

National Coalition for Core Arts Standards

Visual Arts Model Cornerstone Assessment: Secondary Proficient

Discipline: Visual Arts

Artistic Processes: Creating, Presenting, Responding, and Connecting

Title: Social, Cultural, or Political Issues in Contemporary Art

Short Description of Assessment:

Students examine and respond to a body of contemporary artworks and compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.

Students choose a contemporary art making approach, plan an artwork that investigates meaning relevant to a current theme or idea, and document the art making process.

After in-progress critique based on relevant criteria, students revise and complete their art work and provide an artist statement.

Students curate and present an exhibition to the public.

Grade: Secondary Proficient

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
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<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
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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.)

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 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 choose a contemporary art making approach, plan an artwork that investigates meaning relevant to a current theme or idea, and document the art making process.)

Creating:

Experiment/Imagine/Identify

1. Students examine and identify themes in contemporary artworks.
2. Students summarize the themes in contemporary artworks.

Investigate/ Plan/Make

3. Students plan, experiment, and shape an artistic investigation on a social, cultural, or political issue
4. Students select and use a contemporary art making approach to create a work of art.

Reflect/Refine/Continue

5. Students share, explain, and discuss in-progress artwork.
6. Students critique and use feedback to make decisions about revising and/or refining art work.
7. Students compose an artist's statement.

(After in-progress critique based on relevant criteria, students revise and complete their art work and provide an artist statement.)

Presenting:

Select/Analyze

1. Students identify and apply criteria for selecting art and artifacts for an exhibit or display.
2. Students explain reasons for selecting key art and artifacts for an exhibit or display.

Prepare/Curate

3. Students investigate and identify a site or space for installing an exhibit or display.
4. Students compare a variety of factors and methods when planning an exhibit or display.

Exhibit/Share

5. Students work with others to plan and create an physical or digital exhibit or display of selected works of art and/or artifacts for an identified audience.
6. Students evaluate what they learned from the process of curating and presenting the exhibit or display.

(Students examine and respond to a body of contemporary artworks and compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.)

Responding:

Perceive /Analyze

1. Students identify approaches for shaping interpretations.
2. Students analyze responses to works of contemporary art.

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.

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

Key Vocabulary

art	criteria, relevant criteria, contemporary criteria	interpret
artifacts and objects	creativity	materials
artist statement	critique & constructive critique	media
artistic investigation	curate	persistence
art making approaches	digital format	plan
artistic practice & contemporary artistic practice	display	portfolio
brainstorm	engage	subject matter
conceptual vocabularies	formal and expressive properties	
content	image	
context	innovative thinking	

Knowledge and Skills *[other than Key Vocabulary]*

Statements in parentheses are 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 examine and respond to a body of contemporary artworks and compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.)

- Analyze, interpret, and compare artworks to identify how the theme addresses social, cultural, or political issues in their own lives and in their local and global communities.
- Analyze, interpret, and compare artworks to address the various art making approaches.

(Students choose a contemporary art making approach, plan an artwork that investigates meaning relevant to a current theme or idea, and document the art making process.)

- Plan and create original artwork that incorporates contemporary art making approaches and visually communicates a theme or idea from contemporary life.
- Document and reflect upon the process and research involved in their art making.

(After in-progress critique based on relevant criteria, students revise and complete their art work and provide an artist statement.)

- Present and explain in-progress artwork.

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 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):

Image sources with contextual information, such as reproductions, projections or online sources. Artworks, objects or artifacts selected specifically for presentation. Materials and equipment necessary for preparing and presenting an exhibition. Venues, physical or digital, for exhibition. Artmaking materials and equipment.

<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: Secondary Proficient Detailed Performance Assessment Example

The following optional resource is intended to be an example of a possible detailed performance assessment description. Art educators may use this example as a reference for constructing their own descriptions of performance assessment statements or implement this example as presented. This example includes statements addressing each of the four **Artistic Processes** (Creating, Presenting, Responding, and Connecting) included in the Proficient level curriculum standards. These statements reflect competencies in the selected **Anchor Standards** and **Performance Standards** included for the Assessment Focus of the Proficient Model Cornerstone Assessment provided above.

Sample Scoring Device B: Secondary Proficient 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.

Scoring Device C: Secondary Proficient Standards-Based Holistic Check List Rubric

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 D: Secondary Proficient Formative Assessment Rubric

This sample device is organized around the **Artistic Processes**, **Artistic Components**, and **Key Traits** which are related to the **Performance Standards**.

Sample Scoring Device E: Secondary Proficient Assessment Criteria List

This sample device is used during the creative process.

Information included in this device is organized by **Process Components** under Assessment Focus section listed above.

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					
Creating <ul style="list-style-type: none"> • Experiment • Imagine • Identify 	Creativity and innovative thinking are essential life skills that can be developed.	<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 	Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> • Identify and analyze multiple approaches to making art—including spontaneous and planned approaches. • Begin process of making by experimenting and trying new ways of working. 	VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors

<ul style="list-style-type: none"> • Experiment • Imagine • Identify 	<p>Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.</p>	<ul style="list-style-type: none"> • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 	<p>Generate and conceptualize artistic ideas and work.</p>	<ul style="list-style-type: none"> • Identify social, cultural, or political issues in their own lives and in their local and global communities. • Differentiate between traditional and contemporary, experimental approaches to making art and design. • Identify and interpret the work of contemporary artists or designers who use non-traditional media and methods or new approaches to traditional media and methods.
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- Develop plans to make an artwork, including

<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"> • Research, correlate information and explain health and safety issues related to traditional and non-traditional (contemporary, experimental) materials. • Safely and skillfully uses materials, tools and equipment. 	<p>VA:Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>
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<ul style="list-style-type: none"> • Reflect • Refine • Continue 	<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"> • What role does persistence play in revising, refining, and developing work? • How to 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"> • Identify significant meaning making attributes and relevant criteria of quality for chosen contemporary artistic practice. • Experience, interpret, apply criteria, and share insights about in-progress work of other students. • Understand and reflect on ideas and insights of others about personal work. • Plan and make revisions to in-progress art. 	<p>VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>
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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"> How are art works cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation. Why do people value objects, artifacts, and artworks and select them for presentation? 	<p>Analyze, interpret and select artistic work for presentation.</p>	<ul style="list-style-type: none"> Analyze completed art works in preparation for presentation. Select and prepare artworks for presentation. 	<p>VA:Pr4.1.Ia Analyze, select, and curate artifacts and or artworks for presentation and preservation.</p>
<ul style="list-style-type: none"> Develop Refine 	<p>Artists, curators and others consider a variety of factor and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p>	<ul style="list-style-type: none"> What methods and processes are considered when preparing artwork for presentation and preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? 	<p>Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> Evaluate the efficacy of the plan, venue, and/or location for displaying their works of art. 	<p>VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition was presented.</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? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? 	<p>Perceive and analyze artistic work.</p>	<ul style="list-style-type: none"> • Explain and give examples for how art and other visual imagery shapes understanding. 	<p>VA:Re7.1.1a Hypothesize ways in which art influences perception and understanding of human experiences.</p>
<ul style="list-style-type: none"> • Interpret 	<p>People gain insights into the meanings of artworks by engaging in the process of art criticism.</p>	<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer “read” a work of art? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 	<p>Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> • Compare, analyze, interpret, and evaluate interpretations of contemporary artworks with supporting evidence that explores social, cultural or political themes in contemporary life. 	<p>VA:Re8.1.1a Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts</p>

<ul style="list-style-type: none"> Apply 	<p>People evaluate art based on various criteria.</p>	<ul style="list-style-type: none"> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? 	<p>Apply criteria to evaluate artistic work.</p>	<ul style="list-style-type: none"> Identify significant meaning making aspects of artwork and develop relevant criteria for success. Apply relevant criteria to artworks. 	<p>VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p>
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Artistic Process: Connecting

<p>Connecting</p> <ul style="list-style-type: none"> Synthesize Relate 	<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 art-making? 	<p>Synthesize and relate knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> Document process of developing initial idea to completed work by explaining choice of subject matter and art making approach. 	<p>VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.</p>
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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)

Sample Scoring Device A: Secondary Proficient Detailed Performance Assessment

NOTE: The following optional resource is intended to be an example of a possible detailed performance assessment description. Art educators may use this example as a reference for constructing their own descriptions of performance assessment statements or implement this example as presented. This example includes statements addressing each of the four **Artistic Processes** (Creating, Presenting, Responding, and Connecting) included in the Proficient level curriculum standards. These statements reflect competencies in the selected **Anchor Standards** and **Performance Standards** included for the Assessment Focus of the Proficient Model Cornerstone Assessment provided above.

Secondary Proficient Detailed Performance Assessment

Using contemporary criteria, students examine and respond to a body of contemporary artworks and compare the various artmaking approaches.

Students compare the themes of the artwork to social, cultural, or political issues in their own lives and in their local and global communities.

Students plan their artistic investigations based on contemporary artmaking approaches that explore meaning relevant to a theme or idea from contemporary life.

Students document the process of research and development of their artwork, including the safe and effective use of materials, tools, and equipment.

Based on their initial planning and their chosen approach, students use multiple approaches to begin and make (create) their own artworks that express meaning relevant to a theme or idea from contemporary life or artistic practice.

Students share in-progress artwork and identify and apply relevant criteria.

Based on feedback, students reflect on and revise their work.

Upon completion of their work, student groups curate an exhibition of their completed work, which includes making an exhibition plan, developing artist statements and exhibition narratives, and selecting and presenting their work to the public.

Student groups curate an exhibition including making a plan to display their artwork, writing artist statements, creating an exhibition narrative, and planning the experience of the viewers.

Students document and analyze the impact of the exhibition on social, cultural, and political understandings and beliefs.

Sample Scoring Device B: Secondary Proficient Standards-Based Holistic Rubric

NOTE: 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.

Secondary Proficient 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.
Use multiple approaches to begin creative endeavors.	Does not choose nor use a contemporary art making approach to begin creating a work of art.	Chooses, but is unable to effectively use a contemporary art making approach to begin creating a work of art.	Chooses and effectively uses a contemporary art making approach to begin creating a work of art.	Chooses and uses more than one contemporary art making approach to begin creating a work of art.
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Does not develop a work of art that communicates a current theme or idea.	Either develops a work of art that communicates a current theme or idea, or uses a contemporary art-making approach.	Using a contemporary art-making approach, develops a work of art that communicates a current theme or idea.	Using a contemporary art-making approach, effectively develops a work of art that communicates a complex current theme or idea.

Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Does not explain how traditional and non-traditional materials may impact human health and the environment and does not safely and skillfully use materials, tools, and equipment.	Demonstrates safe handling of materials, tools, and equipment, but does not explain how traditional and non-traditional materials may impact human health and the environment.	Explains how traditional and non-traditional materials may impact human health and the environment and safely and skillfully uses materials, tools, and equipment.	Researches, correlates information, and explains how traditional and non-traditional materials may impact human health and the environment and safely and skillfully uses materials, tools, and equipment.
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Either does not revise art work or does not apply relevant criteria when revising art work.	Revises artwork but does not apply relevant criteria.	Applies relevant criteria from traditional and contemporary contexts when revising art work.	Develops and applies relevant criteria from traditional and contemporary contexts, when revising art work.
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.
Analyze, select, and curate artifacts and or artworks for presentation and preservation.	Neither analyzes nor curates completed art works in preparation for preservation and presentation.	Either does not analyze or does not curate completed art works in preparation for preservation and presentation or does not include artist statement.	Analyzes and curates completed art works in preparation for preservation and presentation and includes artist statement.	Effectively analyzes and curates completed art works in preparation for preservation and presentation and includes artist statement.
Analyze and evaluate the reasons and ways an exhibition was presented.	Neither analyzes nor evaluates plan or venue for displaying works of art.	Analyzes and evaluates the effectiveness of the chosen plan and venue for displaying works of art, but does not provide rationale.	Analyzes and evaluates the effectiveness of the chosen plan and venue for displaying works of art and provides rationale.	Analyzes and evaluates the effectiveness of the chosen plan and venue for displaying works of art and provides in-depth rationale.
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.

Hypothesize ways in which art influences perception and understanding of human experiences.	Does not explain nor give examples of ways art influences perception and understanding of a contemporary theme or idea.	Gives examples of but does not explain ways art influences perception and understanding of a contemporary theme or idea.	Explains and gives examples of ways in which art influences perception and understanding of a contemporary theme or idea.	Explains ways and gives detailed examples of ways art influences perception and understanding of a contemporary theme or idea.
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Interprets contemporary artwork or collection of works, but interpretations are not supported by relevant and sufficient evidence found in the work.	Interprets contemporary artwork or collection of works, supported by relevant but limited evidence found in the work including its social, cultural, or political context.	Interprets contemporary artwork or collection of works, supported by relevant and sufficient evidence found in the work including its social, cultural, or political context.	Develops coherent and multifaceted interpretations of contemporary artworks or a collection of works, supported by relevant and sufficient evidence found in the work including its social, cultural, or political context.
Establish relevant criteria in order to evaluate a work of art or collection of works.	Does not establish criteria when attempting to evaluate a work of art or collection of works.	Establishes criteria and applies to evaluating a work of art or collection of works.	Establishes relevant criteria and applies to evaluating a work of art or collection of works.	Establishes relevant criteria, provides rationale, and applies to evaluating a work of art or collection of works.
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.
Document process of developing ideas from early stages to fully elaborated ideas.	Does not document process of developing a theme or idea from early stages to the completed work.	Partially documents process of developing a theme or idea from early stages to the completed work.	Documents process of developing a theme or idea from early stages to the completed work.	Documents key stages in the process of developing a complex theme or idea from early stages to the completed work.

Comments:

Sample Scoring Device C: Secondary Proficient 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.

Secondary Proficient Standards-Based Check List

Student Name _____ Date _____

Performance Standards	Evidence	Not Observed	Observed	Comments
Creating: Use multiple approaches to begin creative endeavors.	Chooses and effectively uses a contemporary art making approach to begin creating a work of art.			
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Using a contemporary art-making approach develops a work of art that communicates a current theme or idea.			
Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	Explains how traditional and non-traditional materials may impact human health and the environment and safely and skillfully uses materials, tools, and equipment.			

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	Applies relevant criteria from traditional and contemporary contexts when revising art work.			
Presenting:				
Analyze, select, and curate artifacts and or artworks for presentation and preservation.	Analyzes and curates completed art works in preparation for preservation and presentation and includes artist statement.			
Analyze and evaluate the reasons and ways an exhibition was presented.	Analyzes and evaluates the effectiveness of the chosen plan and venue for displaying works of art and provides rationale.			
Responding: Hypothesize ways in which art influences perception and understanding of human experiences.	Explains and gives examples of ways in which art influences perception and understanding of a contemporary theme or idea.			
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Interprets contemporary artwork or collection of works, supported by relevant and sufficient evidence found in the work including its social, cultural, or political context.			

Establish relevant criteria in order to evaluate a work of art or collection of works.	Establishes relevant criteria and applies to evaluating a work of art or collection of works.			
Connecting: Document process of developing ideas from early stages to fully elaborated ideas.	Documents process of developing a theme or idea from early stages to the completed work.			

Additional Comments:

Sample Scoring Device D: Secondary Proficient Formative Assessment Rubric

NOTE: This sample device is organized around the **Artistic Processes, Artistic Components, and Key Traits** which are related to the **Performance Standards**.

Secondary Proficient Formative Assessment Rubric

RESPONDING:

Perceive, Analyze, and Interpret

Small Group Work (sample)

- Students will view many contemporary artworks
- Students will interpret an artwork
- Students will connect your interpretation to evidence found in the work

Student identifies key features of the artwork viewed	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs improvement
Student connects specific evidence in the artwork to support their interpretations	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs improvement

CREATING and CONNECTING:
Experiment and Investigate

CONNECTING:

Synthesize

Sketchbook (sample)

- Students use sketchbook/journal to display visual research
- Students document thinking and problem-solving in a sketchbook/journal
- Students present plans for a work of art based on an issue of personal interest
- Students select a work method and materials
- Students show knowledge of safety issues related to work method and materials

Sketchbook/journal contains research to support the development of artwork	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs Improvement
Sketchbook/journal shows a variety of possible solutions and approaches	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs Improvement
Sketchbook/journal shows personalization of the topic selected	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs Improvement
Sketchbook/journal contains research on the safety of the work method and materials selected	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs Improvement
Relevant criteria is developed and noted in the student's journal	Exceeds standard (List qualities for exceeding the standard or provide examples.)	Meets standard	Needs Improvement

CREATING:

Reflect, Refine, and Continue

In-progress Critique (sample)

During the critique, you will offer your interpretations of classmate's artwork and offer suggestions

- Student apply relevant criteria to the work of others

- Students share and participate in the in-progress critique
- Students reflect upon feedback received about work and determine a plan of action in sketchbooks

Critique

Students A- Z	Applies relevant criteria	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement
Students A- Z	Participation is appropriate	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement

PRESENTING:

Resolution/Exhibition (sample)

- Students present finished work
- Students prepare an exhibition or display of work
- Students write an artist statement to include in exhibition or display
- Students reflect upon the impact of the exhibition or display on the audience

Reflection from the in progress critique is documented in sketchbook	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement
Written artist statement	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement
Exhibition or display	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement

Impact of display on an audience is documented	Exceeds Standard (List qualities for exceeding the standard or provide examples.)	Meets Standard	Needs improvement	
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Sample Scoring Device E: Secondary Proficient Assessment Criteria List

NOTE: This sample device is used during the creative process and is organized around the **Artistic Processes** and **Artistic Components** listed in the **Assessment Focus** section above.

Secondary Proficient Assessment Criteria List

Student Name _____ Date _____

	Yes	No	Comments
<i>Experiment</i>			
Forms new creative work based on previous work			
Selects a range of materials and work methods			
<i>Investigate</i>			
Organizes ideas and develops a plan			
Shows persistence			
Makes ethical decisions			
<i>Reflect</i>			
Participates in critique constructively			
Revises work, if needed			
Connects art to personal interests			
<i>Select</i>			
<i>Analyze</i>			
Curates a collection or portfolio presentation			
Evaluates the display of work			
<i>Interpret</i>			
<i>Apply</i>			
Evaluates the effectiveness of art			

Interprets contextual information in artworks			
Applies relevant criteria to evaluate art			
Synthesize Relate			
Makes connections between art and contexts (social/ cultural/ historical)			
Researches artworks			

Teacher Comments: _____
