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| 8th Grade Standards-Based Holistic Rubric  (Adapted from the National Core Art Standards)  First Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_ |

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| Performance Standards | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
| **Creating** | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance 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 pertaining to identity or issues 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 pertaining to identity or issues. | Using limited aspect of contemporary art making practice, experiments, plans, and makes a work of art about a theme pertaining to identity or issues. | Using contemporary art making practice, experiments, plans, and makes a work of art about a theme pertaining to identity or issues. | Demonstrating a thorough understanding of contemporary art making practice, experiments, plans, and makes a work of art about a theme pertaining to identity or issues. |
| Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking 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. | 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. | 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. | 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. |
| Performance Standards | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
| **Responding** | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance has been met |
| Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking 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. |
| Performance Standards | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
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| **Presenting** | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance 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. |
| Thoroughly engages in the process of developing criteria for evaluating artworks; effectively applies criteria when selecting artworks for exhibition and provides rationale. | 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 |
| Performance Standards | No evidence | Limited evidence | Sufficient evidence | Strong evidence |
| **Connecting** | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance has been met | Degree to which the performance 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 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. |
| Please take the time to reflect upon your experience. Write using complete sentences and answer the questions thoroughly.(Attach another piece of paper if necessary) | | | | |
| **Student Reflection** |  | | | |
| Discuss how your art-skills goal was met through your art making process.  Goal: |  | | | |
| What did this process teach you about your chosen theme?  Theme: | I used to think/know:  Now I think/know: | | | |
| Learning is always an ongoing journey. You may have learned many things during this experience, but what parts are left undiscovered? | Next steps:  Lingering questions: | | | |
| **Peer Feedback**  This feedback is meant to give you a lens through the viewer’s eyes. How do others interpret your work? | **Peer 1 :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  I appreciate:  Your artwork tells me:  Your artwork makes me feel: | | | |
| **Teacher Feedback**  This feedback is intended to summarize our ongoing discussion of your progress and growth during this project and as an artist. |  | | | |