Claiborne: Designing the Other Side

NEW ORLEANS CULTURAL STUDIO | LESSON 72 | GRADES 9–12 | ASSESSMENT & RUBRIC

Assessment evidence

Diagnostic: a short Notice / Interpret / Question response to an attributed cultural source.

Formative: three thumbnails, a technique demonstration, and a brief student/teacher conference.

Summative: A before/after civic-design board with annotated evidence. Include a source annotation, visible revision, and reflection.

Four-level analytic rubric

Levels: 4 = Distinctive / 3 = Proficient / 2 = Developing / 1 = Emerging. Score artistic thinking and evidence, never cultural identity or access to materials.

Criterion	4 · Distinctive	3 · Proficient	2 · Developing	1 · Emerging
Idea and inquiry	Uses multiple original approaches and makes a compelling, researched choice.	Original idea and clear plan connect to inquiry.	Some individual choices, incomplete inquiry.	Relies on copying or an incomplete idea.
Targeted techniques	Controls site mapping, public design, information hierarchy and adapts them expressively.	Uses most targeted techniques intentionally.	Partial control or inconsistent application.	Little visible application of targeted skills.
Visual communication	Strong composition; audience can infer meaning using evidence.	Composition communicates intended meaning.	Meaning is uneven or poorly supported.	Viewer cannot reliably identify intention.
Cultural interpretation	Accurate attributions, nuance, and careful representation; distinguishes source from invention.	Identifies sources and represents context respectfully.	Sources or context are incomplete or vague.	Attribution absent or significant misunderstanding.
Revision and growth	Specific feedback produces substantial, explained improvements and next step.	Visible revision and relevant reflection.	Minimal revision or vague reflection.	No visible revision or reflection.

Student evidence review

Student evidence: investigation _____ / technique _____ / artifact _____ / revision _____ / source attribution _____

Success check

Did the work demonstrate site mapping, public design, information hierarchy? Did the student cite their source, revise, and identify a next step?

Feedback language

One visual decision that strengthens the work is _____. The next visible change I suggest is _____. I noticed your source interpretation _____.

Rubric intentionally makes cultural accuracy and ethical attribution visible without measuring a student’s membership in a culture.