

Art Assessments for grades 4th - 8th

Formative Assessments

- Sketch Checks
 - ◆ Students document ideas, practice techniques, or reflect on their process.
 - Examples: Thumbnail sketches for planning, brainstorming lists, or quick reflective responses like "What challenges did you face today?"
- Observation and Feedback
 - ◆ Monitor student progress and provide immediate, actionable feedback during work sessions.
 - Examples: Adjusting proportions in drawings, experimenting with color mixing, or guiding clay techniques.
- Peer Critique
 - ◆ Use structured protocols like "TAG" (Tell something you like, Ask a question, Give a suggestion) to encourage constructive peer feedback.
- Exit Tickets
 - ◆ Short prompts for students to complete before leaving class.
 - Examples: "What did you learn about [element/principle] today?" or "What's one thing you want to improve in the next class?"
- Technique Practice
 - ◆ Students complete mini-practice exercises before applying skills to the final project.
 - ◆ Worksheet Examples: Shading scales, color mixing grids, technique booklets.

Summative Assessments

- Final Artwork Evaluation
 - ◆ Assess students' finished projects using rubrics aligned to National Core Standards and project objectives.
 - Criteria: Creativity, craftsmanship, understanding of the concept (balance, movement), and use of media.
- Artist Statements
 - ◆ Students write a short reflection explaining their artistic choices and how their work connects to the lesson objectives.
 - Questions: "What does your work communicate?" or "How did you use [element/principle] effectively?"
- Project Presentations
 - ◆ Students present their work to the class, explaining their process, challenges, and outcomes.
- Critique Sessions
 - ◆ Individual and/or small-group critiques focusing on elements of art, principles of design, or personal interpretation.

Benchmarks Assessments

- Skill Demonstrations
 - ◆ Evaluate students on specific skills (shading, wire bending, slab construction) at key checkpoints.
- Portfolio Reviews
 - ◆ Assess a selection of works from the unit, with students reflecting on how they've improved and areas they still want to grow in.
- Conceptual Understanding Tasks
 - ◆ Short assessments to test comprehension of key concepts, such as identifying examples of symmetry in art or analyzing how an artist uses color to convey emotion.

Extension Activities

- Gallery Walks
 - ◆ Students display their work and leave sticky notes with constructive feedback for their peers.
- Student-Led Demonstrations
 - ◆ Students demonstrate a technique they've mastered to the class, reinforcing their learning and teaching skills.
- Student "Teacher" Station Rotations
 - ◆ Students teach techniques they've mastered to their peers, each table has a different "Student Expert".
- Collaborative Projects
 - ◆ Extend learning by having students combine their individual projects into a collaborative piece.
 - Example: Assemble 7th-grade split-face portraits into a mural representing individuality and unity.
- Art History Connections
 - ◆ Students research an artist whose work relates to their project (Op-Art for movement) and create a short comparison or tribute piece.

Ms. Rademacher's Art Rubric

Student name: _____

Project: _____

	1 – 14 points	2 – 16 points	3 – 18 points	4 – 20 points	
Elements & Principles	Project is incomplete with no evidence of understanding elements/principles, no planning.	Project complete, with little understanding of elements/principles and planning.	Project shows adequate understanding of elements/principles and evidence of planning.	Project planned carefully, made with thoughtful use of elements/principles to create a thoughtful composition.	
Creativity & Originality	Project is incomplete or unfinished.	Project finished but lacking creativity and/or originality.	Project finished with creativity and originality.	Project finished with lots of creativity, originality and attention to details.	
Effort & Perseverance	Project unfinished or completed with prompts/ideas/help from others.	Project finished with minimum effort and requirements met with no extra effort.	Project finished with hard work but lacking some details.	Project finished with maximum effort, went well beyond requirements.	
Craftsmanship / Skill	Project is not finished and/or with no attention to detail.	Project is finished but somewhat messy.	Project finished with most details, some minor improvements could be made.	Project is beautifully and carefully made.	
Behavior / Responsibility	Student did not follow expectations and was disruptive and off task.	Student required multiple reminders of expectations, and assisted in clean up.	Student worked well, follow all expectations and assisted in clean up.	Student worked enthusiastically toward goals, helped others when asked, mature behavior.	
Total Score/ Final Grade →					

Scoring Guide

4 - Exceptional	20 pts	Mastery of skills and concepts; exceeds expectations.
3 - Proficient	18 pts	Meets objectives with minor areas for improvement.
2 - Developing	16 pts	Partial understanding and execution; more practice needed.
1 - Emerging	14 pts	Limited understanding and execution; significant improvement needed.

Grading Scale

A+ 98-100	B+ 88-90	C+ 78-80	D+ 68-70	M Medical
A 94-97	B 84-87	C 74-77	D 65-67	I Incomplete
A- 91-93	B- 81-83	C- 71-73	F 64/Fail	P Pass