Pattern to Purpose | Assessment and Rubric

Visual Arts Skills & Growth Lab • Lesson 027 • Grades 6–8 • surface pattern • 3–5 sessions

Learning evidence

Assess process and growth in surface pattern, 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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