# Analogous Atmosphere | Assessment and Rubric

Visual Arts Skills & Growth Lab • Lesson 017 • Grades K–2 • palette planning • 3–5 sessions

## Learning evidence

Assess process and growth in palette planning, not compliance with a single model. Students submit baseline, trials, final work or performance, revision and contextual credits.

## Five-criterion, four-level rubric

01. Research and responsible representation: Emerging: Beginning evidence of research and responsible representation, with support needed | Developing: Partial control of research and responsible representation and some independent choices | Proficient: Clear, consistent evidence of research and responsible representation and justified choices | Extending: Adaptable, precise evidence of research and responsible representation with self-directed refinement

02. Technique and material control: Emerging: Beginning evidence of technique and material control, with support needed | Developing: Partial control of technique and material control and some independent choices | Proficient: Clear, consistent evidence of technique and material control and justified choices | Extending: Adaptable, precise evidence of technique and material control with self-directed refinement

03. Original concept and decision making: Emerging: Beginning evidence of original concept and decision making, with support needed | Developing: Partial control of original concept and decision making and some independent choices | Proficient: Clear, consistent evidence of original concept and decision making and justified choices | Extending: Adaptable, precise evidence of original concept and decision making with self-directed refinement

04. Composition and communication: Emerging: Beginning evidence of composition and communication, with support needed | Developing: Partial control of composition and communication and some independent choices | Proficient: Clear, consistent evidence of composition and communication and justified choices | Extending: Adaptable, precise evidence of composition and communication with self-directed refinement

05. Critique, revision and reflection: Emerging: Beginning evidence of critique, revision and reflection, with support needed | Developing: Partial control of critique, revision and reflection and some independent choices | Proficient: Clear, consistent evidence of critique, revision and reflection and justified choices | Extending: Adaptable, precise evidence of critique, revision and reflection with self-directed refinement

## Formative checkpoints

01. Entry: student notices one artistic or musical question.

02. Midpoint: teacher observes two technique attempts and records one next step.

03. Critique: peer feedback is specific and respectful.

04. Exit: student identifies and explains evidence of revision.

## Scoring and access

Score each criterion 1–4 based on collected evidence; maximum 20 points. A different medium, adapted movement or alternative communication mode may demonstrate the same learning goal.

## Teacher observation notes

Document one technical strength, one original decision, one improvement, and the next lesson connection.

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