

Assessment Tool Selection Compilation

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5-6 Eco-Art Marble Mazes: Rubric + Essays	Checklist + Essay: Summative	Apply, Analyze, Create	Science: GR.5-S.3-GLE.1 , GR.6-S.3-GLE.1 Visual Art: GR.5-S.3-GLE.2 , GR.6-S.4-GLE.3
8 Rube Goldberg Simple Machines: Project Log	Project Log: Formative	Apply, Analyze	Physical Science: GR.8-S.1-GLE.2 Visual Art: GR.8-S.3-GLE.2-3
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7-8 Outdoor Education Project Planner	Full Project Planner: Formative + Summative	Remember, Understand, Apply, Analyze, Evaluate, Create	Social Studies: GR.8-S.1-GLE.2 Visual Art: GR.8-S.3-GLE.2 , GR.7-S.3-GLE.3






Note: Lessons and assessments are written for mixed grade level classes, unless otherwise noted.

Name: _____

Grade: _____

Project: _____

Here I Am! Cartographer Mapping Project: Checklist

Idea 	<input type="checkbox"/> I look closely at the world around me and express my place in my world through my map. <input type="checkbox"/> I explore new art mediums, tools and techniques. <input type="checkbox"/> I learn from observing other cartographer's maps.
Plan 	<input type="checkbox"/> I generate ideas and a plan for my map. <input type="checkbox"/> I create a map that expresses personal meaning. <input type="checkbox"/> I make choices and plan out the steps to make my map original.
Make 	<input type="checkbox"/> I apply the Elements of Art & Principles of Design to help me clearly communicate in my map. <input type="checkbox"/> I persist in my work and find solutions when problem arise. <input type="checkbox"/> I learn from taking creative risks and making mistakes. <input type="checkbox"/> I incorporate my knowledge from social studies into my map project.
Reflect 	<input type="checkbox"/> I interact with my classmates and ask them for feedback. <input type="checkbox"/> I reflect on my work by celebrating what I did well and look to see how I can improve my work.
Share 	<input type="checkbox"/> I can talk about my artwork using social studies and art vocabulary. <input type="checkbox"/> I share my finished work with my community.

What story are you expressing through your map? _____

What type of map you will use to tell your story: **Circle One:** World – Physical – Political - Roadmap
 Other _____

Pick your project:

- ☐ Size _____
- ☐ Medium _____
- ☐ Style _____

Your map needs to include:

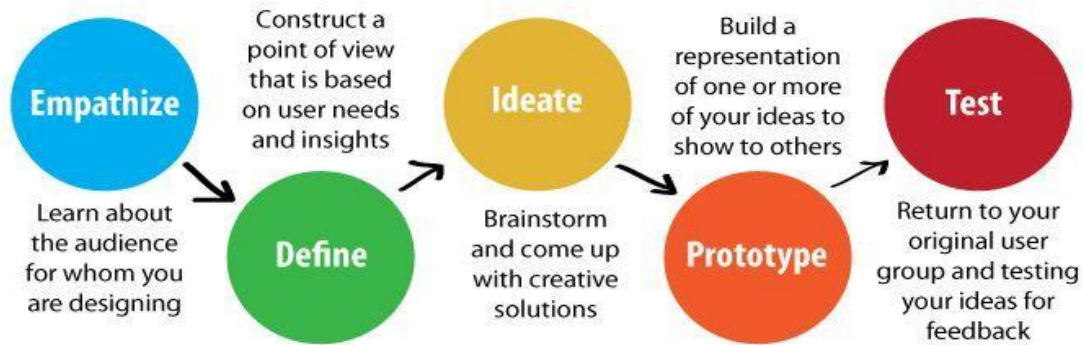
- ☐ Compass Rose
- ☐ Legend
- ☐ Landforms
- ☐ Bodies of Water
- ☐ Points of Interest/Landmarks

- ☐ Orient your compass rose in the correct direction on your neighborhood map.
- ☐ Locate your neighborhood, Main Street and CCS on a large physical map of the Crystal Valley.
- ☐ Write a "Cartographer Statement" explaining the mapping elements included in your map.

