**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 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 selfportraits 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 selfportraits 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:

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