

ENVISION SCHOOLS GRADUATION PORTFOLIO PERFORMANCE ASSESSMENT: *Creative Expression*

NOTE: When rubric states “The student has . . .”, this means that what follows must be supported in either the artist statement and/or the work of art. When the rubric states “The work of art . . .”, this means that what follows must be supported by the work of art.

Scoring Criteria	Developing	Proficient	Advanced
<p>TECHNIQUE</p> <p><i>What is the evidence that the student has command of the craft of the artistic discipline?</i></p>	<ul style="list-style-type: none"> • The work of art is characterized by an incomplete and limited application of the tools¹, materials² and artistic conventions³ of its particular artistic medium⁴ • The student has experimented in limited ways with tools, materials or artistic conventions in order to better express a point of view, an idea or a personal meaning. • The work of art reflects a limited use of technique and methods to communicate the student’s purpose/intent. 	<ul style="list-style-type: none"> • The work of art is characterized by skilled application of the tools¹, materials² and artistic conventions³ of its particular artistic medium⁴ The student has experimented in general ways with tools, materials and/or artistic conventions in order to better express a point of view, an idea or a personal meaning. • The work of art reflects attention to appropriate technique and methods to communicate the student’s purpose/intent. 	<ul style="list-style-type: none"> • The work of art is characterized by a masterful application of the tools¹, materials² and artistic conventions³ of its particular artistic medium⁴ The student has experimented in specific ways with tools, materials and artistic conventions in order to better express a point of view, an idea or a personal meaning. • The work of art reflects a skillful use of technique and methods to communicate the student’s purpose/intent.

¹ “Tools”: e.g., brushes, cameras, choreography, dialogue, improv techniques

² “Materials”: e.g., charcoal, the body, sound

³ “Artistic conventions”: e.g., perspective, color mixing, musical scales, rhythm

⁴ “Artistic medium”: e.g., acrylic painting, modern dance, documentary theater

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<p>POINT OF VIEW</p> <p><i>What is the evidence that the student is constructing and making a work of art with personal meaning and intent?</i></p>	<ul style="list-style-type: none"> • The work of art is a representation of already existing information or works of art. • The student articulates the intent of the work (orally or in written form) in a basic and limited way. • The work of art expresses an idea or emotion at a schematic level. • The student’s explanation of point of view, meaning and intent in the artistic statement is not reflected in the work of art. 	<ul style="list-style-type: none"> • The work of art presents a generalized point of view. • The student can generally articulate the intent of the work orally or in written form. • The work of art reflects some consideration of non-literal (e.g. moods, metaphors, etc.) properties. • The student’s explanation of point of view, meaning and intent in the artistic statement is reflected in the work of art. The work of art in relies somewhat on the artist statement to communicate point of view. 	<ul style="list-style-type: none"> • The work of art presents a clear and nuanced point of view, conveying an idea, a feeling or a personal meaning. • The student can clearly and specifically articulate the intent of the work orally or in written form and give evidence that supports the intent. • The work of art clearly expresses moods, metaphors and/or other properties that aren’t literally present. • The student’s explanation of point of view, meaning and intent in the artistic statement is clearly reflected in the work of art. The work of art in itself is able to communicate point of view.
<p>CONTEXT AND CONNECTIONS</p> <p><i>What is the evidence that the student understands the connections of the work of art to artistic and cultural traditions (contemporary and/or historical)?</i></p>	<ul style="list-style-type: none"> • The student shows little evidence that the work of art draws upon aesthetic or cultural traditions for inspiration. The work relies primarily on personal interests. • The student demonstrates a cursory understanding of aesthetic movements and/or issues to which the work relates. • The work of art’s relationship to social, cultural, contemporary and/or historical contexts is unclear. 	<ul style="list-style-type: none"> • The student generally describes the aesthetic, personal and cultural inspirations for the work of art. • The student demonstrates an understanding of how the work relates to aesthetic movements and/or issues. • The work of art reflects some knowledge of social, cultural, contemporary and/or historical contexts. 	<ul style="list-style-type: none"> • The student specifically describes and demonstrates the aesthetic, personal and cultural inspirations for the work of art. • The student clearly addresses relevant issues within the art world. The student demonstrates a sophisticated understanding of how the work relates to contemporary and/or historical aesthetic movements or issues. • The work of art reflects appropriate social, cultural, contemporary and/or historical contexts. Attention to these contexts supports the ideas of the work of art.

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<p>REFLECTION</p> <p><i>What is the evidence that the student understands how to question, discuss and judge her own work?</i></p>	<ul style="list-style-type: none"> • The student outlines the creative process. • The student uses everyday vocabulary to describe the work of art and the process of developing and creating the work. • The student relies little on reflection (his/her own or those of peers and teachers) in the process of developing and creating the work. • The student evaluates the work using emotional responses. 	<ul style="list-style-type: none"> • The student clearly describes the process of developing and creating the work. • The student uses simple art-specific vocabulary and principles to describe the work of art and the process of developing and creating the work. • The student relies primarily on questions from peers and teachers to challenge and propel work. • The student evaluates the work using emotional response, cultural information, art practice conventions and/or arts standards. 	<ul style="list-style-type: none"> • The student describes and analyzes the process of developing and creating the work in nuanced and specific ways. • The student uses sophisticated vocabulary associated with the work’s particular arts discipline in reflecting on the process of developing the work and in evaluating the work, • The student is able to independently develop probing questions that challenge and propel the work. • The student evaluates the work using emotional response, cultural information, art practice conventions and arts standards.
<p>PROCESS</p> <p><i>What is the evidence that the student is envisioning, exploring and persisting with an aesthetic idea?</i></p>	<ul style="list-style-type: none"> • The student relies on others to set goals and provide direction in developing and creating the work. • Difficulties in the creative process overwhelm or discourage the student. • There is little evidence that the student knows how to integrate teacher and peer feedback into his/her own ideas for developing and creating the work. 	<ul style="list-style-type: none"> • The student articulates a general trajectory of the process of developing and creating the work • The student has some strategies and uses some effort to move through difficult moments in the creative process. • The student is open to feedback and critique from teachers and peers but there is little evidence that s/he has incorporated it into developing and creating the work. 	<ul style="list-style-type: none"> • The student articulates a specific trajectory and sets his/her own clear goals in the process of developing and creating the work. • The student demonstrates focus, perseverance and commitment in the development and creation of the work. S/he is able to learn from mistakes and accidents. • The student incorporates feedback and critique from teachers and peers, and is able to use this and research to propel the work.