

المهنية في تقييم الأعمال الفنية

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جامعة السلطان قابوس - سلطنة عمان

أهداف الورشة:

- مناقشة طبيعة تدريس الفنون المختلفة عن مجالات العلوم الإنسانية الأخرى والية التقييم فيها.
- التخلص من الذاتية في عمليات التقييم.
- استعراض نماذج لاستمارات تقييم تستخدم في مختلف الجامعات والمدارس للاستفادة منها في بناء أدوات تقييم خاصة بكل مهمة.

متطلبات المهنية في التقييم:

- التعامل بشكل متساو دون تحيز.
- انجاز الاعمال في الوقت والسرعة المطلوبة.
- عدم ادخال الاعتبارات الشخصية.
- تحديد الهدف المطلوب والية التقييم منذ البداية.

لماذا المهنية:

- عانت عملية تقييم الفنون المصاحبة لعمليات التدريس على مدار عقود من الذاتية.
- رفضت الكثير من عمليات التقييم والتنظير التي صاحبت عملية تقييم الاعمال الفنية.
- ظهرت الكثير من الممارسات الإيجابية التي تضمن لجميع الطلبة النجاح بقدر الجهود المبذول في ممارسة الفنون.

هل يمكن تقييم جميع أنواع الممارسات الفنية:

- نعم، يمكن ان يتم بناء استمارات تقييم لجميع الممارسات الفنية.
- وفي جميع المجالات وباختلاف المشاريع الفردية والجماعية.

أدناه نماذج من استمارات تقييم أخذت من مواقع تعليمية خاصة بتدريس الفنون

Art Rubric - an Artwork Assessment Form by Marvin Bartel

Category	Your name _____ Artist's name _____	Check & comment here		
	Description	Good	Average	Needs work
Growth New Learning & Improving	How does this work compare to previous work by same person?	.	.	.
	Does it show more feeling and expressiveness?	.	.	.
	Does it show more thought?	.	.	.
	Does it show more skill?	.	.	.
Creativity & Unexpected Discoveries	How original, innovative, and daring is the work?	.	.	.
	Does it extend or change from past work done by same student?	.	.	.
Fulfills Assignment	How well does the work solve the problems outlined in this assignment?	.	.	.
	Are the variations from the assignment made for a valid reason?	.	.	.
Care	Is the making of the work appropriate for the style of art being made?	.	.	.
	Didn't rush to get it done, but paid attention to consistency in the work.	.	.	.
Helpful	Was the student cooperative & generous in discussions & in helping others without doing it for them?	.	.	.
	Were good questions asked?	.	.	.
Work Habits	Did the student stay on the job?	.	.	.
	Were conversations with classmates about the artwork, not other topics?	.	.	.
Composition And Design	Experimenting with principles of design and composition used to make the visual elements work well?	.	.	.
	Experiments to achieve unity and variation to achieve evocative work?	.	.	.

Holy Trinity School

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Mrs. Carol Anne Calderone

Art Essay Rubric

<i>Category/Mark</i>	9-10	6-8	4-5	1-3
Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete etc.
Analysis	Accurately describes several dominant elements or principles and accurately relates how they are used by to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles and accurately relates how these are used to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has difficulty determining dominant elements.
Interpretation	Forms a reasonable hypothesis about the symbolic meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
Evaluation	Uses multiple criteria to assess the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses some criteria to assess the artwork such as composition, expression, creativity, design, and communication of ideas.	Uses minimal criteria to assess the artwork such as composition, expression, creativity, design, and communication of ideas.	Evaluates work at a simplistic level based on personal taste with no criteria to assess the artwork such as composition, expression, creativity, design, and communication of ideas.
Comment:				
				Total:
/40				

