**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance****Standards:** | **No evidence** | **Limited evidence** | **Sufficient evidence** | **Strong evidence** |
| **Creating** | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. |
| Collaborativelybrainstorm multipleapproaches to anart or designproblem. | Offers no ways forapproaching an art problemthat addresses personalinterests. | Offers one way forapproaching an art problemthat addresses personalinterests. | Offers more than one wayfor approaching an artproblem that addressespersonal interests. | Offers multiple ways forapproaching an art problemthat addresses personalinterests and providesrationale for choosing one to use in creating art. |
| Experiment withvarious materialsand tools toexplore personalinterests in a workof art or design. | Does not explore materialsand tools prior tocommunicating aboutpersonal interests throughtheir art. | Explores materials and toolsand makes selections withno apparent reason orconnection tocommunicating topics ofpersonal interests. | Explores a limited range ofmaterials and tools andmakes selection in order tocommunicate topics ofpersonal interest. | Explores multiple materialsand tools and makespurposeful selections inorder to communicate topics of personal interest. |
| Demonstrate safeprocedures forusing and cleaningart tools andequipment andstudio spaces. | Does not demonstrate safeuse and cleaning of art tools,equipment, and studiospaces. | Rarely demonstrates safeuse and cleaning of art tools, equipment, and studiospaces. | Often demonstrates safeuse and cleaning of art tools, equipment, and studiospaces. | Consistently demonstrates safe use and cleaning of arttools, equipment, and studio spaces. |
| Discuss and reflectwith peers aboutchoices made increating artwork. | Does not articulate choicesmade regarding subjectmatter, materials, and toolsin order to make connections between these choices and personal interests. | Articulates some choicesmade regarding subjectmatter, materials, and tools but does not make clear connections between these choices and personalinterests. | Articulates choices maderegarding subject matter,materials, and tools andexplains how these selections reflect personalinterests. | Articulates choices maderegarding subject matter,materials, and tools andthoroughly explains howthese selections reflectpersonal interests. |
| **Presenting** | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. |
| Categorize artworkbased on a themeor concept for anexhibit. | Does not categorizeartworks according to atheme or concept. | Categorizes artworksaccording to a theme orconcept. | Categorizes artworksaccording to a theme orconcept and providesrationale for grouping. | Categorizes artworksaccording to a theme orconcept and providescompelling rationale forgrouping. |
| **Responding** | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. |
| Categorize art workbased on expressivequalities. | Does not categorize artworks according to mood or feelings. | Categorizes artworksaccording to mood orfeelings. | Categorizes artworksaccording to mood orfeelings and providesrationale for grouping. | Categorizes artworksaccording to mood orfeelings and providescompelling rationale forgrouping. |
| Interpret art byidentifying the mood suggested by a work of art and describingrelevant subjectmatter andcharacteristics of form. | Does not interpret theoverall mood of an artworkand does not explain howthe artist incorporatessubject matter and otherdetails to suggest the mood. | Does not make connectionsbetween subject matter,other details, and mood. | Interprets the overall moodof an artwork and makespartial connections to howthe artist incorporatessubject matter and otherdetails 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 performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. | Degree to which performancestandard has been met. |
| Compare andcontrast culturaluses of artworksfrom different timesand places. | Does not compare andcontrast details in selfportraits from different times or places and does notmake connections to theartist and the artist’s life. | Compares and contrastsdetails 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 contrastsdetails 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 contrastsmultiple details in selfportraits from different times or places and explains how these details help revealinformation about the artist and the artist’s life. |
| Create works of artabout events in home, school, or community life. | Does not create or completea work of art thatcommunicates aboutpersonal interests and/orexperiences. | Creates a work of art, but itdoes not communicateabout personal interestsand/or experiences. | Creates a work of art thatcommunicates to somedegree about personalinterests and/or experiences. | Creates a work of art thatclearly communicates about personal interests and/or experiences. |

Comments:

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