

National Coalition for Core Arts Standards

Visual Arts Model Cornerstone Assessment: 8th Grade

Discipline: Visual Arts

Artistic Processes: Creating, Presenting, Responding, and Connecting

Title: Investigating Contemporary Art and Practice

Short Description of Assessment:

Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.

Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to the group.

Students develop an artist statement to accompany their work and prepare both to display.

Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.

Grade: 8th Grade

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.)

<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 examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.)

Responding

Interpret

1. Students observe and respond to a diverse selection of contemporary art that exemplifies a range of contemporary art practices.
2. Students interpret artworks by analyzing how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.
3. Students investigate how these contemporary artists engage in artistic practice, considering their use of materials, approaches to content, and how they choose present their artworks for an audience.

(Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to them as a group.)

Creating

Experiment/Imagine/Identify

1. Students review what they have learned about contemporary artworks and contemporary artistic practice.
2. Students discuss themes and ideas they might explore in their own artworks, focusing on what they believe is important to them as a group.
3. Students generate ideas for individual artworks that reflect on and reinforce a collaboratively chosen theme or idea.

Investigate/Plan/Make

4. Students discuss and demonstrate how they might incorporate methods used by contemporary artists as they shape their investigations.
5. Students visually and/or verbally document the process of generating ideas for their artworks.

Reflect/Refine/Continue

6. Students explore and experiment with alternate ways of working with materials and tools during the process of art making.

(Students write an artist statement to accompany their work and prepare both to display.)

Connecting

Synthesize/Relate

1. Students reflect upon and use art vocabulary to write about their artistic decisions in terms of ideas and how their ideas reflect or reinforce the collaboratively chosen theme or idea.
2. Students reflect upon how they incorporated processes from contemporary artistic practice and how they experimented with alternate ways of working.
3. Students reflect upon the characteristics of quality specific to the artwork and explain how they were used to make revisions.

(Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.)

Presenting

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	critique & constructive critique	innovative thinking
artist statement	criteria & relevant criteria	interpret
artistic investigation	creativity	materials
art making approaches	display	media
artistic practice & contemporary artistic practice	formal and conceptual vocabularies	portfolio
brainstorm	image	subject matter
context		

Knowledge and Skills [other than Key Vocabulary]

Students will:

(Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.)

- Observe, analyze, respond to, and interpret a diverse selection of contemporary art.
- Investigate contemporary artistic practices.

(Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to them as a group.)

- Discuss themes and generate ideas for individual artworks that reflect on and reinforce a collaboratively chosen theme or idea.
- Explore and experiment with materials and tools.

(Students write an artist statement to accompany their work and prepare both to display.)

- Reflect upon artistic decisions in their artist statement.

(Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.)

- Provide reasons for grouping artworks.
- Prepare artworks for display.
- Guide viewers in understanding how the artworks address the theme or idea.

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 contemporary art works
variety of media and tools
rubrics and/or checklists
space or venue for exhibition
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.

Scoring Device A: 8th Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment

In this sample device the **Brief Description of the Assessment** statements and the **Key Traits** are included to demonstrate how the key traits may be used to assess student learning in the various stages of the assessment. This device can be used by teachers to formatively assess student learning. The qualitative descriptions provide illustrations of how well the student met the prompt.

Scoring Device B: 8th Grade 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: 8th Grade Standards-Based Holistic Checklist

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.

Scoring Device D: 8th Grade Student Self-Critique Form

This sample device may be used by students following completion of the assessment to self-evaluate the scope of learning they have achieved.

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					

<p>Creating</p> <ul style="list-style-type: none"> Experiment Imagine Identify 	<p>Creativity and innovative thinking are essential life skills that can be developed.</p>	<ul style="list-style-type: none"> What conditions, attitudes and behaviors support creativity and innovative thinking? 	<p>Generate and conceptualize artistic ideas and work.</p>	<ul style="list-style-type: none"> Visually and/or verbally document early stages of the creative process while generating ideas for art making. 	<p>VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.</p>
<ul style="list-style-type: none"> Investigate Plan Make 	<p>Artists and designers shape artistic investigations, following or breaking established conventions, in pursuit of creative artmaking goals.</p>	<ul style="list-style-type: none"> 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"> Refer to the methods used by contemporary artists to make meaning when shaping an artistic investigation. 	<p>VA:Cr1.2.8a Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</p>
<ul style="list-style-type: none"> Investigate Plan Make 	<p>Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.</p>	<ul style="list-style-type: none"> How do artists and designers determine whether a particular direction in their work is effective? 	<p>Organize and develop artistic ideas and work.</p>	<ul style="list-style-type: none"> Demonstrate and/or discuss a willingness to try alternate ways of working and experimenting with materials, tools, and ideas. 	<p>VA:Cr2.1.8a Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p>

