DRAFT

Individual Arts Assessment Pathway Visual Arts / Media Arts Student-Artist Booklet

Student-Artist Directions
Teacher Scoring Rubrics
Student-Artist Worksheets

Name: _____

Teacher: _____

School: _____

Date:_____

DRAFT

Visual Arts / Media Arts Discipline-Specific Mandatory Portfolio Requirements

Element	Anchor Standard	Notes
Artistic Statement/Goals	CR1, CR 2, CN10	500 words or less, can be written, or recorded. (voice, digital or hard copy) Statement should include an Artistic Growth Statement.
Minimum of 5 creative works connected to student's artistic goals	CR2, CR3, PR4,	5 creative works from HS level visual arts / media arts unit of study, any discipline connected to student goals; Concentration on breadth and growth of visual concepts, understanding, and skills
Initial artistic work and evidence of creative process/design process ● sketchbooks/websites ● Sketches, mock-ups ● Other process artifacts	CR3, PR5, RE7 CN10, CN11	Sketchbook/visual journal, storyboards, shot lists, resource images, project presentation decks, mood boards and mind maps, evidence of experimenting with materials, ideas, or approaches
Additional artworks and evidence~~/~~ of creative process/design process: ● sketchbooks/websites ● Sketches, mock-ups ● other process artifacts ● self/Teacher feedback ● evidence of peer critique ● Artistic Growth Piece with reflection	CR3, PR5, RE7 CN10, CN11	"Artistic Growth Statement" supported by visual evidence

Final artwork(s) with process reflection ● final artistic statement / include goals ● Self-reflection ● Process artifacts ○ storyboards ○ shot lists ○ interview question ○ sketches/thumbnails, research, iterations	CR3, PR6 RE8, RE9	Evidence of growth/learning gleaned from Artist statements, short answers to guided questions, and self-reflections must be visible in the Final artwork(s); additional Process artifacts as evidence can be included if artifact supports artists goals/statements

Student-Artist Directions

Part 1 - Overview and Explanation
Part 2 - Statement of Goals/Artist Statements
Part 3 - Artifact Collection
Part 4 - Initial Performance or Presentation
Part 5 - Evidence of Peer and Teacher Feedback and Student-Artist Revision
Part 6 - Final Performance or Presentation

Part 1: Overview and Explanation

Through the next 3-4 years, you will build a portfolio showcasing your achievements as a Student-Artist. Be careful not to lose this Student-Artist Booklet, as it will serve as a communication tool for providing feedback and will be used for the duration of this assessment.

Work should demonstrate an understanding of standards commonly applied to Visual and Media Arts and demonstrate qualities that make your work unique.

You will submit your portfolio in a digital format.

The Initial Performance/Presentation Assessment Focus will be used to evaluate your work after the initial performance/presentation. The Evidence of Learning Rubric will be used to evaluate your final work.

You may use work accumulated during your experience as a Visual Arts / Media Arts Student-Artist. Select your best work. Your writing should be free of spelling and grammatical errors and must be typed. Your teacher will be available to answer questions and provide guidance throughout the duration of the assessment.

Please use the following format for all typed content:

- **Font Type:** Use a professional font such as Arial, Verdana, Cambria, or Calibri
- **Font Size:** 12 point
- **Margins:** One inch on all sides
- **Line Spacing**: Double

Your portfolio should be organized as follows:

1. Title Page

2. Table of Contents
3. Statement of Goals/Artistic Statements
4. Reflective Practice
5. A minimum of five artifacts carefully selected from the suggestions provided and an accompanying written response for each artifact.
6. A works-cited page using MLA or APA guidelines

A suggested timeline is provided in this booklet. Your teacher will assign specific deadlines as you work throughout the project.

All work must be submitted as a digital portfolio (CD/DVD) or an e-portfolio (online). Your teacher will tell you which of these submissions to use.

Title Page Template

While your final copy must be typed, you will use this template as a guide to setting up your title page. Please fill in the information as requested: your first and last name, grade in school, home address, phone number, email address, and school name. When you complete the Title Page Template, wait until your teacher tells you to proceed.

Part 2 - Statement of Goals/Artist Statements

To focus the development of your portfolio, you will draft a Statement of Goals/Artist Statement. This will become a typed one-page explanation of your educational and career goals as they relate to your experiences in visual arts/media arts. The paper should focus on your experiences as a Student-Artist AND your collegiate and professional goals. Please include an explanation of how these components relate to one another. You should also include a self-reflective statement and an analysis of your personal work ethic. You will have an opportunity to revise your draft as the project progresses.

Part 3 - Evidence of Creative Process/Artifact Collection

As you assemble your portfolio, you will collect five to seven artifacts/pieces of evidence demonstrating your growth as a Student-Artist. You will then write a self-reflective/analytical piece for each artifact.

Because the purpose of a portfolio is to show your development as an artist and highlight your best work, you may use work from your cumulative art experience. You may use course work and extracurricular work. Unless noted for artistic reasons, renderings, sketches, and photographs must be in color.

Your portfolio should achieve these goals:

- Demonstrate your growth
- Exhibit a range of abilities
- Illustrate your understanding of artistic conventions and mastery of arts vocabulary
- Demonstrate an ability to appraise and reflect upon your work
- Express your unique creative process

Other than the typed-writing and content requirements, you may format these in a way that best expresses your accomplishments and achieves the goals of this portfolio. For each artifact you select, you must include:

1. Title/Label
2. Appropriate annotations for the use of copyrighted materials
3. A ¾–1 page of writing for each entry that includes:
    a. a description of the artwork, grade and location presented
    b. a description of your process (how you came up with your ideas, the things you may have used for inspiration, risks and results in your process, programs used to support your created work, and what steps you took to create this particular artifact)
    c. a self-reflection on your areas of success and areas for improvement

To help provide direction throughout this project, use the **List of Suggested Artifacts in the column on the right. They are connected to the Performance Indicators that you are required to meet.** Take a moment to circle the ideas you think you would like to include, based on your interests and experiences. You can also add other ideas that you feel meets each performance indicator.

Possible Artifacts by Standard and Performance Indicators:

Student Name: **Start:**	**IAAP Contact:**	**Student ID:**	**Year**
Anchor Standard		**Performance Indicators**	**Possible Artifacts to Meet Performance Indicators**
1:VA/MA: Generate and conceptualize artistic ideas and work.		VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work	Sketches, studies, storyboards, thumbnails, process photos or photographs of work in progress, documentation of discussion, artwork proposal, project presentation decks: slides tracking student art or design process, character research and analysis, models, mind maps, collages, inspiration boards, mood boards, peer edits of work, story ideas
		VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.	
2: VA/MA: Organize and develop artistic ideas and work		VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes,	Sketches, storyboards, thumbnails, video, final works of art, still images, etc. showing experimentation with different materials, genres, elements of art, principles of design, styles of art, artists, etc., project presentation decks: slides tracking student art or design process, written documentation, documentation of sources for visual references, documentation

	and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.	of what the artwork looked like before and after editing was made.
	VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.	
	VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work	
	VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues	
3: VA/MA: Refine and Complete artistic work	VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision. MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts	Video, audio, or written documentation of participation in a peer critique. Plus, documentation of the art before and after the critique, can be included in a project presentation deck: slides tracking student art or design process
4: VA/MA: Select, analyze, and interpret artistic work for presentation of artistic work	VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.	Completed IAAP portfolio.
5: VA/MA: Develop and refine artistic techniques and work for presentation	VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.	Video, audio, interview, scripts, comments, guest book with comments to show viewer perception and reaction to presentation of art.
6: VA/MA: Convey meaning through the presentation of artistic work	VA:PR6.1.HSII a. Make, explain and justify connections between artists or artwork and social, cultural, and political history.	Opening statement, flier, press release, advertisement, labels, photos etc. for an art show.

	MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.	
7: VA/MA: Perceive and analyze artistic work	VA:Re7.1.HSII a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life. MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.	Documentation of participation in critiques of art: video, audio, written, etc.
	VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture. MA:Re7.2.HSII a. Analyze how a broad range of media artwork manages audience experience, and creates intention and persuasion through multisensory perception.	
8: VA/MA: Interpret meaning in artistic work	VA:Re8.1.HSII a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. MA:Re8.1.HSII a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.	Documentation of participation in critiques of art: video, audio, written, etc.
9: VA/MA: Apply criteria to evaluate artistic work	VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.	Documentation of participation in critiques of art: video, audio, written, etc.
10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work	VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.	Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.

11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.	VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts. MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems	Documentation of participation in critiques of art: video, audio, written, etc. Documentation of research and art and design references: mood board, visuals, samples, etc.
	VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems. MA:Cn11.2.HSII a.Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions	

Part 4 - Final Portfolio

You will need to document your journey through the creative process by writing a one or two-page reflection discussing challenges you met and overcame while conducting the creative process, reflecting on your successes and areas for improvement, and indicating how you developed the ideas for your original work (where did you get your ideas and what did you use for inspiration?).

You may keep your Student-Artist Booklet throughout this assessment for access to the directions. When your portfolio has been turned in, this assessment is complete.

Your teacher will establish deadlines as you progress through the school year. You will be provided some time in class to work on the written elements of this project. A suggested timeline has been provided to help you stay focused.

Timeline

Year 1

- Introduce Portfolio Project (Teacher)
- Draft Artist Statement (Student-Artist)
- Create Title Page (Student-Artist)
- Brainstorm/Indicate Areas of Interest for Portfolio Inclusion (Student-Artist)
- Collect and Provide Feedback on Philosophy Statement, Title Page, and Areas of Interest (Teacher)
- Return Student-Artist Work with Feedback (Teacher)

Year 2

- Collect Artifacts (Student-Artists)
- Collect Artifacts for Review and Feedback (Teacher)
- Return Artifacts with Feedback (Teacher)
- Initial Performance/Presentation
- Write Reflective and Analytical Pieces (Student-Artist)

- Submit for Instructor Review and Feedback (Student-Artist)
- Review and Provide Feedback on Student-Artist Submissions (Teacher)
- Return Submissions with Constructive Feedback (Teacher)

Year 3

- Revise Writing/Reflections
- Organize and Assemble Portfolio
- Create a Table of Contents
- Submit Completed Portfolio for Assessment

Example of Visual Arts/Media Arts IAAP Rubric for Grading

Anchor Standard	HS II Performance Indicators make this column wider when deleting the proficient column to right	Achievement Levels	
		Met Standard /Accomplished	Did not meet Standard / Approaching
1: VA /MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work.		
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.		
2: VA/MA: Organize and develop artistic ideas and work	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. MA:Cr2.1.HSII a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.		
	VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.		

	VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work		
	VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues.		
3: VA/MA: Refine and complete artistic work	VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to personal artistic vision. MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts.		
4: VA/MA: Select, analyze, and interpret artistic work for presentation	VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.		
5: VA/MA: Develop and refine artistic techniques and work for presentation	VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.		
6: VA/MA: Convey meaning through the presentation of artistic work	VA:PR6.1.HSII a. Make, explain and justify connections between artists or artwork and social, cultural, and political history. MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.		
7: VA/MA: Perceive and analyze artistic work	VA:Re7.1.HSII a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life. MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.		
	VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture. MA:Re7.2.HSII a.Analyze how a broad range of media artwork manages audience experience, and creates intention and persuasion through multisensory perception.		

8: VA/MA: Interpret meaning in artistic work	VA:Re8.1.HSII a Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. MA:Re8.1.HSII a. Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.		
9: VA/MA: Apply criteria to evaluate artistic work	VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.		
10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work	VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.		
11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical context, and in turn, how artistic ideas shape cultures past, present, and future.	VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses of art in contemporary and local contexts. MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.		
	VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems. MA:Cn11.2.HSII a.Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.		

Initial Performance/Presentation Assessment Focus for Teacher and Student-Artist (this

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checklist is also available as an independent document here)

Student Name: Start:	IAAP Contact:	Student ID:	Year

Anchor Standard	Performance Indicators	ARTIST CHECKLIST							
		Description of Evidence.	**Location of Evidence** (Provide link to digital file/folder.)	**How does this evidence meet the Performance Indicator?**	**Stage in Process**	**Course Name / Teacher**	**Year**	**Completed?**	**Reflection**
1: VA/MA: Generate and conceptualize artistic ideas and work.	VA:Cr1.1.HSII a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. MA:Cr1.1.HSII a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media work								
	VA:Cr1.2.HSII a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.								
2: VA/MA: Organize and develop artistic ideas and work	VA:Cr2.1.HSII a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. MA:Cr2.1.HSII a. Apply personal criteria in								

	designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.								
	VA:Cr2.2.HSII a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment. MA:Cr2.2.HSII a. Critically investigate and ethically interact with legal, technological, systematic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactively.								
	VA:Cr2.2.HSII b. Consistently apply ethical standards when making and distributing creative work								
	VA:Cr2.3.HSII a. Redesign an object, system, place, or design in response to contemporary issues								
3: VA/MA: Refine and Complete artistic work	VA:Cr3.1.HSII a. Engage in constructive critique with peers; then reflect on, and refine works of art and design in response to								

	personal artistic vision. MA:Cr3.1.HSII a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles, and technical components that form effective expression in media artwork for specific purposes, intentions, audiences, and contexts								
4: VA/MA: Select, analyze, and interpret artistic work for presentation	VA:Pr4.1.HSII a. Analyze, select, and critique personal artwork for a collection or portfolio presentation MA:Pr4.1.HSII Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.								
5: VA/MA: Develop and refine artistic techniques and work for presentation	VA:Pr5.1.HSII a. Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. MA:Pr5.1.HSII a. Demonstrate the skillful adaption and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.								
6: VA/MA: Convey meaning	VA:PR6.1.HSII a. Make, explain and justify								

through the presentation of artistic work	connections between artists or artwork and social, cultural, and political history. MA:PR6.1.HSII a. Curate and design the presentation and distribution of media artwork in a variety of contexts and venues, evaluating and implementing improvements while considering the personal, local, and social effects on people or on a situation.								
7 VA/MA: Perceive and analyze artistic work	VA:Re7.1.HSII a Analyze how responses to art develop over time, based on knowledge of and experience with art and life. MA:Re7.1.HSII a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.								
	VA:Re7.2.HSII a Identify commonalities within a group of artists or visual images attributed to a particular art, timeframe or culture. MA:Re7.2.HSII a.Analyze how a broad range of media artwork manages audience experience, and creates intention and persuasion through multisensory perception.								
8: VA/MA: Interpret	VA:Re8.1.HSII a Identify types of contextual information useful								

meaning in artistic work	in the process of constructing interpretations of an artwork or collection of works. MA:Re8.1.HSII a.Analyze intent and interpret meaning of a variety of media artworks, based in personal and cultural contexts, to determine meaning and audience reception.								
9: VA/MA: Apply criteria to evaluate artistic work	VA:Re9.1.HSII a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. MA:Re9.1.HSII a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes.								
10: VA/MA: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work	VA:Cn10.1.HSII a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. MA:Cn10.1.HSII Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.								
11: VA/MA: Investigate ways that artistic work is influenced by societal cultural and historical	VA:Cn11.1.HSII a. Compare uses of art in a variety of societal, cultural and historical contexts; and make connections to uses								

context, and in turn, how artistic ideas shape cultures past, present, and future.	of art in contemporary and local contexts. MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.								
	VA:Cn11.2.HSII a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems. MA:Cn11.2.HSII a.Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions								