Eco-Art Marble Maze Design Challenge

Planning Worksheet

THE DESIGN PROCESS has five stages:



1. **Empathy (of the user/audience):** Learn about the audience for whom you are designing. Identify the needs and motivations of end-users. **What does your audience need or want from interacting with your project:**

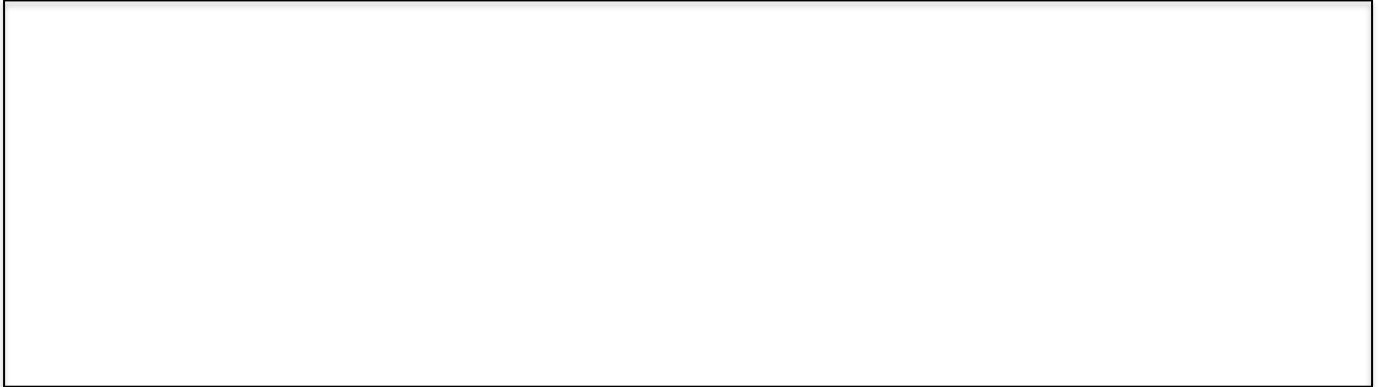
1. _____
2. _____
3. _____
4. _____
5. _____

2. **Define the Problem:** List the challenges and constraints of this project.

1. _____
2. _____
3. _____
4. _____
5. _____

3. **Brainstorm ideas:** Write a list of ALL your ideas. Do not judge or debate ideas as this limits creativity. Go for quantity of ideas! (Remember – your ideas should try to solve a problem and meet the needs of your audience.)

4. **Prototype** - Combine your ideas and begin to design a model/prototype.
- Look for connections in your brainstorming list. Can you combine any of your ideas?
 - Sketch out your design concept.



- **Make a list of the type of recycled materials you need. What are their attributes?**
 - **Flexible** = foam, thin plastic, tagboard,
 - **Smooth** =
 - **Rigid**

=

5. **Test/Evaluate** – Have your classmates play with your maze. What feedback did they give you that would help improve your design and construction?



Feedback notes:

6. **Redesign** – What changes did you make?



7. **Share Solution** – Share your marble maze with the school.
8. How did you audience react? **Audience feedback:**

7-
8

Rube Goldberg Project Log

Team Members: _____

Create weekly/daily goals and tasks for each person. Record and update your progress after each class.

Date	Today's Goal	Tasks to Perform	Next Steps
Week of:			
Monday		Person 1: Person 2:	Completed Tasks? Yes___ No___ Notes:
Tuesday		Person 1: Person 2:	Completed Tasks? Yes___ No___ Notes:
Wednesday		Person 1: Person 2:	Completed Tasks? Yes___ No___ Notes:

Thursday		Person 1: Person 2:	Completed Tasks? Yes___ No___ Notes:
Friday		Person 1: Person 2:	Completed Tasks? Yes___ No___ Notes:

Music and Art: Schoenberg and Kandinsky
1-2 Visual Thinking Discussion



Wassily Kandinsky, Impression III: Concert (1911)

Close your eyes and listen to the music.