<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"> • 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 characteristics of quality specific to the artwork in progress and explain how they were used to make revisions. 	<p>VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or 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"> • What criteria, methods and processes are used to select work for preservation or presentation? 	<p>Analyze, interpret and select artistic work for presentation.</p>	<ul style="list-style-type: none"> • Develop criteria for evaluating artworks. • Apply criteria to selecting and evaluating artwork for display. 	<p>VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of art works for presentation.</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 or preservation? 	<p>Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> • Select artworks based on a theme to display in a public or private place. • Prepare artworks for display. • Develop an exhibition narrative to guide viewers. 	<p>VA:Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p>

Artistic Process: Responding					
Responding <ul style="list-style-type: none"> Interpret 	People gain insights into the meanings of artworks by engaging in the process of art criticism.	<ul style="list-style-type: none"> How can the viewer “read” a work of art? 	Interpret intent and meaning in artistic work.	<ul style="list-style-type: none"> Construct an interpretation of an artwork supported by reasons based on observations and relevant contextual information. 	VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Artistic Process: Connecting					
Connecting <ul style="list-style-type: none"> Synthesize 	Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	<ul style="list-style-type: none"> How do people contribute to awareness and understanding of their lives and the lives of their communities through art making? 	Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> Make an individual art work that reflects on and reinforces a collaboratively chosen theme or idea. 	VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.
<ul style="list-style-type: none"> Relate 	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	<ul style="list-style-type: none"> How is art used to impact the views of a society? 	Relate artistic ideas and works to societal, cultural and historical context to deepen understanding.	<ul style="list-style-type: none"> Contribute to an exhibition narrative that distinguishes how the exhibited art works represent, establish, reinforce, and/or reflect a group theme or idea. 	VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce and reflect group identity.

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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Scoring Device A: 8th Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment

NOTE: In this sample device the **Brief Description of the Assessment** statements and the **Key Traits** are included to demonstrate how the key traits may be used to assess student learning in the various stages of the assessment. This device can be used by teachers to formatively

assess student learning. The qualitative descriptions provide illustrations of how well the student met the prompt.

8th Grade Model Cornerstone Assessment Holistic Rubric - Teacher's Formative Assessment Check for the Assessment

Student Name _____ Date _____

Brief Description of the Assessment/Key Traits	No evidence	Limited evidence	Sufficient evidence	Strong evidence
<p>Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works.</p> <p>(Responding)</p> <ul style="list-style-type: none"> Construct an interpretation of an artwork supported by reasons based on observations and relevant contextual information. 	<p>Student examined the artwork but did not make contributions regarding the meanings conveyed.</p>	<p>Student examined the artwork but made limited contributions regarding the meanings conveyed.</p>	<p>Student examined the art work and made meaningful contributions regarding the meanings conveyed.</p>	<p>Student examined the artwork and made multiple, developed and insightful contributions regarding the meanings conveyed.</p>
<p>Students use knowledge gained to experiment, plan, and make their own artworks to express meaning relevant to a theme or idea important to the group.</p> <p>(Creating)</p> <ul style="list-style-type: none"> Visually and/or verbally documents early stages of the creative process while generating ideas for art making. 	<p>Student created an artwork without connection to the group theme or idea and is unable to document the development of the process used to plan and create the work.</p>	<p>Student created an artwork depicting his/her interpretation of the group theme or idea and is able to document the development of the process used to plan and create the work.</p>	<p>Student created an artwork clearly depicting his/her interpretation of the group theme or idea and is able to document the development of the process used to plan and create the work, identifying</p>	<p>Student created an artwork clearly depicting his/her developed interpretation of the group theme or idea and is able to document the development of the processes used to plan and create the work,</p>
<ul style="list-style-type: none"> Refer to the methods used by contemporary artists to make meaning when shaping an artistic investigation. Demonstrate and/or discuss a willingness to try alternate ways of working and experimenting with materials, tools, and ideas. Identify characteristics of quality specific to the artwork in progress and explain how they were used to make revisions. 			<p>an experiment attempted with media or techniques learned from examined artworks.</p>	<p>identifying multiple experiments attempted with media and techniques learned from examined artworks.</p>

