/contrast | creative process | groupings | meaningful/meaning | safety procedures |
| art | conceptualize | creativity | innovative thinking | media | self-portrait |
| collaborate | constructive criticism | culture | interpret meaning | perception | similarities/differences |
| communicate | context | details | materials | portrait | tools |

Knowledge and Skills [other than Key Vocabulary]

Statements in parentheses are items listed in the Brief Description of the Assessment section above.

Bulleted statements refer to knowledge and skill statements listed below refer to the content addressed by those statements.

Students will:

(Students collaboratively examine and respond to a diverse selection of self-portraits.)

- Collaboratively experience, examine, and respond to diverse selections of artworks.
- Distinguish portraits within a group of selected works of art.
- Distinguish between portraits and self-portraits.
- Identify how art shapes, influences, and reflects personal and cultural meaning.

(Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.)

- Select from a variety of provided materials to create an artwork (self-portrait).
- Create artwork that visually communicates personal experiences and/or interests.

(Students present their art works and discuss why they are meaningful to them.)

- Present artwork to others explaining why it is meaningful to them.
- Provide and receive feedback.

(Students group their self-portraits based on identified similarities and share reasons for the groupings.)

- Observe and discuss visual traits within a selected group of diverse (student created) self-portraits.
- Group artwork (student self-portraits) based on identified similarities and share reasons for groupings.

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.*)

Resource:

[Please see the Inclusion Guidelines](#)

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

- A. Present instruction/resources verbally and visually.
- B. Modify tools and materials for use by students with disabilities.
- C. Adjust timelines to provide additional time for students with disabilities to complete work.
- D. Provide various means through which students with disabilities can communicate their ideas or questions.
- E. Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- F. Provide varying means through which students can express what they have learned.
- G. Encourage students to explore various subtopics of a larger topic or issue.
- H. Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- I. Have student work in group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Additional Resource: Fountain, H. (2014). *Differentiated instruction in art*. Worcester, MA: Davis.

<https://www.davisart.com/Portal/K-12-Curriculum/Differentiated-Instruction-in-Art-DIGITAL-133421.aspx>

Resources (download April 26, 2014):

variety of portraits and self-portraits

variety of media and tools

rubrics

checklists

handouts

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Fountain, H. (2014). *Differentiated instruction in art*. Worcester, MA: Davis.

Scoring Devices *[rubrics, checklists, rating scales, etc. based on the Visual Arts Standards and Traits]*

The following resources are examples of scoring devices that can be used to support assessment. Art educators may use these examples as a reference for constructing their own devices applicable to their teaching style or context. A variety of scoring devices are included to reflect the varied ways that learning in the arts can be assessed. In some cases, the language of the Performance Standards was modified for student use.

NOTE: See samples of all Scoring Devices at the end of this document.

Sample Scoring Device A: 2nd Grade Student Self-Critique Form

This device reflects the outcomes included in the **Brief Description of the Assessment** section above and may be used by students to evaluate their performance in meeting the intended outcomes the Model Cornerstone Assessment addresses.

Sample Scoring Device B: 2nd Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment

For this rubric, the **Brief Description of the Assessment** and the **Key Traits** are aligned to demonstrate how each of the artistic processes is addressed in the rubric. The qualitative descriptions relate to how well the student met the prompt.

Sample Scoring Device C: 2nd Grade Standards-Based Holistic Rubric

For this sample rubric, the **Performance Standards** are aligned to demonstrate how each of the artistic processes is addressed in the rubric. The qualitative descriptions relate to how well the student met the performance standards.

Sample Scoring Device D: 2nd Grade Standards-Based Holistic Check-List

This sample device provides a rubric that includes the **Performance Standards** and a listing of evidence to be found in students' performances that relate to the outcomes of the Model Cornerstone Assessment.

Sample Scoring Device E: 2nd Grade Venn Diagram: Similarities and Differences

This sample device provides a model through which students can **compare and contrast** characteristics or qualities they identify in their responses to selected works of art.

Task Specific Rubrics

NOTE: See Model Scoring Devices and Task Specific Rubrics at the end of this document.

Assessment Focus

| Artistic Process or Process Components | Enduring Understandings | Essential Questions | Anchor Standards | Key Traits | Performance Standards (Advanced) |
|--|-------------------------|---------------------|------------------|------------|----------------------------------|
| Artistic Process: Creating | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>Creating</p> <ul style="list-style-type: none"> • Experiment • Imagine • Identify | <p>Creativity and innovative thinking are essential life skills that can be developed.</p> | <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? | <p>Generate and conceptualize artistic ideas and work.</p> | <ul style="list-style-type: none"> • Offer a variety of possible ideas to indicate personal interests. • Suggest ways to work with tools and materials. • Notice and understand how collaboration expands the creative process. | <p>VA:Cr1.1.2a. Brainstorm collaboratively multiple approaches to an art or design problem.</p> |
| <ul style="list-style-type: none"> • Investigate • Plan • Make | <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> | <ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? | <p>Organize and develop artistic ideas and work.</p> | <ul style="list-style-type: none"> • Explore materials and tools to communicate topics of personal interest in relation to art-making. • Create a self-portrait that communicates personal-interests. | <p>VA:Cr2.1.2a. Experiment with various materials and tools to explore personal interests in a work of art or design.</p> |

| | | | | | |
|---|---|---|--|--|---|
| <ul style="list-style-type: none"> Investigate Plan Make | <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> | <ul style="list-style-type: none"> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? | <p>Organize and develop artistic ideas and work.</p> | <ul style="list-style-type: none"> Demonstrate appropriate use of tools, equipment and studio space. | <p>VA:Cr2.2.2a Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.</p> |
| <ul style="list-style-type: none"> Reflect Refine Continue | <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> | <ul style="list-style-type: none"> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more fully and develop it more completely? | <p>Refine and complete artistic work</p> | <ul style="list-style-type: none"> Discuss why their work is meaningful or special to them. Reflect on choices made and how their art work expresses their personal interests. | <p>VA-Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</p> |
| | | | | | |

Artistic Process: Presenting

| | | | | | |
|--|---|--|--|---|--|
| <p>Presenting</p> <ul style="list-style-type: none"> Select Analyze | <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts and artworks for preservation and presentation.</p> | <ul style="list-style-type: none"> What criteria, methods and processes are used to select work for preservation or presentation? | <p>Analyze, interpret and select artistic work for presentation.</p> | <ul style="list-style-type: none"> Group artwork based on identified similarities and share reasons for the groupings. | <p>VA:Pr4.1.2a Categorize artwork based on a theme or concept for an exhibit.</p> |
| Artistic Process: Responding | | | | | |
| <p>Responding</p> <ul style="list-style-type: none"> Perceive Analyze | <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.</p> | <ul style="list-style-type: none"> How do life experiences influence the way you relate to art? | <p>Perceive and analyze artistic work.</p> | <ul style="list-style-type: none"> Group self-portraits according to mood or feelings. | <p>VA:Re7.2.2a Categorize images based on expressive properties.</p> |
| <ul style="list-style-type: none"> Interpret | <p>Visual imagery influences understanding of and responses to the world.</p> | <ul style="list-style-type: none"> Where and how do we encounter images in our world? What is an image? How do images influence our views of the world? | <p>Interpret intent and meaning in artistic work.</p> | <ul style="list-style-type: none"> Identify details in self-portraits that help to reveal qualities about the artist. | <p>VA:Re8.1.2a Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> |
| | | | | | |
| Artistic Process: Connecting | | | | | |

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|---|--|--|--|---|--|
| <p>Connecting</p> <ul style="list-style-type: none"> Synthesize | <p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> | <ul style="list-style-type: none"> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? | <p>Synthesize and relate knowledge and personal experiences to make art.</p> | <ul style="list-style-type: none"> Create art work that expresses meaning about personal experiences. | <p>VA:Cn10.1.2a Create works of art about events in home, school, or community life.</p> |
| <ul style="list-style-type: none"> Relate | <p>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> | <ul style="list-style-type: none"> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life? | <p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> | <ul style="list-style-type: none"> Make personal connections to processes and artists from diverse times, places and cultures. | <p>VA:Cn11.1.2a Compare and contrast cultural uses of artworks from different times and places.</p> |

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*

(Anchor work to be collected and scored as MCA is piloted)

Sample Scoring Device A: 2nd Grade Student Self-Critique Form

NOTE: This device reflects the outcomes included in the **Brief Description of the Assessment** section above and may be used by students to evaluate their performance in meeting the intended outcomes the Model Cornerstone Assessment addresses.

Student Self-Critique Form

1. I can identify portraits and self-portraits among other artworks.

| Yes | Sometimes | No | Comments |
|-----|-----------|----|----------|
| | | | |

2. I can tell the difference between portraits and self-portraits when given the background information.

| Yes | Sometimes | No | Comments |
|-----|-----------|----|----------|
| | | | |

3. I understand (or can see?) that artists sometimes communicate something about themselves and/or their culture in their artwork.

| Yes | Sometimes | No | Comments |
|-----|-----------|----|----------|
| | | | |

4. I chose materials I thought would work best for my self-portrait.

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

5. I created a self-portrait that communicates something about me.

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

6. I presented my work to the class and received feedback.

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

7. I provided feedback for my peers about their work.

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

8. I examined the student created self-portraits with my peers and identified similarities.

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

9. I helped group the portraits based on similarities and explained reasons for our groupings

| Yes | Somewhat | No | Comments |
|-----|----------|----|----------|
| | | | |

Overall, I feel like my self-portrait is successful because:

If I were to do this project again, I would do these things differently:

Sample Scoring Device B: 2nd Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment

NOTE: For this rubric, the **Short Description of the Assessment** and the **Key Traits** are aligned to demonstrate how each of the artistic processes is addressed in the rubric. The qualitative descriptions relate to how well the student met the prompt.

2nd Grade Model Cornerstone Assessment Holistic Rubric
Teacher's Formative Assessment Check for the Assessment

Student Name _____ Date _____

| Brief Description of the Assessment/Key Traits | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
|---|---|--|--|---|
| <p>Students collaboratively examine and respond to a diverse selection of self –portraits.</p> <p>(Responding)</p> <ul style="list-style-type: none"> Group self-portraits according to mood or feelings. Identify details in self-portraits that help to reveal qualities about the artist. | <p>Student did not participate in the examination and discussion of self-portraits.</p> | <p>Student examined the art work but did not respond to any questions or comments made about the self-portraits.</p> | <p>Student examined the art work and made limited contributions to the discussion.</p> | <p>Student examined and responded to a diverse selection of self-portraits, making contributions in both areas.</p> |
| <p>Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.</p> <p>(Creating)</p> <ul style="list-style-type: none"> Offer a variety of possible ideas to indicate personal interests. Suggest ways to work with tools and materials. Notice and understand how collaboration expands the creative process. Explore materials and tools to communicate topics of personal interest in relation to art making. Create a self-portrait that communicates personal interests. Demonstrate appropriate use of tools, equipment, and studio space. | <p>The student gave no attention to selection of materials and tools.</p> <p>The student's self-portrait does not communicate personal interests.</p> | <p>The student's selection of materials and tools appears to be somewhat intentional.</p> <p>The student's self-portrait makes some attempt at communicating personal interests.</p> | <p>The student demonstrated evidence of consideration of various materials and tools before a choice was made.</p> <p>The student's self-portrait communicates personal interests in some way.</p> | <p>The student thoughtfully selected materials and tools and used them to achieve the identified purpose of their artwork.</p> <p>The student's self-portrait effectively communicates the students' personal interests throughout.</p> |
| <ul style="list-style-type: none"> Discuss why their work is meaningful or special to them. Reflect on choices made and how their art work expresses their personal interests. | | | | |

| | | | | |
|--|--|--|--|--|
| <p>Students present their art works and discuss why they are meaningful to them.</p> <p>(Connecting)</p> <ul style="list-style-type: none"> • Make personal connections to processes and artists from diverse times, places, and cultures. • Create art work that expresses meaning about personal experiences • Discuss why their work is meaningful or special to them. • Reflect on choices made and how their art work expresses their personal interests. | <p>The student does not present his/her work or explain why it is meaningful to him/her.</p> | <p>The student presents his/her work but does not explain why it is meaningful to him/her.</p> | <p>The student presents his /her work and gives a limited explanation of how the work is meaningful to him/her.</p> | <p>The student presents his/her work and discusses why it is meaningful to him/her.</p> |
| <p>Students group their self-portraits based on identified similarities and share reasons for the groupings.</p> <p>(Presenting)</p> <ul style="list-style-type: none"> • Group artwork based on identified similarities and share reasons for the groupings. | <p>The student does not group art work nor do they share reasons for their groupings.</p> | <p>The student minimally participates in the grouping of the student art work, but grouping appears to be arbitrary.</p> <p>The student does not share reasons or gives unrelated reasons for their decisions.</p> | <p>The student groups student artwork according to similarities.</p> <p>The student does not share reasons for the groupings.</p> <p>The student gives a single reason for the grouping.</p> | <p>The student groups the self-portraits based on identified similarities and shares multiple reasons for the groupings.</p> |

Comments:

NOTE: For this rubric, the **Performance Standards** are aligned to demonstrate how each of the artistic processes is addressed in the rubric. The qualitative descriptions relate to how well the student met the performance Standards.

2nd Grade Standards-Based Holistic Rubric

Student Name _____ Date _____

| Performance Standards: | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
|---|--|--|---|---|
| Creating | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. |
| Collaboratively brainstorm multiple approaches to an art or design problem. | Offers no ways for approaching an art problem that addresses personal interests. | Offers one way for approaching an art problem that addresses personal interests. | Offers more than one way for approaching an art problem that addresses personal interests. | Offers multiple ways for approaching an art problem that addresses personal interests and provides rationale for choosing one to use in creating art. |
| Experiment with various materials and tools to explore personal interests in a work of art or design. | Does not explore materials and tools prior to communicating about personal interests through their art. | Explores materials and tools and makes selections with no apparent reason or connection to communicating topics of personal interests. | Explores a limited range of materials and tools and makes selection in order to communicate topics of personal interest. | Explores multiple materials and tools and makes purposeful selections in order to communicate topics of personal interest. |
| Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces. | Does not demonstrate safe use and cleaning of art tools, equipment, and studio spaces. | Rarely demonstrates safe use and cleaning of art tools, equipment, and studio spaces. | Often demonstrates safe use and cleaning of art tools, equipment, and studio spaces. | Consistently demonstrates safe use and cleaning of art tools, equipment, and studio spaces. |
| Discuss and reflect with peers about choices made in creating artwork. | Does not articulate choices made regarding subject matter, materials, and tools in order to make connections between these choices and personal interests. | Articulates some choices made regarding subject matter, materials, and tools but does not make clear connections between these choices and personal interests. | Articulates choices made regarding subject matter, materials, and tools and explains how these selections reflect personal interests. | Articulates choices made regarding subject matter, materials, and tools and thoroughly explains how these selections reflect personal interests. |

| | | | | |
|--|---|--|--|---|
| Presenting | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. |
| Categorize artwork based on a theme or concept for an exhibit. | Does not categorize artworks according to a theme or concept. | Categorizes artworks according to a theme or concept. | Categorizes artworks according to a theme or concept and provides rationale for grouping. | Categorizes artworks according to a theme or concept and provides compelling rationale for grouping. |
| Responding | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. |
| Categorize art work based on expressive qualities. | Does not categorize artworks according to mood or feelings. | Categorizes artworks according to mood or feelings. | Categorizes artworks according to mood or feelings and provides rationale for grouping. | Categorizes artworks according to mood or feelings and provides compelling rationale for grouping. |
| Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. | Does not interpret the overall mood of an artwork and does not explain how the artist incorporates subject matter and other details to suggest the mood. | Does not make connections between subject matter, other details, and mood. | Interprets the overall mood of an artwork and makes partial connections to how the artist incorporates subject matter and other details to suggest the mood. | Interprets the overall mood of an artwork and explains how the artist incorporates subject matter and other details to suggest the mood. |
| Connecting | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. | Degree to which performance standard has been met. |
| Compare and contrast cultural uses of artworks from different times and places. | Does not compare and contrast details in self-portraits from different times or places and does not make connections to the artist and the artist's life. | Compares and contrasts details in self-portraits from different times or places but does not explain how these details help reveal information about the artist and the artist's life. | Compares and contrasts details in self-portraits from different times or places and explains how these details help reveal information about the artist and the artist's life. | Compares and contrasts multiple details in self-portraits from different times or places and explains how these details help reveal information about the artist and the artist's life. |

| | | | | |
|--|--|---|---|--|
| Create works of art about events in home, school, or community life. | Does not create or complete a work of art that communicates about personal interests and/or experiences. | Creates a work of art, but it does not communicate about personal interests and/or experiences. | Creates a work of art that communicates to some degree about personal interests and/or experiences. | Creates a work of art that clearly communicates about personal interests and/or experiences. |
|--|--|---|---|--|

Comments:

NOTE: This sample device provides a rubric that includes the **Performance Standards** and a listing of evidence to be found in students' performances that relate to the outcomes of the Model Cornerstone Assessment.

2nd Grade Standards-Based Holistic Check-List

Student Name _____ Date _____

| Performance Standards | Evidence | Not Observed | Observed | Comments |
|---|---|--------------|----------|----------|
| Creating: Collaboratively brainstorm multiple approaches to an art or design problem. | Offers more than one way for approaching an art problem that addresses personal interests for creating art. | | | |
| Experiment with various materials and tools to explore personal interests in a work of art or design. | Explores a limited range of materials and tools and makes selection in order to communicate topics of personal interest. | | | |
| Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces. | Often demonstrates safe use and cleaning of art tools, equipment, and studio spaces. | | | |
| Discuss and reflect with peers about choices made in creating artwork. | Articulates choices made regarding subject matter, materials, and tools and explains how these selections reflect personal interests. | | | |
| Presenting: Categorize artwork based on a theme or concept for an exhibit. | Categorizes artworks according to a theme or concept and provides rationale for grouping. | | | |
| Responding: Categorize art work based on expressive qualities. | Categorizes artworks according to mood or feelings and provides rationale for grouping. | | | |

| | | | | |
|---|---|--|--|--|
| <p>Interpret art by identifying the mood or feeling expressed and give reasons for their interpretation.</p> | <p>Interprets the overall mood of an artwork and makes partial connections to how the artist incorporates subject matter and other details to suggest the mood.</p> | | | |
| <p>Connecting: Compare and contrast cultural uses of artworks from different times and places.</p> | <p>Compares and contrasts details in self-portraits from different times or places and explains how these details help reveal information about the artist and the artist's life.</p> | | | |
| <p>Create works of art about events in home, school, or community life.</p> | <p>Creates a work of art that communicates to some degree about personal interests and/or experiences.</p> | | | |

Additional Comments:

Sample Scoring Device E: 2nd Grade Venn Diagram: Similarities and Differences