FREE TEACHING RESOURCE / K–2 / 09

Porchlight Shapes

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 simple shapes show where a welcome begins?

- 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: Compare porches, apartment entries, school doorways, and shared courtyards across Louisiana.

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

□ Visible practice with cut-paper geometry, overlap, large-to-small composition.

□ A completed technical checkpoint: A clear focal doorway and three shape 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 cut-paper geometry with precision and adapts it to strengthen meaning.	Applies cut-paper geometry effectively to communicate the intended idea.	Demonstrates uneven control of cut-paper geometry; clarity varies.	Needs structured support to attempt cut-paper geometry.
Composition & Communication	Structures visual elements inventively to deepen the shape and belonging idea.	Visual organization supports a clear shape and belonging 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:
