

# National Coalition for Core Arts Standards

## Visual Arts Model Cornerstone Assessment: 5<sup>th</sup> Grade

**Discipline:** Visual Arts

**Artistic Processes:** Creating, Presenting, Responding, and Connecting

**Title:** Investigating Places of Personal Significance

**Short Description of Assessment:**

Students collaboratively observe, analyze, and interpret a body of artworks about places, focusing on content, style, and technique.

Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style or technique of artworks observed and analyzed, while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.

Students write an artist statement to be displayed with their completed artwork.

Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.

**Grade:** 5<sup>th</sup> Grade

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

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

<input type="checkbox"/> Approximately 25-30 hours	<input checked="" type="checkbox"/> To be determine by the individual teacher
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## **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 Brief 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 observe, analyze, and interpret a body of artworks about places, focusing on content, style, and technique.)

### **Responding**

#### Perceive/Analyze

1. Students observe and respond to a diverse selection of teacher-provided artworks that feature a variety of places (e.g. places in the natural world or in a constructed environment, from far away and up close) and that represent a range of styles and techniques.
2. Students compare and contrast artworks in terms of content, stylistic characteristics, and techniques.

#### Interpret

3. Students discuss the moods and feelings as well as the various ideas about place presented in the artworks.
4. Students share their interpretations with the group and compare their own interpretations with those of their classmates.
5. Students speculate about the various ways of life suggested in the artworks about various places.

(Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style or technique of artworks observed and analyzed, while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.)

### **Creating**

#### Experiment/Imagine/Identify

1. Students list, discuss, and reflect upon various places that are significant to them.
2. Students draw inspiration from their list of places and the artworks observed to create their own artwork about a place significant to them.

#### Investigate/Plan/Make

3. Students gain inspiration from the content, styles, and techniques of artworks viewed as they plan and execute their own artwork about a significant place.

#### Reflect/Refine/Continue

4. Students create their own artwork about a significant place with a variety of teacher-provided materials.

(Students write an artist statement to be displayed with their completed artwork.)

### **Connecting**

#### Relate/Synthesize

1. Students reflect upon and use art vocabulary to write about their choices in terms of the place that they featured, the materials, techniques, and stylistic characteristics used in creating their artworks, and how their choices were inspired by the artworks considered prior to beginning their own work.

(Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying

**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 art works about places.

Select a place with personal significance.

Create art work inspired by content style, or technique from examples observed.

Use a variety of materials and tools to create a work of art that communicates the significance of the place.

Create an artist statement.

Discuss an appropriate location for physically or digitally displaying their finished work.

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

### **Key Vocabulary**

analyze	context	formal and conceptual criteria	technique
art	craftsmanship	innovative thinking	venues
artist statement	critique & constructive critique	interpretation	
art making approaches (content, style, or technique)	content/subject matter style	personal significance	
	display (physical and digital)	place (natural world or constructed environments)	

### **Knowledge and Skills** [other than Key Vocabulary]

Statements in parentheses are items listed in the Short 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 observe, analyze, and interpret a body of artworks about places, focusing on content, style, and technique.)

- Observe, analyze, and respond to a body of artworks about places focusing on content, style, and technique.
- Explain how an artwork helps us understand the lives of people in different places, times and cultures.
- Use formal and conceptual vocabularies to describe how places are seen and understood.

(Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style or technique of artworks observed and analyzed, while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.)

- Identify and describe places of personal significance.
- Document and explain the early stages of beginning their creative work.
- Create an artwork that communicates something of meaning to them and is inspired by the content, style, and technique of artworks observed.

(Students write an artist statement to be displayed with their completed artwork.)

- Use art vocabulary to create an artist statement that explains the choices made to visually communicate ideas about a place that has personal significance.

(Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.)

- Present artwork and artist statement to a group for discussion.

