

Visual Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

| Student Performance Standard | Level 1 Below | Level 2 Limits | Level 3 Approaches | Level 4 Meets | Level 5 Exceeds |
|--|---|---|--|---|---|
| <i>Kindergarten – 2nd grades:</i> | | | | | |
| Creates artwork that applies ideas, techniques and skills presented. | Creates artwork with adult guidance and support. | Creates artwork that displays some ideas, techniques or skills; work may be minimal; techniques/skills may be inconsistently applied. | Creates artwork that displays ideas; some techniques and skills are evident. | Creates artwork that clearly displays ideas, techniques and skills. | In addition to Level 4 performance, demonstrates ability to assist peers with creative process. |
| Responds to artwork using appropriate terminology and accurate descriptions. | Responds to artwork with adult guidance and support. | Responds to artwork; use of terminology may be limited; descriptions may be minimal or inaccurate. | Responds to artwork using some appropriate terms and descriptions. | Consistently responds to artwork with appropriate terminology and accurate descriptions. | In addition to Level 4 performance, demonstrates emerging ability to analyze his/her own work and others' work. |
| <i>3rd – 5th grades:</i> | | | | | |
| Creates artwork that applies ideas, techniques and skills presented and communicates original thought. | Creates artwork that communicates original thought with adult guidance and support. | Evidence of visual display of some ideas, techniques and skills presented; more borrowed ideas are communicated in pieces than new thought. | Evidence of visual display of most ideas, techniques and skills presented; more new thought is communicated in pieces than borrowed ideas. | Clear visual display of all ideas, techniques and skills presented; mostly new thought is communicated in pieces with minimal borrowed ideas. | In addition to Level 4 performance, demonstrates ability to assist peers with creative process. |
| Analyzes and responds to artwork using appropriate terminology and accurate descriptions. | Analyzes and responds to artwork with adult guidance and support. | Sometimes analyzes and responds to artwork using appropriate terminology and accurate descriptions. | Usually analyzes and responds to artwork using appropriate terminology and accurate descriptions. | Consistently analyzes and responds to artwork using appropriate terminology and accurate descriptions. | In addition to Level 4 performance, demonstrates emerging ability to interpret his/her own work and others' work. |

| <i>6th – 8th grades:</i> | | | | | |
|--|---|--|---|---|--|
| Considers and selects from a variety of sources to develop compositions. | Selects from a variety of sources with adult guidance and support. | Evidences minimal self-direction to consider and select sources for personal art work. | Considers and selects from some sources to develop ideas for personal artwork (i.e. background knowledge, visual aides, artifacts). | Considers and selects from a variety of sources to develop ideas for personal artwork. | In addition to Level 4, recommends relevant and appropriate sources and ideas to others. |
| Applies media, techniques and processes to create artwork. | Applies media techniques to create artwork with adult guidance and support. | Artwork inconsistently evidences application of media, techniques and processes. | Artwork evidences control of some media, techniques and processes. | Artwork evidences generally effective control of media, techniques and processes | Artwork evidences effective control of media and effective extension of learned techniques and processes. |
| Evaluates and responds to artwork using appropriate terminology and accurate descriptions. | Evaluates and responds to artwork with adult guidance and support. | Evaluates and responds to artwork in a minimal and/or inaccurate manner. | Evaluates and responds to artwork using generalized terminology; some errors may occur. | Evaluates and responds to artwork using specific terminology and accurate descriptions. | In addition to Level 4, demonstrates a developing artistic perspective that guides interpretation and evaluation |