

Interpreting Art in Context - INTERMEDIATE

Visual Art High School Context-based Performance Task

Student Name: _____

Student ID: _____

School: _____

Teacher Name: _____

Directions

Use the scoring tool to score the student work product. After scoring student work, add the points from each objective together to obtain the **total points** scored on the assessment. Then, use the summative scoring tool to translate the total points to the **summative score (0, 1, 2, or 3)**. Both the **total points** and the **summative score** will be input into the data management system for each student. Entering both scores will provide teachers, administrators, and district staff with more information about student progress and performance. Only the summative score, though, will be used to calculate student growth for purposes of the REACH evaluation system.

Scoring Rubric				
Task Objectives	Insufficient Response	Below Mastery	Emerging Mastery	Mastery
<p>Objective 1</p> <p>Student interprets the meaning of an artwork using elements of art, principles of design, expressive qualities, and artistic theories. Student interprets the meaning of an artwork using elements of art, principles of design, expressive qualities, and artistic theories. (Part 1)</p>	<p>0 Points</p> <p>Student does not respond; or student's response does not include any artistic qualities from the following categories:</p> <ul style="list-style-type: none"> ○ elements of art, ○ principles of design, ○ expressive qualities, or ○ artistic theories. 	<p>1 Point</p> <p>Student interprets the meaning of an artwork using one artistic quality. This quality can come from any of the following categories:</p> <ul style="list-style-type: none"> ○ elements of art, ○ principles of design, ○ expressive qualities, or ○ artistic theories. 	<p>2 Points</p> <p>Student interprets the meaning of an artwork using two artistic qualities. These qualities can come from any of the following categories:</p> <ul style="list-style-type: none"> ○ elements of art, ○ principles of design, ○ expressive qualities, and ○ artistic theories. 	<p>3 Points</p> <p>Student interprets the meaning of an artwork using three artistic qualities. These qualities can come from any of the following categories:</p> <ul style="list-style-type: none"> ○ elements of art, ○ principles of design, ○ expressive qualities, and ○ artistic theories.
<p>Objective 2</p> <p>Student cites text selection(s) as evidence that supports his or her interpretation of an artwork. (Part 2)</p>	<p>0 Points</p> <p>Student does not respond or student does not cite the text selection(s).</p>	<p>1 Point</p> <p>Student cites from one or two of the text selections as evidence, but the evidence does not support his or her interpretation of the</p>	<p>2 Points</p> <p>Student cites successfully from one of the two text selections to support an interpretation of an artwork. The other article may</p>	<p>3 Points</p> <p>Student cites from both text selections as evidence that supports an interpretation of an artwork.</p>

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		artwork.	not be cited or the evidence cited is not connected to the interpretation.	
<p>Objective 3</p> <p>Student interprets the meaning of his or her own artwork using elements of art, principles of design, expressive qualities, artistic theories, and cites the text selection(s) to support their interpretation.</p> <p>(Part 3, Questions #3 and #4)</p>	<p>0 Points</p> <p>Student does not respond; or student's response includes 0 of the following:</p> <ul style="list-style-type: none"> ○ description of how student will use at least 3 artistic qualities (Q3) ○ explanation of how the artistic qualities relate to the overall meaning of the work (Q3) ○ Relation of the description to the text selections (Q4) ○ Description of how the artwork or the artistic process is similar or dissimilar to the works/processes discussed in the text excerpts (Q4) 	<p>1 Point</p> <p>Student's response includes 1 of the following:</p> <ul style="list-style-type: none"> ○ description of how student will use at least 3 artistic qualities (Q3) ○ explanation of how the artistic qualities relate to the overall meaning of the work (Q3) ○ Relation of the description to the text selections (Q4) ○ Description of how the artwork or the artistic process is similar or dissimilar to the works/processes discussed in the text excerpts (Q4) 	<p>2 Points</p> <p>Student's response includes 2 or 3 of the following:</p> <ul style="list-style-type: none"> ○ description of how student will use at least 3 artistic qualities (Q3) ○ explanation of how the artistic qualities relate to the overall meaning of the work (Q3) ○ Relation of the description to the text selections (Q4) ○ Description of how the artwork or the artistic process is similar or dissimilar to the works/processes discussed in the text excerpts (Q4) 	<p>3 Points</p> <p>Student's response includes 4 of the following:</p> <ul style="list-style-type: none"> ○ description of how student will use at least 3 artistic qualities (Q3) ○ explanation of how the artistic qualities relate to the overall meaning of the work (Q3) ○ Relation of the description to the text selections (Q4) ○ Description of how the artwork or the artistic process is similar or dissimilar to the works/processes discussed in the text excerpts (Q4)

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Summative Scoring Tool				
Standards	0 Insufficient Response	1 Below Mastery	2 Emerging Mastery	3 Mastery
ILS 25.A.4 – Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in visual arts.	0-1 Points	2-4 Points	5-7 Points	8-9 Points

Total Points: _____

Summative Score (0, 1, 2, or 3): _____