



VISUAL ARTS Assessment

Performance Event V.E332
Analyze and Describe

Grade 6

Student Booklet

Student Directions
Teacher Scoring Rubric
Student Worksheets

Name: _____

Teacher: _____

School: _____

Date: _____

Removed licensing info page and the following page that is intentionally left blank.

Removed Acknowledgements.

Allowed student option of taking assessment in the Resource Room with the assistance of the Special Education teacher.

STUDENT DIRECTIONS STUDENT DIRECTIONS WERE READ AND REREAD ALOUD AS NEEDED.

This assessment has two parts to it:

- Part 1–View Work and Complete Graphic Organizer
- Part 2–Dictate /Type or Write Description

Removed unnecessary sentences.

PART 1–VIEW WORK AND COMPLETE GRAPHIC ORGANIZER

For this assessment, you will view a work of art and *critically interpret* (think about its meaning) in order to understand the work’s meaning and the artist’s *intent* (what the artist wanted).

First you will complete the Part 1–A worksheet of a graphic organizer to help you develop your thoughts. Then you will write a short description of your observations and conclusions. The artwork you will be observing is *Guernica* by Pablo Picasso.

Got rid of extra words.

The image in the booklet is not *Guernica*, so I cut it out and replaced it with an image of *Guernica* at their table and enlarged on a Smart Board screen.

The Teacher Scoring Rubric that will be used to evaluate your essay is on page 3 of your Student Booklet. Review Level 4, the highest level of performance.

I highlighted the level 4 dimensions. I put the rubric on a separate piece of paper so that the student wouldn’t have to flip the booklet back and forth to refer to it.

TEACHER SCORING RUBRIC

Dimension	1	2	3	4
Graphic Organizer	Student made observations in one of the four categories.	Student made observations in two or three of the four categories.	Student made general observations in all four categories.	Student made insightful observations in all four categories.
Evidence of higher level thinking	Student responded to 0-1 questions in	Student responded to two questions in	Student responded to all questions in his	Student responded in depth to all

	his or her essay. Student gave a vague interpretation of artist's intent.	his or her essay. Student gave a limited interpretation of artist's intent.	or her essay. Student made a plausible interpretation of artist's intent.	questions in his or her essay. Student fully developed an interpretation of artist's intent.
Clarity of writing and evidence of observation	Main ideas are not clear.	Main ideas are somewhat clear.	Main ideas are clear but not well supported by observed details.	Main ideas are clear and well supported by observed details.

To start, look at the artwork and then at the three categories on the graphic organizer in the Part 1–on page 4 in your Booklet.

I removed extra words and enlarged important text.







As you scan the artwork, what do you see?

Record your observations on the graphic organizer.

When time is up, it is time to move on to Part 2.

I cut out the directions for Part 2 that originally were printed here and moved them so that all parts of Part 1 were together in the Booklet. Now the directions for Part 2 are next to the questions and writing space for Part 2. I also gave a list of vocabulary and definitions for the words found on the graphic organizer.

PART 1—GRAPHIC ORGANIZER WORKSHEET CHANGED THE TITLE TO BE CONSISTENT WITH VOCABULARY, GRAY FILLED BLOCKS TO HELP WITH VISUAL ORGANIZATION AND CHUNKING, ADDED CIRCLE AND ARROW GRAPHICS, ENLARGED WRITING SPACE

 Circle All You See 		Write a Short Description
SENSORY What can be seen?	Line	
	Shape	
	Texture	
	Color	
	Form	
 Circle All You See 		Write a Short Description
FORMAL How is it organized?	Unity	
	Variety	
	Emphasis	
	Rhythm	
	Balance	
 Circle All You See 		Write a Short Description
TECHNICAL How was it made?	Tools Used	
	Materials Used	
	Application	
	Technique	
	Rendering	
	Stylization/ Abstraction	

Removed credits

PART 2—WRITE DESCRIPTION

Now it is time for you to describe why you circled the properties. Respond to the **guiding questions, tear out and use** your graphic organizer to guide you. **Removed extra words for clarity.**

The Teacher Scoring Rubric **is next to you on the desk.** Review Level 4, the highest level of performance. You have 10 minutes to complete this part of the assessment. **Extra time is given as needed.** You may begin now.

When time is up, be sure that your name is written on your Student Booklet and leave it on your desk. **The student could dictate to a teacher, hand write or type the answers to the following questions:**

PART 2—GUIDING QUESTIONS FOR YOUR DESCRIPTION

1. What can be seen? **Enlarged questions and writing space.**

2. How is it organized?

3. How was it made?

Then, consider:

4. What is the artist trying to say?
