FREE TEACHING RESOURCE / 3–5 / 21

Bayou Biome Book

ASSESSMENT & RUBRIC • evidence of learning

Assess the artistic thinking, not the cultural identity

Use observation, process evidence, critique, revision and final work. Assess what students can demonstrate against the lesson targets. A personal story, accent, cultural membership or disclosed family experience is never a scoring criterion.

Entry check / diagnostic

Prompt: How can a sequence show that a habitat is connected?

- Ask for a 3-minute sketch, quick comparison, oral prediction or visual response.
- Record what the learner already notices, one strategy already evident, and one teaching need.

Formative evidence checkpoints

□ Observation notes related to: Investigate Louisiana wetland food webs and plant communities using conservation sources.

□ Three distinct draft choices that are not copies of one model.

□ Visible practice with scientific drawing, layered collage, accordion folding.

□ A completed technical checkpoint: A three-panel sequence showing linked organisms and labeled relationships.

□ Critique evidence and one documented, purposeful revision.

Teacher observation evidence (date, quote or photo reference):

Summative evidence

- Final product clearly responds to the artistic problem.
- Planning shows multiple possibilities and intentional choices.
- Peer or teacher feedback is recorded; at least one visible revision appears.
- Artist reflection names specific visual evidence and a next move.
- Cultural context or source credits are accurate and appropriate to the task.

Four-level analytic rubric

Use as a coaching and grading tool. A score of 3 means the stated criteria are met; 4 describes exceptional depth, not a mandatory benchmark. Adjust weighting locally.

Criterion	4 / Extending	3 / Meeting	2 / Developing	1 / Beginning
Idea Development & Student Voice	Explores distinctive possibilities, explains the selected idea using evidence and student voice.	Generates meaningful options and chooses one with a stated reason.	Shows some personal choices but explores few options or reasons.	Needs guided support to develop or select a personally meaningful idea.
Targeted Visual Arts Skills	Controls scientific drawing with precision and adapts it to strengthen meaning.	Applies scientific drawing effectively to communicate the intended idea.	Demonstrates uneven control of scientific drawing; clarity varies.	Needs structured support to attempt scientific drawing.
Composition & Communication	Structures visual elements inventively to deepen the nature and narrative idea.	Visual organization supports a clear nature and narrative idea.	An intended focal point is evident but some relationships confuse the viewer.	Needs help organizing attention and establishing visual relationships.
Studio Process & Revision	Sustains experimentation; documents feedback and meaningful revision.	Shows planning, effort and a clear critique-informed change.	Completes stages with limited refinement or evidence of revision.	Needs structured checkpoints to make and explain a revision.
Reflection & Cultural Context	Uses specific visual evidence, ethical context and a precise next goal.	Explains choices, credits sources or viewpoints, and sets a useful next step.	Reflection gives general comments; evidence or context is incomplete.	Needs prompting to identify a decision, source or next step.

Scores: Idea ____ / Skills ____ / Composition ____ / Process ____ / Reflection ____ Total ____ / 20

Feedback: One strong artistic choice is _____

One next move that would be visible in the artwork:

Student self-assessment

Circle a level and point to evidence in your work.

I explored more than one idea.

Not yet / Sometimes / Consistently / Independently and deeply

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I used the target art skill intentionally.

Not yet / Sometimes / Consistently / Independently and deeply

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My composition communicates what I want.

Not yet / Sometimes / Consistently / Independently and deeply

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I used feedback to improve my work.

Not yet / Sometimes / Consistently / Independently and deeply

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I can name a specific next step.

Not yet / Sometimes / Consistently / Independently and deeply

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Teacher documentation record

Keep only the evidence needed for instruction, using local privacy rules.

Student/class ID: _____ Dates: _____

Process documentation collected: thumbnails □ observations □ critique □ revision □ reflection □

Evidence-based next instruction:
