

Sample Formal Assessment

Writing

| | Excellent | Doing Well | Needs Practice |
|--------------------------------|--|--|---|
| Ideas | <p>Story is clear and easy to understand.</p> <p>Characters are developed and setting is described well.</p> <p>Writer uses many interesting details.</p> | <p>Story stays on topic and includes characters and setting.</p> <p>There are some details that help the reader picture what's happening in the story.</p> | <p>Story does not stay on topic.</p> <p>More work is needed on characters, setting or detail.</p> <p>Story is the same as the summary sentence.</p> |
| Organization and Structure | <p>Story grabs the reader's attention at the beginning.</p> <p>Events happen in an order that makes sense.</p> <p>Story contains a problem.</p> <p>Story has a clear ending.</p> | <p>Story has a clear beginning, middle and end.</p> | <p>The order of events is sometimes confusing, and the story needs more work on the beginning, middle or end.</p> |
| Writing Skills and Conventions | <p>All sentences begin with a capital letter, and end with the correct punctuation.</p> <p>Most words are spelled correctly.</p> | <p>Most of the sentences begin with capital letters and end with the correct punctuation.</p> <p>Many of the words are spelled correctly.</p> | <p>The story lacks capital letters and punctuation.</p> <p>Spelling, even if inventive, does not meaningfully correspond to words.</p> |



Diorama

| | Excellent | Doing Well | Needs Practice |
|---------------------------|--|--|---|
| Structure | <p>Student's work includes a background, middle ground and foreground; using a variety of 3-D techniques to build details.</p> <p>The setting elements reach outside of the diorama framework.</p> | <p>Student's work includes a background and foreground; incorporates 2-D and 3-D techniques to create details.</p> <p>The setting elements do not extend outside of the framework.</p> | <p>Student's work has little or no 3-D elements or details.</p> <p>The setting elements are unclear.</p> |
| Character | <p>Student uses 3-D materials to build up the details of the character.</p> <p>Student incorporates movable parts in their character design.</p> | <p>Student's character has minimal 3-D elements and implies action without using movable parts in the design</p> | <p>Student's character is 2-D, and in a neutral position</p> |
| Design and Story Elements | <p>Material and design choices contribute to the story.</p> <p>Student includes many details that support the character and the setting</p> | <p>Material and design choices contribute to the story.</p> <p>Student has included a few details that support the character and setting.</p> | <p>Material and design divert from the story.</p> <p>Student has included very few details to support the character and the setting.</p> |
| Presenting | <p>Student identifies 3 or more art elements or principles used in construction of the diorama.</p> <p>Student can deliver their story using their character and setting.</p> | <p>Student identifies at least 2 art elements or principles used in construction of the diorama.</p> <p>Student uses character to explore the setting.</p> | <p>Student identifies at least 1 art element or principle used in the construction of the diorama.</p> <p>Student uses character to tell a spontaneous story.</p> |



Sample Formative Assessment

Interview Questions

Can you bring your sentence to life?

How did you structure your diorama?

Tell me about the choices you made in creating your character, setting and story problem.

Checklist: Check all that apply

Sentence:

- Someone wanted
- Something
- But Problem
- So Solution

Diorama

Background Details:

- Only 1
- 2-3
- 4 or more

Middle Ground Details:

- Only 1
- 2-3
- 4 or more

Foreground Details:

- Only 1
- 2-3
- 4 or more

Character

3-D Elements:

- Only 1
- 2-3
- 4 or more

Moving Parts:

- Only 1
- 2-3
- 4 or more

Character Details:

- Only 1
- 2-3
- 4 or more

Elements and Principle of Design

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Line | <input type="checkbox"/> Balance |
| <input type="checkbox"/> Shape | <input type="checkbox"/> Contrast |
| <input type="checkbox"/> Color | <input type="checkbox"/> Emphasis |
| <input type="checkbox"/> Value | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Form | <input type="checkbox"/> Pattern |
| <input type="checkbox"/> Texture | <input type="checkbox"/> Rhythm |
| <input type="checkbox"/> Space | <input type="checkbox"/> Unity |

Other Art Vocabulary:

Arts Integration Resources for Teachers

The Paul and Lulu Hilliard University Art Museum
<http://www.hilliardmuseum.org/Learn/field-trips>

ARTSEdge: The Kennedy Center's Art Education Network- lesson plans
<https://artsedge.kennedy-center.org/educators.aspx>

Education Closet- lesson plans and continuing education
<https://educationcloset.com/>

Louisiana A+ Organization
<http://www.aplusla.org/>

Cindy Ingram The Art Curator for Kids- lesson plans for teaching art history
<https://artcuratorforkids.com/>

The Alexandria Museum of Art – Visual Thinking Strategies Training, lesson plans
<http://themuseum.org/teachers>

The Art of Ed: An Online Resource for Art Teachers
<https://www.theartofed.com/>

Visual Thinking Strategies
<http://vtshome.org/>

Wolf Trap Institute for Early Learning through the Arts
<http://www.wolftrap.org/education/institute-for-early-learning-through-the-arts.aspx>

Art Standards

National Core Arts Standards
<http://www.nationalartsstandards.org/>

Louisiana Arts Content Standards
<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>

Grants

George Rodrigue Foundation- George's Art Closet art supplies for schools
<http://www.georgerodriguefoundation.org/site306.php>

Acadiana Center for the Arts – Arts Grants for Teachers
<http://acadianacenterforthearts.org/arts-grants-teachers>

Target Field Trip Grants
<https://corporate.target.com/corporate-responsibility/grants/field-trip-grants>

Crystal Bridges Reese Fellowship
<http://crystalbridges.org/reese-fellowship/>