Drawing & Painting Portfolio Rubric

Scoring:	Mastery	Skilled	Novice
Criteria:	Exceeds drawing & Painting standards with creative &/or confident use of materials & skills	Standard: Overall goals met for drawing & Painting	More practice and improvement needed to meet standards for drawing & Painting
Planning & Composition	<ul style="list-style-type: none"> -Multiple plans for compositions show informed decision making by student. -Student work exceeds assignments through unique choices; challenging drawing subjects; point of view; other elements or use of principles to engage viewer. -Informed vocabulary; identifies and elaborates on compositional choices in written or oral form. 	<ul style="list-style-type: none"> -Portfolio has some evidence of planning and informed decision making for compositions. -Compositions fulfill the majority of assignment specifications with some challenges for drawing in subject matter. -Identifies some compositional element and principle choices in artwork (oral or written). 	<ul style="list-style-type: none"> -Little or no evidence of planning for compositions. -Compositions are ineffective and/or incomplete; do not fulfill the assignment specifications. -Choices of unchallenging subject matter with lack of details. -Unable to identify element and principle choices in compositions (oral or written).
Skills & Craftsmanship	<ul style="list-style-type: none"> -Shows informed skill in strategies for creating accurate contours, details, and proportion (including human form). -Shading exhibits details of form consistent with light source and surfaces. -2 point perspective is accurate in details and shows intricacy in capturing multiple levels of depth. -Line quality and textural treatments show 	<ul style="list-style-type: none"> -Drawing from life &/or photos exhibits some accuracy of proportional contours and details of subjects, including the human form -Drawing exhibits shading techniques with directional light source -Rendering in 2 point perspective is reasonably accurate -Craftsmanship gives attention to applied media details (line quality with pen, pencil, 	<ul style="list-style-type: none"> -Minimal application of strategies for accurate proportions in contours of subjects, including the human form. -Shading has lack of value range and inaccuracies in light source direction -Mathematical strategies for 2 point perspective are uninformed and inaccurate. -Media exhibits poor craftsmanship with materials, smears, tears, rips due to lack of care. -Student work shows lack of self-assessment strategies to improve accuracy, line quality, and/or shading. -Little or no effective use of vocabulary.

attention to craftsmanship
 -Risk taking may exhibit flaws in media or inaccuracies.
 -Self-assessment strategies produce growth in skills and concepts & insightful revisions to work.
 -Consistent knowledgeable use of vocabulary to describe, compare, & evaluate.

charcoal, range of value in shading).
 -Self-assessments show some effective self-reflection and/or adjustments in drawing regarding accuracy, line quality, and shading.
 -Portfolio shows some informed use of vocabulary to describe, compare, & evaluate.

Growth & Effort

-All work completed plus extra
 -Consistently explores media, skills and sources outside of assignments
 -Student skills, planning and vocabulary show a high degree of progress and growth over time.
 -Portfolio shows persistence in working through difficulties.

-Most of student work is complete.
 -Student explores a variety of media, skills and sources.
 -Student skills, planning and vocabulary show acceptable progress and growth over time.
 -Portfolio exhibits some evidence of persistence.

-Work is incomplete.
 -Portfolio is limited in exploration of media, skills, and sources.
 -Student work shows little or no progress in growth of skills, planning and vocabulary.
 -Student gives up when faced with difficulties.

Creativity & individuality

-Inventive, expressive application of learned drawing skills.
 -Student takes risks with concepts and media.
 -Engaging evidence of personal connections and voice in choice of subject(s).
 -Demonstrates flexibility and persistence

-Student applies drawing skills with some personal direction
 -Some evidence of individual exploration and/or risk taking on choice of subject(s).
 -Art work requirements informed by use of individual choice.

-Little or no evidence of exploration or risk taking in subject choice(s) or media technique.
 -Little or no evidence of unique individual voice in application of skills.
 -Artwork looks copied or is copied from a published resource.

Middle School **Visual Art I** Drawing Portfolio Rubric

Scoring: Criteria:	Mastery Exceeds drawing standards with creative &/or confident use of materials & skills	Skilled Standard: Overall goals met for drawing	Novice More practice and improvement needed to meet standards for drawing
Planning & Composition	<ul style="list-style-type: none"> -Multiple plans for compositions show informed decision making by student. -Student work exceeds assignments through unique choices; challenging drawing subjects; point of view; other elements or use of principles to engage viewer. -Informed vocabulary; identifies and elaborates on compositional choices in written or oral form. 	<ul style="list-style-type: none"> -Portfolio has some evidence of planning and informed decision making for compositions. -Compositions fulfill the majority of assignment specifications with some challenges for drawing in subject matter. -Identifies some compositional element and principle choices in artwork (oral or written). 	<ul style="list-style-type: none"> -Little or no evidence of planning for compositions. -Compositions are ineffective and/or incomplete; do not fulfill the assignment specifications. -Choices of unchallenging subject matter with lack of details. -Unable to identify element and principle choices in compositions (oral or written).
Skills & Craftsmanship	<ul style="list-style-type: none"> -Shows informed skill in strategies for creating accurate contours, details, and proportion (including human form). -Shading exhibits details of form consistent with light source and surfaces. -2 point perspective is accurate in details and shows intricacy in capturing multiple levels of depth. -Line quality and textural treatments show attention to craftsmanship 	<ul style="list-style-type: none"> -Drawing from life &/or photos exhibits some accuracy of proportional contours and details of subjects, including the human form -Drawing exhibits shading techniques with directional light source -Rendering in 2 point perspective is reasonably accurate -Craftsmanship gives attention to applied media details (line quality with pen, pencil, charcoal, 	<ul style="list-style-type: none"> -Minimal application of strategies for accurate proportions in contours of subjects, including the human form. -Shading has lack of value range and inaccuracies in light source direction -Mathematical strategies for 2 point perspective are uninformed and inaccurate. -Media exhibits poor craftsmanship with materials, smears, tears, rips due to lack of care. -Student work shows lack of self-assessment strategies to improve accuracy, line quality, and/or shading.

	<ul style="list-style-type: none"> -Risk taking may exhibit flaws in media or inaccuracies. -Self-assessment strategies produce growth in skills and concepts & insightful revisions to work. -Consistent knowledgeable use of vocabulary to describe, compare, & evaluate. 	<ul style="list-style-type: none"> range of value in shading). -Self-assessments show some effective self-reflection and/or adjustments in drawing regarding accuracy, line quality, and shading. -Portfolio shows some informed use of vocabulary to describe, compare, & evaluate. 	<ul style="list-style-type: none"> -Little or no effective use of vocabulary.
Growth & Effort	<ul style="list-style-type: none"> -All work completed plus extra -Consistently explores media, skills and sources outside of assignments -Student skills, planning and vocabulary show a high degree of progress and growth over time. -Portfolio shows persistence in working through difficulties. 	<ul style="list-style-type: none"> -Most of student work is complete. -Student explores a variety of media, skills and sources. -Student skills, planning and vocabulary show acceptable progress and growth over time. -Portfolio exhibits some evidence of persistence. 	<ul style="list-style-type: none"> -Work is incomplete. -Portfolio is limited in exploration of media, skills, and sources. -Student work shows little or no progress in growth of skills, planning and vocabulary. -Student gives up when faced with difficulties.
Creativity & Voice	<ul style="list-style-type: none"> -Inventive, expressive application of learned drawing skills. -Student takes risks with concepts and media. -Engaging evidence of personal connections and voice in choice of subject(s). -Demonstrates flexibility and persistence 	<ul style="list-style-type: none"> -Student applies drawing skills with some personal direction -Some evidence of individual exploration and/or risk taking on choice of subject(s). -Art work requirements informed by use of individual choice. 	<ul style="list-style-type: none"> -Little or no evidence of exploration or risk taking in subject choice(s) or media technique. -Little or no evidence of unique individual voice in application of skills. -Artwork looks copied or is copied from a published resource.

	Extraordinary: A 20 pts	Above average: B 18 pts	Average: C 17 pts	Below average: D 15 pts	Poor: F 13 pts
Elements & Principles of Design 20 pts Demonstration that instruction and concepts are understood.	Extraordinary: A Planned carefully. Made several sketches, and showed an awareness of the elements and principles of design. Chose color scheme carefully; used space effectively.	Above average: B Artwork shows that the student applied the principles of design while using one or more elements effectively. The space is filled adequately.	Average: C Student did the assignment satisfactorily, yet shows lack of planning and little evidence that an overall composition was planned.	Below average: D Assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art. There is no evidence of planning.	Poor: F Student did the minimum or the artwork was never completed.
Creativity/Originality 20 pts Inventiveness, expression of ideas and imagination.	Extraordinary: A Student explored several choices before selecting one. Generated many ideas, tried unusual combinations or changes on several ideas; made connections to previous knowledge. Demonstrated outstanding problem-solving skills.	Above average: B Student tried a few ideas before selecting one, or based his/her work on someone else's idea. Made decisions after referring to one source; solved problem in logical way.	Average: C Student tried one idea and carried it out adequately, but lacked originality. Substituted symbols for personal observation; might have copied work or ideas.	Below average: D Student fulfilled the assignment, but gave no evidence of trying anything unusual.	Poor: F Student showed no evidence of original thought.
Effort/Perseverance 20 pts What it takes to finish the project as well as possible, time dedicated to the project inside and/or out of class.	Extraordinary: A The project was continued until it was as complete as the student could make it; gave effort far beyond minimum; took pride in going well beyond the requirement.	Above average: B Student worked hard and completed the project, but with a little more effort it might have been outstanding.	Average: C Student finished the project, but it could have been improved with more effort. An adequate interpretation of the assignment, but lacking "finish." Chose an easy project and did it indifferently.	Below average: D The project was completed with minimum effort.	Poor: F The student did not finish the work adequately.
Craftsmanship/ Skill 20 pts Neatness, precision, care.	Extraordinary: A Artwork was beautifully and patiently done; it was as good as hard work could make it.	Above average: B With a little more effort, the work could have been outstanding; lacks the finishing craftsmanship and neatness.	Average: C Student showed average craftsmanship; adequate, but not as good as it could have been; a bit careless.	Below average: D Student showed below-average craftsmanship; lack of pride in finished artwork.	Poor: F Student showed poor craftsmanship; evidence of laziness or total lack of understanding.
Cooperation/Attitude 20 pts Attitude during class time; willingness to complete set up, art	Extraordinary: A The student is	Above average: B The student is	Average: C The student is sometimes willing to complete	Below average: D The student is	Poor: F The student does not show willingness to complete assigned tasks

practice and clean up tasks.	always willing to complete assigned tasks and help set up and clean up projects; works very well with others.	usually willing to complete assigned tasks and help set up and clean up projects; works well with others.	assigned tasks and help set up and clean up projects; works somewhat well with others.	rarely willing to complete assigned tasks and help set up and clean up projects; sometimes works well with others.	and help set up and clean up projects; does not work well with others.
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	Extraordinary (N/A) 5	Above average (N/A) 4	Average (N/A) 3	Below average (N/A) 2	Poor (N/A) 1
Understanding 20 % Demonstration that instructions and concepts are understood.	Extraordinary The artwork is planned carefully; understanding of all concepts and instructions is clearly shown.	Above average The artwork is planned carefully; understanding of most concepts and instructions is shown.	Average The artwork is planned adequately; understanding of some concepts and instructions shown.	Below average The artwork shows little evidence of understanding the concepts and instructions.	Poor The artwork shows no understanding of the concepts and instructions.
Craftsmanship/ Skill 20 % Neatness, precision, care.	Extraordinary The artwork shows outstanding craftsmanship, with clear attention to detail,	Above average The artwork shows good craftsmanship, with some attention to detail.	Average The artwork shows average craftsmanship and attention to detail.	Below average The artwork shows below average craftsmanship and little attention to detail.	Poor The artwork shows poor craftsmanship and no attention to detail.
Creativity/ Originality 20 % Inventiveness, expression of ideas and imagination.	Extraordinary The artwork demonstrates original personal expression and outstanding problem solving skills.	Above average The artwork demonstrates some personal expression and logical problem solving skills.	Average The artwork demonstrates an average amount of personal expression.	Below average The artwork demonstrates little personal expression and problem solving skills.	Poor The artwork lacks evidence of personal expression.
Effort 20 % What it takes to finish the project as well as possible, time dedicated to the project inside and/or out of class.	Extraordinary The student put forth extraordinary effort to complete the project well as possible; used class time extremely well.	Above average The student put forth the effort required to complete the project well; used class time well.	Average The student put forth the effort required to finish the project; used class time adequately.	Below average The student put forth the effort required to finish the project; used class time adequately.	Poor The student put forth no effort or the project was not completed; class time was not used well.
Cooperation 20 % Attitude during class time; willingness to complete set up, art practice and clean up tasks.	Extraordinary The student is always willing to complete assigned tasks and help set up and clean up projects; works very well with others and makes the most use of studio time.	Above average The student is usually willing to complete assigned tasks and help set up and clean up projects; works well with others and utilizes the studio time.	Average The student is sometimes willing to complete assigned tasks and help set up and clean up projects; works somewhat well with others and uses minimum amount of studio time.	Below average The student is rarely willing to complete assigned tasks and help set up and clean up projects; sometimes works well with others, late to class or leaves early (without proper time allotted to project).	Poor The student does not show willingness to complete assigned tasks and help set up and clean up projects; does not work well with others. Late to class or leaves early (without proper time allotted to project).