**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 art works about places

variety of media and tools

rubrics and/or checklists

handouts (optional)

<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: 5<sup>th</sup> 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 for the Model Cornerstone Assessment.

### **Sample Scoring Device B: 5th Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Checklist for the Assessment**

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.

### **Sample Scoring Device C: 5th Grade Standards-Based Holistic Rubric**

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.

### **Sample Scoring Device D: 5th 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.

## 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)
<b>Artistic Process: Creating</b>					
<b>Creating</b> <ul style="list-style-type: none"> <li>Experiment</li> <li>Imagine</li> <li>Identify</li> </ul>	Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>What conditions, attitudes and behaviors support creativity and innovative thinking?</li> <li>How does collaboration expand the creative process</li> </ul>	Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> <li>Combines ideas about content, style, or technique in artworks investigated along with ideas about places.</li> </ul>	<b>VA:Cr1.1.5a</b> Combine ideas to generate an innovative idea for art-making.
<ul style="list-style-type: none"> <li>Investigate</li> <li>Plan</li> <li>Make</li> </ul>	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	<ul style="list-style-type: none"> <li>What responsibilities come with the freedom to create?</li> </ul>	Organize and develop artistic ideas and work.	<ul style="list-style-type: none"> <li>Care for and use materials, tools, and equipment in a way that enhances the quality of the artwork.</li> </ul>	<b>VA:Cr2.2.5a</b> Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.



<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Refine</li> <li>• Continue</li> </ul>	<p>People create and interact with objects, places and design that define, shape, enhance and empower their lives.</p>	<ul style="list-style-type: none"> <li>• How do artists and designers create works of art or design that effectively communicate?</li> <li>• How do objects, places, and design shape lives and communities?</li> <li>• How do artists and designers determine goals for designing or re-designing objects, places, or systems?</li> </ul>	<p>Organize and develop artistic ideas and work.</p>	<ul style="list-style-type: none"> <li>• Create a work of art that communicates personal significance of a place and is inspired by content, style or technique of artworks observed and interpreted.</li> </ul>	<p><b>VA:Cr2.3.5a</b> Identify, describe, and visually document places and/or objects of personal significance.</p>

<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Refine</li> <li>• Continue</li> </ul>	<p>Artist and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p>	<ul style="list-style-type: none"> <li>• How does collaboratively reflecting on a work help us experience it more fully and develop it?</li> <li>• What role does persistence play in revising, refining, and developing work?</li> <li>• How do artist grow and become accomplished in art forms?</li> </ul>	<p>Refine and complete artistic work</p>	<ul style="list-style-type: none"> <li>• Use art vocabulary in artist statements to explain the choices made to <i>visually</i> communicate ideas about a place that has personal significance.</li> <li>• Describe how personal artwork reflects inspiration gained by observing and analyzing artworks.</li> </ul>	<p><b>VA:Cr3.1.5a</b> Create artist statements using art vocabulary to describe personal choices made in art-making.</p>
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**Artistic Process: Presenting**

<p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Share</li> </ul>	<p>Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p>	<ul style="list-style-type: none"> <li>• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</li> </ul>	<p>Convey meaning through the presentation of artistic work</p>	<ul style="list-style-type: none"> <li>• Choose exhibit sites based on themes of completed student artwork.</li> <li>• Explain how and where presenting art physically or digitally influences the message being communicated.</li> </ul>	<p><b>VA:Pr6.1.5a</b> Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>
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**Artistic Process: Responding**

<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Perceive</li> <li>• Analyze</li> </ul>	<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"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we perceive the world?</li> <li>• What can we learn from our responses to art?</li> </ul>	<p>Perceive and analyze artistic work.</p>	<ul style="list-style-type: none"> <li>• Discuss various ideas about places presented in works of art.</li> <li>• Share personal interpretations of the works of art.</li> <li>• Discuss classmates' interpretations of artworks about places.</li> </ul>	<p><b>VA:Re7.1.5a</b> Compare one's own interpretation of a work of art with the interpretation of others.</p>
<ul style="list-style-type: none"> <li>• Interpret</li> </ul>	<p>People gain insights into meaning of artworks by engaging in the process of art criticism.</p>	<ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer "read" a work of art?</li> </ul>	<p>Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> <li>• Describe multiple aspects within artworks and draw conclusions about the ideas and mood conveyed.</li> </ul>	<p><b>VA:Re8.1.5a</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>
		<ul style="list-style-type: none"> <li>• How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>			

**Artistic Process: Connecting**

<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Relate</li> </ul>	<p>Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p>	<ul style="list-style-type: none"> <li>How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?</li> <li>How does making art attune people to their surroundings.</li> </ul>	<p>Synthesize and relate knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> <li>Apply what was learned through collaborative investigation of artworks in creating a work of art that communicates about a place of personal significance.</li> </ul>	<p><b>VA:Cn10.1.5a</b> Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p>
<ul style="list-style-type: none"> <li>Synthesize</li> </ul>	<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"> <li>How is art used to impact the views of a society?</li> <li>How does art help us understand the lives of people of different times, places, and cultures?</li> </ul>	<p>Relate artistic ideas and works to societal, cultural and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of how art can communicate and influence.</li> </ul>	<p><b>VA:Cn11.1.5a</b> Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</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)

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**Sample Scoring Device A: 5<sup>th</sup> 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.

5<sup>th</sup> Grade Student Self-Critique Form:

I observed, analyzed and responded to a group of artworks about places with my peers.

Yes	Somewhat	No	Comments

Our discussions included focus on content, style, and technique of the artworks.

Yes	Somewhat	No	Comments

I understand how art can record and present certain aspects of life (Provide examples.)

Yes	Somewhat	No	Comments

I demonstrated quality craftsmanship with the materials, tools, and equipment I chose to complete my artwork.

Yes	Somewhat	No	Comments

I created a work of art about a place that has meaning to me.

Yes	Somewhat	No	Comments

My art is inspired by the content, style, or technique of the artworks I observed.

Yes	Somewhat	No	Comments

I used art vocabulary to write an artist statement to describe personal choices made in art-making.

Yes	Somewhat	No	Comments

I helped determine an appropriate place or method for display of the finished artwork and artist statements, explaining why the place is appropriate.

Yes	Somewhat	No	Comments

Overall, I think my artwork is successful because:

If I were to do these creative activities again, I would do these things differently:

**Sample Scoring Device B: 5th Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Checklist 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.

5th Grade Model Cornerstone Assessment Holistic Rubric

Teacher's Formative Assessment Checklist for the Assessment

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

Short Description of the Assessment/Key Traits	No evidence	Limited evidence	Sufficient evidence	Strong evidence
<p>Students collaboratively observe, analyze, and respond to a body of artworks about places, focusing on content, style, and technique.</p> <p>(Responding)</p> <ul style="list-style-type: none"> <li>• Discuss various ideas about places presented in works of art.</li> <li>• Share personal interpretations of the works of art.</li> <li>• Discuss classmates' interpretations of artworks about places</li> <li>• Discuss the settings within each artwork and draw conclusions about the ideas and mood conveyed.</li> </ul>	<p>Student observed the art work but did not respond to any questions or make comments.</p>	<p>Student observed and analyzed the art work and made limited contributions to the discussion.</p>	<p>Student observed, analyzed and responded to a diverse selection of artworks about places, focusing on content, style and technique.</p>	<p>Student insightfully observed, analyzed and responded in multiple ways to a diverse selection of artworks about places, focusing on content, style and technique.</p>
<p>Students create an artwork that communicates something about a place that has significance for them, and is inspired by the content, style, or technique of artworks observed and analyzed while demonstrating quality craftsmanship through appropriate use of materials, tools, and equipment.</p>	<p>Student created an artwork with lack of concern for craftsmanship, place, or observed art work.</p>	<p>Student created an artwork that demonstrates developing craftsmanship and communicates about a place of</p>	<p>Student created an artwork that demonstrates quality craftsmanship while communicating something about a</p>	<p>Student created an artwork that demonstrates exceptional craftsmanship while communicating something about a</p>
<p>(Creating)</p> <ul style="list-style-type: none"> <li>• Document and explain the early stages of beginning their creative work.</li> <li>• Choose content, style, or technique and demonstrate craftsmanship in creating a work of art about a place that has personal significance.</li> <li>• Create a work of art that communicates personal significance of a place.</li> <li>• Describe how personal artwork reflects inspiration obtained through observing and analyzing artworks.</li> <li>• Use art vocabulary in artist statements to explain the choices made to visually communicate ideas about a place that has personal significance.</li> </ul>		<p>significance for them or shows inspiration from the content, style, or technique of artworks observed and analyzed</p>	<p>place that has significance for them and is inspired by the content, style, or technique of artworks observed and analyzed.</p>	<p>place that has significance for them and is inspired by the content, style, and/ or technique of artworks observed and analyzed.</p>

<p>Students write an artist statement to be displayed with their completed artwork.</p> <p>(Connecting)</p> <ul style="list-style-type: none"> <li>• Use formal and conceptual vocabularies to describe how places are seen in new ways.</li> <li>• Explain how a work of art helps us understand the lives of people in different times, places, and cultures.</li> <li>• Demonstrate an understanding of how art can record and present certain aspects of life.</li> <li>• Use art vocabulary in artist statements to explain the choices made to visually communicate ideas about a place that has personal significance.</li> </ul>	<p>Student wrote an artist statement but did not explain choices made.</p>	<p>Student wrote an artist statement and minimally explained choices made.</p>	<p>Student used art vocabulary in an artist statement to explain the choices made to visually communicate about a place that has personal significance.</p>	<p>Student used art vocabulary in an advanced manner in an artist statement to thoroughly explain the choices made to visually communicate about a place that has personal significance.</p>
<p>Students present their artworks and artist statements for a group discussion about an appropriate location for physically or digitally displaying the finished work and how a display communicates information and ideas to the viewer.</p> <p>(Presenting)</p> <ul style="list-style-type: none"> <li>• Choose exhibit sites based on themes of completed student artwork.</li> <li>• Explain how an art work fits a chosen location.</li> <li>• Explain how presenting art physically or digitally influences the message being communicated.</li> </ul>	<p>Student presented artwork without artist statement and did not participate in a group discussion</p>	<p>Student presented his/her artwork and artist statement and made limited contributions to a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>	<p>Student presented his/her artwork and artist statement and participated in a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>	<p>Student presented his/her artwork and artist statement and significantly participated in a group discussion about an appropriate location for physically or digitally displaying the finished work.</p>

**Sample Scoring Device C: 5th Grade Standards-Based Holistic Rubric**

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.

5th Grade Standards-Based Holistic Rubric

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



<b>Performance Standards:</b>	<b>No evidence</b>	<b>Limited evidence</b>	<b>Sufficient evidence</b>	<b>Strong evidence</b>
<b>Creating</b>	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.
Combine ideas to generate an innovative idea for art-making.	In the process of generating ideas for art making, does not consider ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, ineffectively combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.	In the process of generating ideas for art making, effectively combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.
Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Does not demonstrate quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Occasionally demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates quality craftsmanship through appropriate use of and care for materials, tools, and equipment.	Demonstrates exceptional craftsmanship through appropriate use of and care for materials, tools, and equipment including work space.
Identify, describe, and visually document places and/or objects of personal significance.	Creates a work of art that does not communicate about a place of personal significance and is not inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance but is not inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is inspired by content, style, or technique of artworks observed and interpreted.	Creates a work of art that communicates about a place of personal significance and is clearly inspired by content, style, and/or technique of artworks observed and interpreted.
Create artist statements using art vocabulary to describe personal choices made in art-making.	Creates an artist statement but does not use art vocabulary or describe personal choices.	Creates an artist statement but does not include art vocabulary.	Uses art vocabulary in artist statement that explains the choices made to communicate ideas or reflect inspiration from artworks.	Uses advanced art vocabulary in artist statement that thoroughly explains the choices made to communicate ideas and reflect inspiration from artworks.
<b>Presenting</b>	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.

Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.	Provides input regarding a suggested location or a suggested format for display, but does not address ideas and information communicated.	Provides input regarding how a suggested location or a suggested format for display impacts ideas and information communicated.	Provides input regarding how a suggested location and format for display impact ideas and information communicated.	Provides compelling input regarding how a suggested location and format for display impact ideas and information communicated.
<b>Responding</b>	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 one's own interpretation of a work of art with the interpretation of others.	Provides own interpretation of an artwork but does not compare it to a classmate's interpretation of the same artwork.	Identifies some of the obvious similarities and differences between own interpretation of an artwork and a classmate's interpretation of the same artwork.	Identify obvious similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.	Identifies obvious and subtle similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.
Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.	Describes few to no characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws limited to no conclusions about ideas and mood.	Describes some characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws limited conclusions about ideas and mood.	Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws conclusions about ideas and mood.	Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws highly plausible conclusions about ideas and mood.
<b>Connecting</b>	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.

Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.	Does not apply newly learned vocabularies in creating a work of art that communicates about a place of personal significance.	Applies some newly learned vocabularies in creating a work of art that communicates about a place of personal significance.	Applies newly learned vocabularies in creating a work of art that communicates about a place of personal significance in a new way.	Clearly applies newly learned and previously learned vocabularies in creating a work of art that communicates about a place of personal significance in an innovative way.
Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Does not address the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Minimally addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Adequately addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement or group discussion.	Insightfully addresses the question "How can art change an individual's or society's beliefs, values, or behaviors?" through artist statement and group discussion.

Comments:

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**Sample Scoring Device D: 5th Grade Standards-Based Holistic Check List**

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.

5th Grade Standards-Based Holistic Check List

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

Performance Standards	Evidence	Not Observed	Observed	Comments
<p><b>Creating:</b> Combine ideas to generate an innovative idea for art-making.</p>	<p>In the process of generating ideas for art making, combines ideas about content, style, and technique used in artworks investigated along with ideas about places that have personal significance.</p>			
<p>Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p>	<p>Demonstrates exceptional craftsmanship through appropriate use of and care for materials, tools, and equipment including work space.</p>			
<p>Identify, describe, and visually document places and/or objects of personal significance.</p>	<p>Creates a work of art that communicates about a place of personal significance and is inspired by content, style, and/or technique of artworks observed and interpreted.</p>			
<p>Create artist statements using art vocabulary to describe personal choices made in art-making.</p>	<p>Uses art vocabulary in artist statement that explains the choices made to communicate ideas and reflect inspiration from artworks.</p>			

<p><b>Presenting:</b> Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</p>	<p>Provides input regarding how a suggested location and format for display impact ideas and information communicated.</p>			
<p><b>Responding:</b> Compare one's own interpretation of a work of art with the interpretation of others.</p>	<p>Identify obvious similarities and differences between own interpretation of an artwork and classmates' interpretations of the same artwork.</p>			
<p>Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</p>	<p>Describes characteristics of form and structure, contextual information, subject matter, visual elements, and use of media and draws conclusions about ideas and mood.</p>			
<p><b>Connecting:</b> Apply formal and conceptual vocabularies of art and design to see surroundings in new ways through art-making.</p>	<p>Applies newly learned vocabularies in creating a work of art that communicates about a place of personal significance in a new way.</p>			

Additional Comments:

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