Visual Arts/Media Arts IAAP Evidence of Learning

Criteria and Standards	Above Standard	At Standard	Near Standard	Below Standard
Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing	All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.	Structural elements are comprehensive, accurate, and logically organized.	Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.	Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.
Statement of Goals/Artist Statements Anchor Standard 1	Artist statement demonstrates thoughtfulness and sophistication in its writing style	Artist statement is clearly written. Project goals are	Artist statement is developing and shows some effort, but the piece needs more work. Project goals somewhat reflect	Artist statement is unclear. Project goals are not reflected in the final outcome.

Anchor Standard 10	Project goals are clearly reflected in the final project	reflected in the final project	the final outcome.	
Evidence of Creative Process/Design Process/Artifacts/ Critical Understanding Anchor Standard 2 Anchor Standard 3	Able to demonstrate comprehensive knowledge and sophisticated understanding of the elements of the art form studied. Able to communicate a well-developed critical understanding of the art form studied, in the context of one's project.	Able to demonstrate knowledge and understanding of the elements of the art form studied. Able to communicate a level of critical understanding of the art form studied, in the context of one's project..	Able to demonstrate limited knowledge and understanding of the elements of the art form studied. Able to communicate a limited critical understanding of the art form studied, in the context of one's project.	Does not meet descriptors. Does not reach a standard described by any of the descriptors.
Initial Performance or Presentation: Anchor Standard 4 Anchor Standard 5 Anchor Standard 6 Anchor Standard 8	The performance or presentation comes from a strong and clear creative starting point or stimulus and provides a strong baseline for future revisions.	The performance or presentation comes from a clear starting point or stimulus and provides a clear baseline for future revisions.	The performance or presentation comes from an unclear starting point or stimulus and provides an unclear baseline for future revisions.	The performance or presentation does not provide a starting point or stimulus or provide a baseline.
Evidence of Peer and Teacher Feedback and Student-Artist Revision Anchor Standard 7 Anchor Standard 9	Intentionally uses feedback in the artistic development that shows an appropriate consideration of artistic processes.	Uses feedback in the artistic development which informs the artistic development and processes.	Uses some feedback in the artistic development with extensive guidance, which informs the artistic development and processes.	Does not reach a standard described by any of the descriptors.
Final Performance or Presentation: Anchor Standard 6	Performance thoughtfully integrates individual research and perspectives into a sophisticated and cohesive whole.	Performance integrates individual research and perspectives into a cohesive whole.	Performance somewhat integrates individual research and perspectives into a piece that needs more work.	Performance does not integrate individual research and perspectives into a piece that needs more work.
Post Project Reflection Anchor Standard 7 Anchor Standard 9 Anchor Standard 10 Anchor Standard 11.1 & 11.2	The reflection provides an insightful and sophisticated analysis of the final work focusing on the guiding question and the artist's vision Reflects critically and deeply on his or her artistic development and processes at different stages of one's work.	The reflection provides an accurate analysis of the final work focusing on the guiding question and the artist's vision. Reflects critically on his or her artistic development and processes at different stages of one's work.	The reflection provides an unclear analysis of the final work focusing on the guiding question and the artist's vision Records one's artistic development and processes with little reflection.	The reflection provides an inaccurate or clear lack of analysis of the final work focusing on the guiding question and the artist's vision Does not reach a standard described by any of the descriptors.

Final Self Reflection

What was the guiding question you were trying to answer in your project?

How did you use teacher and peer feedback to revise your work?

What do you think was the most successful aspect of your project and why?

What do you think was the most challenging aspect about your project and why?

What skills learned in this project prepare you for college or career?

If you were to complete this project/portfolio/research again, what would you change or do differently or why?