

2nd Grade Standards-Based Holistic Rubric

NOTE: This device reflects the outcomes included in the following **brief description of a unit plan**.

Short description of unit:

Students collaboratively examine and respond to a diverse selection of self-portraits.

Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.

Students present their art works and discuss why they are meaningful to them.

Students group the self-portraits based on identified similarities and share reasons for the groupings.

Possible instructional steps for unit:

Responding

1. Teacher provides a diverse selection of artworks that represents different times and places for student viewing and discusses subject matter with students.
2. Students identify portraits and/or self-portraits in the artworks.
3. Students examine and respond to examples of portraits and identify characteristics.
4. Students differentiate between portraits and self-portraits.
5. Students compare and contrast and discuss how art can reflect artists' personal experiences or interests.

Creating

1. Students collaboratively brainstorm multiple approaches to creating a self-portrait.
2. Teacher provides a variety of materials with which students will create their own self portrait.
3. Students select from provided materials to create a self-portrait.
4. Students create a self-portrait that visually communicates something about the student's personal experiences and/or interests.

Presenting

1. Students examine the student created self-portraits, discuss the visual traits, and identify similarities that might result in groups.
2. Students group artwork according to these similarities and share their reasons for placing them in a particular group.

Connecting

1. Students present artwork and explain why it is meaningful to them.
2. Students provide and receive feedback about their artwork.

NOTE: This rubric measures the degree to which the performance standard 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 no effort to meet the standard. This rubric is intended to guide you in developing your own lesson or unit plan rubrics for measuring student achievement. You are encouraged to re-word these qualifies to align with your lesson or unit.

2nd Grade Standards-Based Holistic Rubric

Student Name _____ Date _____

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.
Collaboratively brainstorm multiple approaches to an art or design problem.	Offers no ways for approaching an art problem that addresses personal interests.	Offers one way for approaching an art problem that addresses personal interests.	Offers more than one way for approaching an art problem that addresses personal interests.	Offers multiple ways for approaching an art problem that addresses personal interests and provides rationale for choosing one to use in creating art.
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 materials and tools and makes selections with no apparent reason or connection to communicating topics of personal interests.	Explores a limited range of materials and tools and makes selection 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.
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.
Discuss and reflect with peers about choices made in creating artwork.	Does not articulate choices made regarding subject matter, materials, and tools in order to make connections between these choices and personal interests.	Articulates some choices made regarding subject matter, materials, and tools but does not make clear connections between these choices and personal interests.	Articulates choices made regarding subject matter, materials, and tools and explains how these selections reflect personal interests.	Articulates choices made regarding subject matter, materials, and tools and thoroughly explains how these selections reflect personal interests.
Presenting	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.

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.
Responding	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.
Categorize art work based on expressive qualities.	Does not categorize artworks according to mood or feelings.	Categorizes artworks according to mood or feelings.	Categorizes artworks according to mood or feelings and provides rationale for grouping.	Categorizes artworks according to mood or feelings and provides compelling rationale for grouping.
Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	Does not interpret the overall mood of an artwork and does not explain how the artist incorporates subject matter and other details to suggest the mood.	Does not make connections between subject matter, other details, and mood.	Interprets the overall mood of an artwork and makes partial connections to how the artist incorporates subject matter and other details to suggest the mood.	Interprets the overall mood of an artwork and explains how the artist incorporates subject matter and other details to suggest the mood.
Connecting	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.
Compare and contrast cultural uses of artworks from different times and places.	Does not compare and contrast details in self-portraits from different times or places and does not make connections to the artist and the artist's life.	Compares and contrasts details in self-portraits from different times or places but does not explain how these details help reveal information about the artist and the artist's life.	Compares and contrasts details in self-portraits from different times or places and explains how these details help reveal information about the artist and the artist's life.	Compares and contrasts multiple details in self-portraits from different times or places and explains how these details help reveal information about the artist and the artist's life.
Create works of art about events in home, school, or community life.	Does not create or complete a work of art that communicates about personal interests and/or experiences.	Creates a work of art, but it does not communicate about personal interests and/or experiences.	Creates a work of art that communicates to some degree about personal interests and/or experiences.	Creates a work of art that clearly communicates about personal interests and/or experiences.

Comments:
