

2nd Grade Standards-Based Holistic Rubric

This rubric measures the degree to which each performance stand has been met. Sufficient evidence is intended to indicate that a student has met the standard. Strong evidence indicates that a student has gone above and beyond the standard. While limited evidence indicates they have not quite met the standards, no evidence indicates the student has made no effort in meeting the standard. This rubric is meant to guide you in developing your own lesson or unit plan rubric for measuring student achievement. You are encouraged to re-word these qualifies to align with your needs.

Performance Standards:	No evidence	Limited evidence	Sufficient evidence	Strong evidence
Creating	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
VA: Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.	Offers no ways for approaching an art or design problem.	Offers at least one way for approaching an art or design problem.	Offers multiple ways for approaching an art or design problem.	Offers multiple ways for approaching an art or design problem and provides rationale for choosing one to use in creating art.
VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Does not use a variety of materials and tools to make or complete art or design that explores personal interests, questions, and curiosity.	Using various materials and tools, creates art, but art reveals no apparent evidence of exploring personal interests, questions, and curiosity.	Using various materials and tools, creates art that explores and expresses personal interests, questions, and curiosity.	Using various materials and tools, creates art with strong evidence of exploring personal interests, questions, and curiosity.
VA:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.	Does not explore materials and tools prior to communicating about personal interests through their art.	Explores a limited range of materials and tools and makes selections with no apparent reason or connection to communicating topics of personal interests.	Explores materials and tools and makes selection with apparent reason , in order to communicate topics of personal interest.	Explores multiple materials and tools and makes purposeful selections in order to communicate topics of personal interest.
VA:Cr2.2.2 Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.	Does not demonstrate safe use and cleaning of art tools, equipment, and studio spaces.	Rarely demonstrates safe use and cleaning of art tools, equipment, and studio spaces.	Often demonstrates safe use and cleaning of art tools, equipment, and studio spaces.	Consistently demonstrates safe use and cleaning of art tools, equipment, and studio spaces.

VA:Cr2.3.2 Repurpose objects to make something new.	Does not repurpose objects and does not create an original work with a different purpose or meaning.	Repurposes objects, but is unable to create an original work with a different purpose or meaning.	Repurposes objects to create an original work with a different purpose or meaning.	Repurposes objects to create an original work with a different purpose or meaning.and thoroughly explains choices.
VA:Cr3.1.2 Discuss and reflect with peers about choices made in creating artwork.	Does not articulate nor discuss choices made while creating artwork.	Articulates and discusses some choices made while creating artwork but does not make clear connections between these choices and the intent of their art work.	Articulates and discusses choices made while creating artwork with clear connections to their intent..	Articulates choices made while creating artwork and thoroughly explains these selections.
Presenting	No evidence	Limited evidence	Sufficient evidence	Strong evidence
VA:Pr.4.1.2 Categorize artwork based on a theme or concept for an exhibit.	Does not categorize artworks according to a theme or concept.	Categorizes artworks according to a theme or concept.	Categorizes artworks according to a theme or concept and provides rationale for grouping.	Categorizes artworks according to a theme or concept and provides compelling rationale for grouping.
VA:Pr5.1.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Does not distinguish between different materials or artistic techniques for preparing artwork for presentation.	Distinguishes between different materials or artistic techniques for preparing artwork for presentation.	Distinguishes between different materials or artistic techniques for preparing artwork for presentation. and provides rationale.	Distinguishes between different materials or artistic techniques for preparing artwork for presentation and provides compelling rationale.
VA:Pr6.1.2 Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	Does not articulate how art exhibited inside and outside of schools contributes to communities.	Articulates how art exhibited inside <u>or</u> outside of schools contributes to communities.	Articulates how art exhibited inside and outside of schools contributes to communities.	Articulates how art exhibited inside and outside of schools contributes to communities and provides compelling rationale.
Responding	No evidence	Limited evidence	Sufficient evidence	Strong evidence
VA:Re7.1.2 Perceive and describe aesthetic characteristics of	Does not articulate nor describe aesthetic characteristics of one's natural world and constructed	Articulates and describes aesthetic characteristics of one's natural world <u>or</u> constructed environments.	Articulates and describes aesthetic characteristics of one's natural world and constructed environments.	Articulates and describes aesthetic characteristics of one's natural world and constructed environments

one's natural world and constructed environments.	environments			and provides compelling rationale.
VA:Re7.2.2 Categorize images based on expressive properties.	Does not categorize images based on expressive properties.	Categorizes images based on expressive properties.	Categorizes images based on expressive properties and provides rationale for grouping.	Categorizes images based on expressive properties and provides compelling rationale for grouping.
VA:Re8.1.2 Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Does not identify the mood of an artwork and does not explain how the artist incorporates subject matter and other details.	Identifies the mood suggested by a work of art but does not identify relevant subject matter and details used to suggest the mood.	Interprets the overall mood of an artwork and makes connections to how the artist incorporates subject matter and other details to suggest the mood.	Interprets the overall mood of an artwork and thoroughly explains how the artist incorporates subject matter and other details to suggest the mood.
VA:Re9.1.2 Use learned art vocabulary to express preferences about artwork.	Does not use art vocabulary to communicate preferences about artwork.	Uses limited art vocabulary to express preferences about artwork.	Uses sufficient art vocabulary to express preferences about artwork.	Uses advanced art vocabulary to express preferences about artwork.
Connecting	No evidence	Limited evidence	Sufficient evidence	Strong evidence
VA:Cn10.1.2 Create works of art about events in home, school, or community life.	Does not create a work of art that communicates about events in home, school, or community life.	Creates a work of art, that begins to communicate about events in home, school, or community life.	Creates a work of art that communicates about events in home, school, or community life.	Creates a work of art that clearly communicates in-depth about events in home, school, or community life.
VA:Cn11.1.2 Compare and contrast cultural uses of artworks from different times and places.	Does not compare and contrast details in art works from different times or places to determine their uses.	Compares and contrasts details in art works from different times or places but is not able to determine their uses based on these details.	Compares and contrasts details in art works from different times or places and explains how these details help reveal information about the work.	Compares and contrasts multiple details in art works from different times or places and thoroughly explains how these details help reveal information about the work.