

**Scoring Tool A: Missouri Learning Standards Visual Arts Pilot Assessment Holistic Rubric**

Student Name:			Date:	
<b>Brief Description of the Assessment/Key Traits</b>	<b>No evidence</b>	<b>Limited evidence</b>	<b>Sufficient evidence</b>	<b>Strong evidence</b>
<p>Students collaboratively examine and respond to a body of contemporary artworks in order to make interpretations of meaning conveyed through such works. (Responding)</p> <ul style="list-style-type: none"> <li>• Construct an interpretation of an artwork supported by reasons based on observations and relevant contextual information.</li> </ul>	<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 artwork 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. (Creating)</p> <ul style="list-style-type: none"> <li>• Visually and/or verbally documents early stages of the creative process while generating ideas for art making.</li> <li>• Refer to the methods used by contemporary artists to make meaning when shaping an artistic investigation.</li> <li>• Demonstrate and/or discuss a willingness to try alternate ways of working and experimenting with materials, tools, and ideas.</li> <li>• Identify characteristics of quality specific to the artwork in progress and explain how they were used to make revisions.</li> </ul>	<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 an experiment attempted with media or techniques learned from examined artworks.</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, 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. (Presenting)</p> <ul style="list-style-type: none"> <li>• Develop criteria for evaluating artworks.</li> <li>• Apply criteria to selecting and evaluating artwork for display.</li> <li>• Select artworks based on a theme to display in a public or private place.</li> <li>• Prepare artworks for display.</li> <li>• Develop an exhibition narrative to guide viewers.</li> </ul>	<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 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. (Connecting)</p> <ul style="list-style-type: none"> <li>• Make an individual art work that reflects on and reinforces a collaboratively chosen theme or idea.</li> <li>• Contribute to an exhibition narrative that distinguishes how the exhibited art works represent, establish, reinforce, and/or reflect a group theme or idea.</li> </ul>	<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>
<p><b>Brief Description of the Assessment/Key Traits</b></p>	<p><b>No evidence</b></p>	<p><b>Limited evidence</b></p>	<p><b>Sufficient evidence</b></p>	<p><b>Strong evidence</b></p>