1. What do you see in this artwork?	2. How did the artist express the music in the painting? (Color, pattern, rhythm, emotion, etc.)
3. What more can you find in this artwork?	4. What questions do you have about the... Painting or Artist Music or Composer

Name: _____

Grade: _____

3-4 Books for Bolivia Interview and Discussion

What do you already know about Cochabamba, Bolivia?	What questions do you have about Cochabamba, Bolivia?	What new information did you learn today?
Language	Questions I want to ask:	Language

Daily Life	Questions I want to ask:	Daily Life
Fun and Special Things to Do:	Questions I want to ask:	Fun and Special Things to Do:
Food, Art & Music	Questions I want to ask:	Food, Art & Music
Other Fun Facts:	Questions I want to ask:	Other Fun Facts:

Name: _____ Grade: _____ Project Phase: Language Arts Spanish Art

3-4 Books for Bolivia Feedback Form

Student Feedback	Teacher Feedback
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<p>The strengths I see in my work are...</p> <p>Writing:</p> <p>Spanish:</p> <p>Art:</p>	<p>What are the strengths of this work?</p> <p>Writing:</p> <p>Spanish:</p> <p>Art:</p>
<p>What can I improve upon in my work?</p> <p>Writing:</p> <p>Spanish:</p> <p>Art:</p>	<p>What can be improve in this work?</p> <p>Writing:</p> <p>Spanish:</p> <p>Art:</p>
<p>The questions I have about my work are...</p>	<p>The questions I have about your work are...</p>
<p>What goals can I recognize in my work?</p> <p>Personal Growth:</p> <p>Learning Goals:</p>	<p>The goals that I can recognize in this work are:</p> <p>Personal Growth:</p> <p>Learning Goals:</p>

Sources: <http://www.ets.org/Media/Research/pdf/RR-07-11.pdf> (Shutte, 2008) and <http://www.slav.schools.net.au/synergy/vol6num2/dinham.pdf> (Dinham, 2007)

Name: _____

Grade: _____

Comic Strips Story Checklist

	Elements of your Comic Strip	Check?
Story Elements and Structure	<p>Story structure has a beginning, middle, and end.</p> <p>Story elements include theme, characters, setting, plot, and problem/conflict.</p> <p>There is a message, point-of-view and/or emotions, feelings expressed in the storyline.</p>	
Choice of Scenes	Include all the most important events that occur in the comic story and exclude those that don't.	
Captions	<p>Speech balloons are used to define captions.</p> <p>Captions are related to the scenes and the story; communicate ideas, character voices, and sounds.</p> <p>Captions are easy to read and understand.</p>	
Characters	The main characters are clearly identified, and their actions and dialogue are well matched to their actions and dialogue in the book.	
Landscape and Props	Landscape and props are directly related to the theme or purpose of the story and enhance understanding of the scene.	
Illustrations	<p>Illustrations are detailed, and attentive craftsmanship is demonstrated.</p> <p>Tools are used safely and accurately.</p>	
Storyboard Layout	<p>A variety of sizes and shapes are used for the comic panels.</p> <p>Comic panels easily guide readers through the story and provide the reader with a sense of place.</p>	
Spelling, Punctuation, and Grammar	There are no spelling, punctuation, or grammar errors.	

Source: ReadWriteThink. Copyright 2003 NCTE/IRA. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes. http://www.readwritethink.org/files/resources/lesson_images/lesson195/comic-strip-rubric.pdf

Source: LITERACY GAINS TRANSFORMING INSTRUCTIONAL PRACTICE SUPPORTS GRADE 8 VISUAL ARTS .
http://www.edugains.ca/resources/LIT/LearningMaterials/SubjectSpecific/Arts/VisualArts/VA_G8L5-Storyboarding.pdf

Name: _____

Grade: _____

Meaningful Masks from Around the World

What do you already know about the purpose of masks in society?

Research new information: Examine books and watch videos to answer the questions about the mask of each region. Record your findings below.

1. What are the historical, cultural and modern purposes of masks in each region?
2. Find at least three past and modern day uses for masks.
3. What are the primary materials used to create these masks?

Native American Masks

Latin America Masks

Egyptian Masks

African Masks

Name: _____

Class _____

5-8 Art Project Planner

Your idea will become the structure. The plan will be your guide.

ENVISION: What is the theme for this project? _____

ENVISON: What subject will you be working with? (Circle One)

Architecture	Figure	Imagination	Landscape	Portrait
Objects	Nature	Non-Representational	Conceptual	

EXPRESS: What are you expressing about your outdoor education trip in this work?
(A story/emotion/interest/experience/knowledge etc.)

