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| **National Coalition for Core Arts Standards**  **(Insert Discipline) Model Cornerstone Assessment: (Insert Grade/HS Level)** |
| **Discipline: (insert)**  **Artistic Processes:** (insert)  **Title: (insert)**)  **Description: (insert 3-5 sentences describing the task)**  **Grade:** (insert)  In this MCA you will find: (mark all that apply)   |  |  |  |  | | --- | --- | --- | --- | | **☐Strategies for Embedding in Instruction** | **☐ Detailed Assessment Procedures** | **☐ Knowledge, Skills and Vocabulary** | **☐ Differentiation Strategies**  **☐ Strategies for Inclusion** | | **☐ Suggested Scoring Devices**  **☐ Task Specific Rubrics** | **☐ Resources needed for task implementation** | **☐ Assessment Focus Chart** | **☐ 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 \_\_\_\_\_ hours | ☐ To be determined by the individual teacher | |
| **Strategies for Embedding in Instruction** *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]* |
| **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.]* |
| **Knowledge, Skills and Vocabulary** *[focusing on concepts required to successfully complete the task]*  **Key Vocabulary**  **Knowledge and Skills** [other than Key Vocabulary]  *Students will:* |

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| **Strategies for Inclusion***(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*  *Resource:* | **Differentiation Strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*  *Resource:* |
| **Resources** *[for task implementation]* | |
| **Scoring Devices** *[rubrics, checklists, rating scales, etc. based on the Traits]* | |
| **Task-specific Rubrics** | |

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| **Build as many rows as needed for this task.** | | | | | | |
| **Assessment Focus** | | | | | | |
| **Artistic Process or Process Components** | **Enduring Understandings** | | **Essential**  **Questions** | **Anchor Standards** | **Key Traits** | **Performance Standards**  **(Advanced)** |
| Insert Artistic Process if applicable (using process components) | | | | | | |
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| Insert Artistic Process if applicable (using process components) | | | | | | |
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| Insert Artistic Process if applicable (using process components) | | | | | | |
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| Insert Artistic Process if applicable (using process components) | | | | | | |
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| **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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