FREE TEACHING RESOURCE / 6–8 / 32

# Object With a Secret: Heirloom Editions

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 cross-section reveal a world while protecting private stories?

- 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: Examine objects and material histories in Gulf South museum collections.

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

□ Visible practice with cutaway drawing, transparency, depth, visual narration.

□ A completed technical checkpoint: Recognizable exterior, detailed interior, and a revised focal clue.

□ 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 cutaway drawing with precision and adapts it to strengthen meaning. | Applies cutaway drawing effectively to communicate the intended idea. | Demonstrates uneven control of cutaway drawing; clarity varies. | Needs structured support to attempt cutaway drawing. |
| **Composition & Communication** | Structures visual elements inventively to deepen the inside and outside idea. | Visual organization supports a clear inside and outside 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 _____

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One next move that would be visible in the artwork:

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# 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:

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