# Congo Square: Evidence and Voice

NEW ORLEANS CULTURAL STUDIO | LESSON 67 | GRADES 6–8 | 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: An evidence-led poster with annotated references. 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 historical visual literacy, layout, contrast 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 historical visual literacy, layout, contrast? 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.