<p>Students develop an artist statement to accompany their work and prepare both to display.</p> <p>(Presenting)</p> <ul style="list-style-type: none"> • Develop criteria for evaluating artworks. • Apply criteria to selecting and evaluating artwork for display. • Select artworks based on a theme to display in a public or private place. • Prepare artworks for display. • Develop an exhibition narrative to guide viewers. 	<p>Student developed an artist statement but does not explain how group theme is expressed through their artwork.</p>	<p>Student developed an artist statement explaining how group theme is expressed through their artwork.</p>	<p>Student developed an artist statement explaining decisions made while creating and how group theme is expressed through their artwork.</p>	<p>Student developed an artist statement explaining decisions made in creating, how group theme is expressed through their artwork and the influences for their work.</p>
<p>Students collaboratively exhibit their work and develop an exhibition narrative to guide viewers.</p> <p>(Connecting)</p> <ul style="list-style-type: none"> • Make an individual art work that reflects on and reinforces a collaboratively chosen theme or idea. • Contribute to an exhibition narrative that distinguishes how the exhibited art works represent, establish, reinforce, and/or reflect a group theme or idea. 	<p>Student makes limited or no contributions to the design of the group exhibition and provides comments which are irrelevant for the development of exhibition narrative.</p>	<p>Student makes limited contributions to the design of the group exhibition and development of exhibition narrative.</p>	<p>Student makes contributions to the design of the group exhibition and development of exhibition narrative.</p>	<p>Student makes significant contributions to the design of the group exhibition and leads the development of exhibition narrative.</p>

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.

8th Grade Standards-Based Holistic Rubric

Student Name _____ Date _____

Performance Standards:	Not observed	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.
Document early stages of the creative process visually and/or verbally in traditional or new media.	Does not visually or verbally document early stages of the creative process while generating ideas for art making.	Provides limited visual and/or verbal documentation of early stages of the creative process while generating ideas for art making.	Visually and/or verbally documents early stages of the creative process while generating ideas for art making.	Visually and/or verbally documents early stages of the creative process while generating multiple ideas for art making.
Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Does not use contemporary art making practice to experiment, plan, and make a work of art about a theme important to the group.	Using limited aspect of contemporary art making practice, experiments, plans, and makes a work of art about a theme important to the group.	Using contemporary art making practice, experiments, plans, and makes a work of art about a theme important to the group.	Demonstrating a thorough understanding of contemporary art making practice, experiments, plans, and makes a work of art about a theme important to the group.
Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.	Demonstrates a lack of willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group.	Demonstrates limited willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group.	Demonstrates willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group.	Demonstrates an exceptional willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group.

Apply relevant criteria to examine reflect on and plan revisions for a work of art or design in progress.	Does not identify characteristics of quality for an artwork in progress; does not apply criteria when examining and reflecting on the work and if revisions are made they are not based on criteria.	Identifies characteristics of quality for an artwork in progress; does not effectively apply these criteria when examining and reflecting on the work and does not make revisions accordingly.	Identifies characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions accordingly.	Identifies characteristics of quality for an artwork in progress; provides rationale and applies these criteria when examining and reflecting on the work, and makes revisions accordingly.
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.
Develop and apply criteria for evaluating a collection of art works for presentation.	Does not engage in the process of developing criteria for evaluating artworks; does not apply criteria when selecting artworks for exhibition.	Partially engages in the process of developing criteria for evaluating artworks; ineffectively applies criteria when selecting artworks for exhibition.	Engages in the process of developing criteria for evaluating artworks; effectively applies criteria when selecting artworks for exhibition.	Thoroughly engages in the process of developing criteria for evaluating artworks; effectively applies criteria when selecting artworks for exhibition and provides rationale.
Collaboratively prepare and present selected theme-based artworks for display, and formulate exhibition narratives for the viewer.	Does not work collaboratively to select and prepare artworks for exhibition based on a theme; develops a limited or no exhibition narrative to guide viewers.	Works somewhat collaboratively to select and prepare artworks for exhibition based on a theme; develops a limited exhibition narrative to guide viewers.	Collaboratively selects and prepares artworks for exhibition based on a theme; develops an adequate exhibition narrative to guide viewers.	Collaborates selects and prepares artworks for exhibition based on a theme and develops an exceptional exhibition narrative to guide viewers.
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.

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	Constructs a limited or no interpretation of an artwork with no analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs a limited interpretation of an artwork with limited analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs an interpretation of an artwork by analyzing how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs a highly plausible interpretation of an artwork by analyzing in depth how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.
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.
Make art collaboratively to reflect on and reinforce positive aspects of group identity.	Makes an individual art work that does not reflect on or reinforce a collaboratively chosen theme or idea important to the group.	Makes an individual art work that minimally reflects on and reinforces a collaboratively chosen theme or idea important to the group.	Makes an individual art work that reflects on and reinforces a collaboratively chosen theme or idea important to the group.	Makes an individual art work that expansively reflects on and reinforces a collaboratively chosen theme or idea important to the group.
Distinguish different ways art is used to represent, establish, reinforce and reflect group identity.	Contributions to an exhibition narrative do not reveal ways art is used to represent, establish, reinforce and reflect group identity.	Contributions to an exhibition narrative moderately reveal ways art is used to represent, establish, reinforce and reflect group identity.	Contributions to an exhibition narrative reveal ways art is used to represent, establish, reinforce and reflect group identity.	Contributions to an exhibition narrative make compelling distinctions among ways art is used to represent, establish, reinforce and reflect group identity.

Comments:

Scoring Device C: 8th Grade Standards-Based Holistic Checklist

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.

8th Grade Standards-Based Holistic Checklist

Student Name _____ Date _____

Performance Standards	Evidence	Not Observed	Observed	Comments
Creating: Document early stages of the creative process visually and/or verbally in traditional or new media.	Visually and/or verbally documents early stages of the creative process while generating ideas for art making.			
Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Using contemporary art making practice, experiments, plans, and makes a work of art about a theme important to the group.			

<p>Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p>Demonstrates willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of making a work of art about a theme important to the group.</p>			
<p>Apply relevant criteria to examine reflect on, and plan revisions for a work of art or design in progress.</p>	<p>Identifies characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions accordingly.</p>			
<p>Presenting: Develop and apply criteria for evaluating a collection of art works for presentation.</p>	<p>Engages in the process of developing criteria for evaluating artworks; effectively applies criteria when selecting artworks for exhibition.</p>			
<p>Collaboratively prepare, and present selected theme-based artwork, for display, and formulate exhibition narratives for the viewer.</p>	<p>Collaboratively selects and prepares artworks for exhibition based on a theme; develops an adequate exhibition narrative to guide viewers.</p>			

<p>Responding: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p>	<p>Constructs an interpretation of an artwork by analyzing how subject matter, visual elements, formal composition, media and relevant contextual information interact to convey meaning.</p>			
<p>Connecting: Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p>Makes an individual art work that reflects on and reinforces a collaboratively chosen theme or idea important to the group.</p>			
<p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>	<p>Contributions to an exhibition narrative reveal ways art is used to represent, establish, reinforce and reflect group identity.</p>			

Additional Comments:

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Scoring Device D: 8th Grade Student Self-Critique Form

NOTE: This sample device may be used by students following completion of the assessment to self-evaluate the scope of learning they have achieved.

8th Grade Student Self-Critique Form

I examined, interpreted, and responded to artworks regarding their meaning.

Yes	Somewhat	No	Comments

I helped identify a theme or idea important to the group. (Provide examples.)

Yes	Somewhat	No	Comments

I experimented, planned, and made my artwork to express the chosen theme.

Yes	Somewhat	No	Comments

I wrote an artist statement describing the choices I made and how the theme is conveyed.

Yes	Somewhat	No	Comments

I prepared my work for exhibition.

Yes	Somewhat	No	Comments

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I collaborated with my classmates to choose an exhibition format.

Yes	Somewhat	No	Comments

I participated in creating an exhibition narrative to help viewers understand the theme of the exhibition.

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: