









Elementary Art Performance Level Rubric

OBSERVATION AND PERCEPTION		The student develops and expands visual literacy skills, utilizing critical thought, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the Elements of Art and Principles of Design and expressive qualities. Students use what they see, know, and have experienced as sources for examining, understanding, and creating artworks.
CREATIVE EXPRESSION		The student communicates ideas through original artworks, using a variety of media with appropriate skill. Students express their thoughts and ideas creatively, while challenging their imaginations, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
HISTORICAL AND CULTURAL RELEVANCE		The student demonstrates an understanding of art history and culture by analyzing artist styles, historical periods, and a variety of cultures. Students develop global awareness and a respect for the traditions and contributions of diverse cultures.
CRITICAL EVALUATION AND RESPONSE		By responding to and analyzing personal artworks and the works of others, students make informed judgments and reasoned evaluations
Performance Level		Expectations
4 <u>ADVANCED</u> Students achieving at the advanced level consistently meet, and at times exceed, the grade level standards; they demonstrate skilled performance.		<ul style="list-style-type: none"> • Demonstrate in-depth understanding of concepts and skills • Make abstract, insightful, or complex connections among ideas • Apply knowledge and skills effectively and independently using efficient strategies • Communicate effectively and thoroughly
3 <u>PROFICIENT</u> Students achieving at the proficient level regularly meet the grade level standards; they demonstrate acceptable performance.		<ul style="list-style-type: none"> • Demonstrate understanding of concepts and skills • Make meaningful, multiple connections among ideas • Apply knowledge and skills using appropriate strategies • Communicate effectively
2 <u>DEVELOPING</u> Students achieving at the basic level are starting to meet, and occasionally do meet, the grade level standards; they are approaching acceptable performance but have not achieved it.		<ul style="list-style-type: none"> • Demonstrate partial understanding of basic concepts and skills • Make simple or basic connections among ideas • Are starting to apply knowledge and skills using appropriate strategies • Communicate effectively at times
1 <u>BEGINNING</u> Students achieving at the beginning level are not meeting the grade level standards; they are not successful with performance opportunities.		<ul style="list-style-type: none"> • Demonstrate minimal understanding of basic concepts and skills • Occasionally make obvious connections among ideas • Have difficulty applying basic knowledge and skills • Communicate in an ineffective manner

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