SAMPLE ASSESSMENTS: Visual Arts

Elementary Art-Individual Progress Report						
Student _____		Grade _____				
Ratings: _____ Excellent _____ Good _____ Fair _____ Poor _____						
Knowledge of Basic Art Concepts						
Color						
<i>Hue</i>						
<i>Intensity</i>						
<i>Values</i>						
Perspective - Depth Perception						
Proportion						
Composition						
Balance						
Contrast						
Harmony						
Skill Level - Application						
Use of Tools						
Gluing/Pasting						
Neatness						
Dexterity						
Attitude - Interest Ability						
Cooperation						
Participation						
Quality of Work						
Care and Use of Materials						
Promptness						
Respect for Students and Other Art Work						
Use of Class Time						
Working to Potential:	Yes			No		
Other Comments: _____						

adapted from Wyoming Arts Education Curriculum, Visual Arts

Design

List five places in your surroundings (home, school, etc.) where you may see good designs. Example: cookie package

- 1.
- 2.
- 3.
- 4.
- 5.

Draw and design in a format (square, circle, etc.) and label as many elements and principles as possible. Use the back of this paper.

If you could redesign any package of food in your home to make it more visually appealing, what would you pick to draw? What would be example of changes you would make?

adapted from Wyoming Arts Education Curriculum, Visual Arts

Analysis

Materials: Color reproductions (postcard or page-size for individual use, large poster size for class use) of a series of images with figures presented in pairs:

Pair 1: Self Portrait by Rembrandt; Woman Before a Mirror by Picasso

Pair 2: Girl with a Dog by Auguste Renoir; Man Ray and Fay Ray by William Wegman

Pair 3: Head of a Man by Paul Klee; Benin Head, Africa

Directions: There are three pairs of artworks in front of you. Study each pair and then write about how the two artworks are similar and different. Go beyond subject matter and think in terms of style, technique, media and culture.

Evaluation Criteria

Level 1. Student did not effectively compare any of the three pairs of artworks in terms of subject matter, style, technique, media, and culture.

Level 2. Student compared one pair of the artworks in terms of subject matter, style, technique, and media.

Level 3. Student effectively compared two pairs of the artworks in terms of subject matter, style, technique, and media.

Level 4. Student effectively compared the three pairs of the artworks in terms of subject matter, style, technique, and media.

adapted from 1997 NAEP Arts Education Assessment and Exercise Specifications, National Art Education Association

Art Criticism Rating Scale

Date _____ Art Work _____ Artist _____

Students	Criteria		
	Identified objects in the reproduction 1__2__3__4__5	Recognized the way the artist composed the work 1__2__3__4__5	Gave reasons for interpreting "natural" 1__2__3__4__5
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

adapted from 1997 NAEP Arts Education Assessment and Exercise Specifications, National

Aesthetics Dialogue about the Value of Art from Different Eras

Date _____ Object _____

Students	Criteria			
Students	Thoughtfully considered reasons for judging something to be "art"	Expressed relevant, life oriented big ideas based on art learning in the encounter	Synthesized contributions of others	Used information from diverse sources, periods of art or cultures
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Pastel Drawing Rubric				
	Advanced	Proficient	Basic	In Progress
Technical	<ul style="list-style-type: none"> realism (?) all fits together all is consistent background is considered as well as objects drawn pastels are handled the same throughout the drawing 	<ul style="list-style-type: none"> colors blended from dark to light not smeared but one color is layered next to other colors so the eye blends the colors shapes are developed and not contained within outline 	<ul style="list-style-type: none"> objects are complete color has been added some layering of colors drawing surface is technically different from object to object some shading but not complete 	<ul style="list-style-type: none"> idea is started but not complete only two colors used for shading smearing finger prints still on surface background and objects separate
Composition	<ul style="list-style-type: none"> it looks good focal point repetition variety all shapes fit the design background is considered 	<ul style="list-style-type: none"> focal point variety repetition 	<ul style="list-style-type: none"> starts at the base of the paper inside of page is ignored objects border the page only center is considered 	<ul style="list-style-type: none"> shapes float are unrelated

Work Habits	<ul style="list-style-type: none"> • whole class time & beyond 	<ul style="list-style-type: none"> • whole class time 	<ul style="list-style-type: none"> • majority of class time 	<ul style="list-style-type: none"> • day working out of 4 days
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Adapted from Jean Detlefsen,, Columbus Nebraska High School, Overview of Assessment

PORTFOLIO ASSESSMENT RATING SCALE										
										Variety of art forms explored are consistent with problems addressed.
										Use of processes, techniques, media at grade level of competence, presentation
										Functional redirection, exploration, integration of influences.
										Growth in complexity of ideas: depth with issue, form or concept.
										Shows synthesis of art history or criticism experience.
										Authenticity of problem(s) addressed.
										Utilization of visual awareness for achieving goals.
										Criteria of the problem are met.
										Aesthetic quality beyond criteria.
										Individuality, originality.
										TOTAL
Student										Generic Coding
1. Ann										4 =commendable
2. Sam										3 = expected
3. etc.										2 = below expected
4.										1 = remedial
5.										0 = no evidence
6.										OR
7.										* = exemplary initiative
8.										+ = beyond experiences provided by the minimum recommendations for art curriculum

9.												= as provided by the minimum
10												- = below experiences provided by the art curriculum
11.												0 = no evidence

Adapted from Designing Assessment in Art, NAEP

ART CRITICAL REASONING RUBRIC						
ART CRITICISM						
1. DESCRIPTION: identifies things about the work that can be seen, named, and described.						Rating
1	2	3	4	5	_____	
Briefly names one or two objects "There is a girl."	Names and describes the obvious objects.		Makes a complete inventory of the subject matter and/or elements accompanied by a thorough description.			
2. ANALYSIS						
a. determines how the work of art is organized						
1	2	3	4	5	_____	
Identifies one or two elements. "I see wavy lines."	Names and describes the elements and principles in the artwork.		Describes the dominant elements and principles and how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.			
b. compares and contrasts artworks.						
1	2	3	4	5	_____	
Compares and/or contrasts the subject matter in two art works.	Compares and contrasts the subject matter and composition of art work		Compares and contrasts artwork with other artwork across a range of eras/cultures/catagories			
3. INTERPRETATION: identifies the ideas, feelings, or moods communicated by the artwork.						
1	2	3	4	5	_____	
Relates a personal response, i.e., ideas, feelings or moods. "It makes me sad."	Identifies the literal meaning.		Forms a hypothesis about the symbolic or metaphorical meaning and substantiates the interpretation with evidence from the artwork.			
4. EVALUATION: judges the quality or success of the work based on criteria.						
1	2	3	4	5	_____	
Evaluates as "bad" or "good" because of his/her personal feeling	States an opinion and gives one reason for the opinion.		Uses an aesthetic theory to judge the artwork. • imitation: faithful rendering			

toward the subject matter.		<ul style="list-style-type: none"> • expression: definite feeling, emotion • formal order: a design focus • instrumental: communicates important ideas 	
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Jean Detlefsen, Columbus (Nebraska) High School

HIGH SCHOOL ASSESSMENT RUBRIC FOR VISUAL ARTS				
Criteria	4 - Advanced	3 - Proficient	2 - Basic	1 - In Progress
Has the learner identified significant characteristics in the historical work?	Learner has chosen multiple significant characteristics and understands and explains how they functioned in their culture.	Learner has chosen significant characteristics to influence his own work.	Learner has chosen a characteristic of the historical work.	Learner has discussed the historical work.
Has the learner been able to reinterpret these characteristics in a way significant to our contemporary world?	Learner has made a significant statement with relevance to our contemporary world which connects to the characteristics of the historical work.	Learner has reinterpreted some of the historical work in his/her own work.	Learner has made a connection between his/her work and the historical work in a general way.	Learner has created his/her own work of art.
Has the learner been able to visually express his/her ideas?	Learner has created a visually successful work of art using the elements of the visual arts to express his/her ideas effectively.	Learner has created a technically proficient work of art using the elements of the visual arts to express his/her ideas.	Learner has used the elements of the visual arts to express his/her ideas with some success.	Learner has expressed his/her ideas.

Has the learner been able to convey the connection between his/her work and the historical work in the written paper?	Learner has effectively explained the connection between his/her work and the historical work using examples from both works.	Learner has explained the connection between elements of his/her work and the historical work.	Learner has made a general connection between his/her work and the historical work.	Learner has written about his/her own work.
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Jean Detlefsen, Columbus (Nebraska) High School

PRIMARY LEVEL ART PROBLEM SOLVING ASSESSMENT			
N	U	A	Not Often, Usually, Always
PROBLEM FINDING (Task definition)			
			The student makes a plan or draws a preliminary sketch.
FACT FINDING (Information seeking and locating resources)			
			The student brainstorms ideas in order to have several solutions from which to choose.
SOLUTION FINDING (Synthesis: putting all the information together)			
			The student is willing to try new things and make changes in his/her art.
			The student asks questions when he/she does not understand.
			The student listens to teacher's suggestions for improvement.
			The student works hard to finish project or task.
EVALUATING			
			The student looks for things he/she can improve.

Distributed at the NAEA conference, March, 1997, New Orleans