DEVELOP CRAFT:

- What **medium(s)** will you use for this project? Circle your answer(s).
 - **Drawing:** Pencil, Oil Pastels, Soft, Pastels, Markers, Color Pencils, charcoal
 - **Collage:** Paper, Magazine Images or Mixed Media
 - **Painting:** Watercolor paint, Watercolor pencils, Watercolor crayons, Tempera or Acrylic paint
 - **Sculpture:** Recycled Materials, Papier Mache, Clay, Wire
 - **Fiber Arts:** Weaving or Sewing
 - **Printmaking:** Foam plates, Stencils
 - **Mixed Media** (What will you use?): _____
 - **Other:** _____

DEVELOP CRAFT: Circle the Elements of Art / Principle of Design you will apply to your work.

Elements:	Line	Shape	Color	Texture	Value	Form	Space
Principles:	Balance	Contrast	Emphasis	Movement	Pattern	Rhythm	Unity

What **tools** will you need? _____

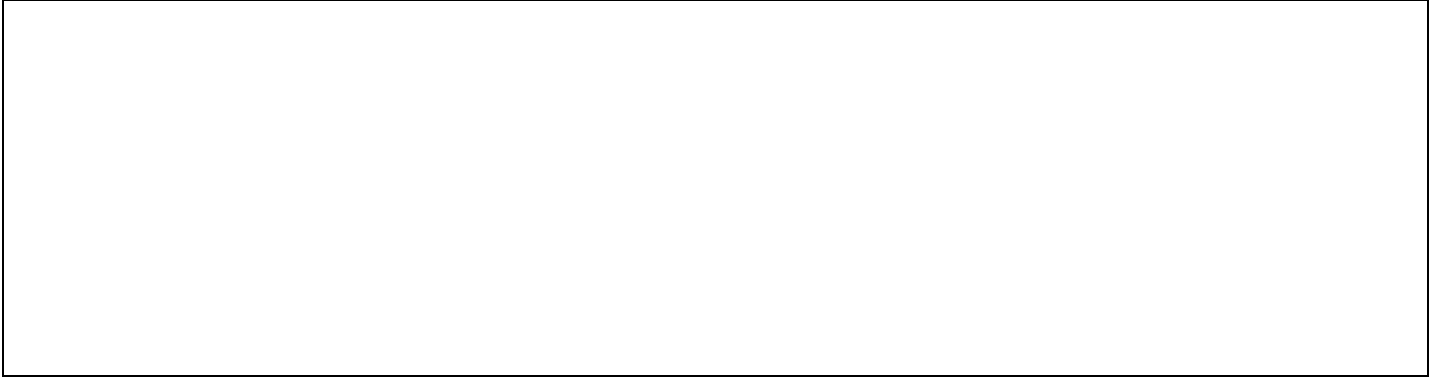
What **size** will it be? ☐ Small (9x6) ☐ Medium (9x12) ☐ Large (11x14) ☐ Other _____

STRETCH + EXPLORE:

- What two learning concepts are you exploring for this project?

- What skills/techniques do you want learn or improve upon from doing this project?
- What specific resources do you need for this project? (drawing books, photos, videos, etc.)
- Who or what will help you persist in your work if you get stuck?

ENVISION: Draw a quick sketch of your composition.



Peer Critique: Ask 3-4 peers to give you **compliments/suggestions** about your work. Suggestions given to you are just that, only suggestions. It is the artist's choice to incorporate the feedback or not.

Frame and Sign your Artwork!

REFLECT: Please follow the format below, and use complete sentences, proper grammar, spelling and punctuation as you reflect upon your creative process, content learning and finished work. (** I will be looking for you to incorporate at least 3-4 art vocabulary words into your answers. Please explain **how** and **why** you applied these art elements/principles in your work.*)

Artist Statement

Name _____ Grade _____ Medium _____

Artwork Title: _____

- This artwork expresses/communicates...
- I made my artwork unique by...
- * Describe which elements/principles of art +design you used and why? What was the result?
- While creating this piece of art I incorporated my knowledge of ... by....
- My favorite qualities of this piece are _____ and _____ because _____.
- If I could improve anything about my work it would be ... because _____.