

# Lansing Catholic Central High School Visual Art Rubric

| Project: _____                                                                                                               |                                                                                                                        |                                                                                                          | Name _____                                                                                   |                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                                                                                                              | 4. EXCEEDS                                                                                                             | 3. MEETS                                                                                                 | 2. PARTIALLY MEETS                                                                           | 1. DOES NOT MEET                                                                                 |
| <b>The HAND</b><br>Art production:<br>Craftsmanship,<br>understanding and<br>applying media,<br>techniques, and<br>processes | Project beautifully/<br>arefully made. Put<br>me and effort into<br>completion of artwork                              | Project finished with<br>most details uses<br>techniques<br>appropriately                                | Uses and displays<br>understandings of<br>techniques in a<br>minimum standard                | Minimal application of<br>skills and techniques<br>unfinished project                            |
| <b>The MIND</b><br>Intellectual Curiosity,<br>using knowledge and<br>critical thinking                                       | Demonstrates<br>comprehensive<br>knowledge and<br>expressive ideas<br>Shows outstanding<br>achievement toward<br>goals | Demonstrates broad<br>knowledge of many<br>contexts Shows<br>satisfactory<br>achievement toward<br>goals | Demonstrates some<br>knowledge of contexts<br>Limited achievement of<br>goals and objectives | Demonstrates little of<br>no knowledge of<br>contexts<br>No effort toward goals<br>and objective |
| <b>The SPIRIT</b><br>Application to life<br>Exploration of self,<br>Originality and personal<br>expression                   | Project finished with<br>total originality after<br>thorough<br>experimentation                                        | Project finished but<br>not completely<br>original, problem<br>solved logically                          | Project finished but no<br>evidence of<br>experimentation or<br>originality                  | Project is unfinished or<br>finished with much help<br>and solutions from<br>others              |
| <b>Criticism/Reflect</b><br>Reflecting and<br>assessing characteristics<br>and merits of their work<br>and work of others    | Analyses and<br>conclusions are accurate,<br>detailed, and consistent<br>with artwork                                  | Analyses are<br>consistent with data                                                                     | Some understanding of<br>analysis and project<br>goals                                       | Unclear or inaccurate<br>understanding of topic<br>and how to<br>communicate artwork             |

# High School Visual Art Rubric

**Richard Colwell, Association for  
Supervision and Curriculum  
Development**



## **High School Visual Art Rubric:**

**Authentic Secondary Art Assessment** Cathy Smilan, Richard Siegesmund, 2023-09-11 Offering a contemporary overview of how visual art teachers assess learning in their classrooms this book provides an outline of the role of assessment in reporting not only student achievement but also how student assessment ties to the intrinsic and external assessments of teacher performance Compiled using stories from the classrooms of 19 visual art high school teachers who share their approaches to benchmarking student success the text encourages teachers to consider assessment both for guiding their students to achieve artistic goals and for re envisioning their own curriculum and instruction The featured assessment snapshots fall along four strands Visual Narratives and Visual Literacy Capturing Empathic Understandings and Social Engagement Measuring Risk taking and Ingenuity and Assessing Collaborative and Integrated Learning Outcomes Across these sections teacher contributors offer different perspectives for student assessment capturing a snapshot of the work of skilled practitioners and focusing on various aspects of what can be evidenced and analyzed through formative and summative evaluation The voices of university level art educators are also included to expand the range of context from curriculum and instruction content that is covered in pre service art methods courses All sections also conclude with a summary questions and discussion points Including diverse teacher voices as well as presenting assessment perspectives with an eye to the National Core Art Standards NCAS this book is ideal for pre service and in service secondary art educators as well as for use in art education teacher certification courses that focus on secondary methods and art education graduate classes in assessment

**A Guide to Curriculum Mapping** Janet A. Hale, 2007-12-13 This practical step by step guide examines the stages of contemplating planning and implementing curriculum mapping initiatives that can improve student learning and create sustainable change

**Teaching and Learning in Art Education** Debrah C. Sickler-Voigt, 2019-10-08 In this student centered book Debrah C Sickler Voigt provides proven tips and innovative methods for teaching managing and assessing all aspects of art instruction and student learning in today s diversified educational settings from pre K through high school Up to date with the current National Visual Arts Standards this text offers best practices in art education and explains current theories and assessment models for art instruction Using examples of students visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning Teaching and Learning in Art Education explores essential and emerging topics such as managing the classroom in art education artistic development from early childhood through adolescence catering towards learners with a diversity of abilities integrating technology into the art field and understanding drawing painting paper arts sculpture and textiles in context Alongside a companion website offering Microsoft PowerPoint presentations assessments and tutorials to provide ready to use resources for professors and students this engaging text will assist teachers in challenging and inspiring students to think creatively problem solve and develop relevant skills as lifelong learners in the art education sector

**Assessing Expressive Learning**

Charles M. Dorn, Robert Sabol, Stanley S. Madeja, F. Robert Sabol, 2014-04-04 *Assessing Expressive Learning* is the only book in the art education field to date to propose and support a research supported teacher directed authentic assessment model for evaluating K 12 studio art and to offer practical information on how to implement the model This practical text for developing visual arts assessment for grades 1 12 is based on and supported by the results of a year long research effort primarily sponsored by the National Endowment for the Arts involving 70 art teachers and 1 500 students in 12 school districts in Florida Indiana and Illinois The purpose of the study was to demonstrate that creative artwork by K 12 students can be empirically assessed using quantitative measures that are consistent with the philosophical assumptions of authentic learning and with the means and ends of art and that these measures can reliably assess student art growth A further goal was to provide a rationale for the assessment of student art as an essential part of the K 12 instructional program and to encourage art teachers to take responsibility for and assume a leadership role in the assessment of art learning in the school and the school district *Assessing Expressive Learning* reports on current assessment methods but also stresses a time tested portfolio assessment process that can be used or adapted for use in any K 12 art classroom includes the assessment instruments used in the study and several case studies of art teachers using electronic portfolios of student work a bibliography of major art assessment efforts and a critical review of current methods is designed to be teacher and system friendly unlike many other art assessment publications that provide only a review of information on assessment and both documents an experiment where artistic values and aesthetic issues were considered paramount in the education of K 12 students in the visual arts and also serves as a guide for the conduct of similar experiments by art teachers in the nation s schools the research methodology and results are reported in an appendix in a format that will enable educational researchers to duplicate the study This volume is ideal as a text for upper division undergraduate and graduate classes in visual arts education assessment and highly relevant for college art education professors researchers and school district personnel involved in the education and supervision of art teachers and researchers interested in performance measurement

**The Art Teacher's Survival Guide for Secondary Schools** Helen D. Hume, 2014-03-04 An invaluable compendium of 75 creative art projects for art educators and classroom teachers This authoritative practical and comprehensive guide offers everything teachers need to know to conduct an effective arts instruction and appreciation program It meets secondary art teacher s unique needs for creating art lessons that cover everything from the fundamentals to digital media careers for aspiring artists The book includes ten chapters that provide detailed instructions for both teachers and students along with creative lesson plans and practical tools such as reproducible handouts illustrations and photographs Includes 75 fun and creative art projects Fully updated to reflect the latest changes in secondary art instruction including digital media and digital photography Heavily illustrated with photographs and drawings For art teachers secondary classroom teachers and homeschoolers this is the ideal hands on guide to art instruction for middle school and high school students *A Practical*

*Guide for edTPA Implementation* Lisa Barron, 2019-09-01 edTPA is the most widely used performance assessment for pre service teachers in the United States and a requirement in many states for teaching licensure Through edTPA teacher candidates demonstrate their effectiveness in different aspects of teaching including planning instruction assessment analysis of teaching and use of academic language This book is a practical guide for anyone involved in edTPA implementation The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities who are in the field and involved in the work They represent diverse teacher preparation programs each with their own strengths and challenges This book addresses the challenges of edTPA while providing practical strategies for educative and thoughtful implementation Organized into four sections each section explores a different aspect of edTPA implementation and provides guidance for leading faculty and teacher candidates through edTPA     Visual and Performing Arts Richard Colwell, Association for Supervision and Curriculum Development, 1999     Assessing Middle and High School Mathematics & Science Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities     *Differentiated Assessment for Middle and High School Classrooms* Deborah Blaz, 2013-10-31 This book shows middle and high school teachers in differentiated classrooms how to integrate assessment into the teaching and learning process With examples from real classrooms this book demonstrates how to use a wide variety of assessment to better address the needs of your students with regard to their learning style level of cognitive ability skill level interests etc Included are detailed examples of both formative and summative assessments     **Portfolio Assessment in the Visual Arts** Roger D. Tomhave, 1999

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