

This is to be used by the classroom teacher to determine the level of student performance at the conclusion of each Artist in Residence project, the results of which are recorded on the *Report Form Student Performance of Arts Standards*.

## SAAA Student Performance of Arts Standards Scale

DIMENSION	5 Performing Plus	4 Performing	3 Approaching	2 Underperforming	1 Falls Far Below	0 Unable to Score
<b>#1. The student gives a clear description of the art selection and the process used to complete the performance task.</b>  PROMPTS: <i>a. What art did you create?</i> <i>b. What steps did you follow to create this art?</i> <i>c. What art elements did you use to create this art?</i>	<b>The student provides a clear description of the art or product created which includes:</b>  a. at least 5 steps that were followed to create the art.  b. at least 3 vocabulary words specific to the art form created.  c. at least 1 element of the art form that was used to create the art.	<b>The student provides a clear description of the art or product created which includes:</b>  a. at least 4 steps that were followed to create the art.  b. at least 2 vocabulary words specific to the art form created.  c. at least 1 element of the art form that was used to create the art.	<b>The student provides a clear description of the art or product created which includes:</b>  a. at least 3 steps that were followed to create the art.  b. at least 2 vocabulary words specific to the art form created.  c. none of the elements of the art form that was used to create the art.	<b>The student provides a clear description of the art or product created which includes:</b>  a. at least 2 steps that were followed to create the art.  b. at least 1 vocabulary word specific to the art form created.  c. none of the elements of the art form that was used to create the art.	<b>The student provides a clear description of the art or product created which includes:</b>  a. at least 1 step that was followed to create the art.  b. at least 1 vocabulary word specific to the art form created.  c. none of the elements of the art form that was used to create the art.	<b>The student does not complete the art or product selection, OR is not able to respond to any of the <i>PROMPTS</i> as described in the five <i>DIMENSIONS</i>.</b>
<b>#2. The student is able to relate, to analyze, to interpret, to contextualize, to apply purpose to their art work.</b>  PROMPTS: <i>a. Why is this art important to you?</i> <i>b. What did you learn by creating this art?</i> <i>c. How was this art the same or different from other art that you have created?</i>	<b>The student tells why the art or product is important to him or her which includes:</b>  a. at least 3 things that were learned by the student as a result of creating this art.  b. at least 2 ways by which this art was different from other art that the student has created.  c. stating how this art creation helped the student to learn about at least 2 other subjects such as science, math, history or culture and stories of people.	<b>The student tells why the art or product is important to him or her which includes:</b>  a. at least 3 things that were learned by the student as a result of creating this art.  b. at least 1 way by which this art was different from other art that the student has created.  c. stating how this art creation helped the student to learn about at least 1 other subject such as science, math, history or culture and stories of people.	<b>The student tells why the art or product is important to him or her which includes:</b>  a. at least 2 things that were learned by the student as a result of creating this art.  b. at least 1 way by which this art was different from other art that the student has created.  c. stating how this art creation helped the student to learn about at least 1 other subject such as science, math, history or culture and stories of people.	<b>The student tells why the art or product is important to him or her which includes:</b>  a. at least 1 thing that was learned by the student as a result of creating this art.  b. at least 1 way by which this art was different from other art that the student has created.  c. no statement about how this art creation helped the student to learn about any other subject such as science, math, history or culture and stories of people.	<b>The student tells why the art or product is important to him or her which includes:</b>  a. at least 1 thing that was learned by the student as a result of creating this art.  b. no statement about how this art was different from other art that the student has created.  c. no statement about how this art creation helped the student to learn about any other subject such as science, math, history or culture and stories of people.	<b>The student does not complete the art or product selection, OR is not able to respond to any of the <i>PROMPTS</i> as described in the five <i>DIMENSIONS</i>.</b>

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<p><b>#3. The student is able to evaluate or draw thoughtful conclusions about the significance of the art.</b></p> <p>PROMPTS:  <i>a. Do you think your art creation might be important to others? Why?</i>  <i>b. What would you like others to learn from your art?</i>  <i>c. Do you think art is important to understanding the past? The future?</i></p>	<p><b>The student is able to tell how or why the art or product is important or significant to others which includes:</b></p> <p>a. at least 3 reasons why the art that was created might be important or significant to others.  b. at least 2 important ideas you want others to learn from your art creation.  c. at least 2 reasons you think that art is important to understanding the past and the future.</p>	<p><b>The student is able to tell how or why the art or product is important or significant to others which includes:</b></p> <p>a. at least 2 reasons why the art that was created might be important or significant to others.  b. at least 2 important ideas you want others to learn from your art creation.  c. at least 1 reason you think that art is important to understanding the past and the future.</p>	<p><b>The student is able to tell how or why the art or product is important or significant to others which includes:</b></p> <p>a. at least 2 reasons why the art that was created might be important or significant to others.  b. at least 2 important ideas you want others to learn from your art creation.  c. no statement about how art is important to understanding the past and the future.</p>	<p><b>The student is able to tell how or why the art or product is important or significant to others which includes:</b></p> <p>a. at least 1 reason why the art that was created might be important or significant to others.  b. at least 1 important idea you want others to learn from your art creation.  c. no statement about how art is important to understanding the past and the future.</p>	<p><b>The student is able to tell how or why the art or product is important or significant to others which includes:</b></p> <p>a. at least 1 reason why the art that was created might be important or significant to others.  b. no statement about how you want others might to learn from your art creation.  c. no statement about how art is important to understanding the past and the future.</p>	<p><b>The student does not complete the art or product</b>  <b>Cruzer:REVISION 1-18 SAAA Student Performance of Arts Standards Scale.doc</b>  <b>Created by Office 2004 Test Drive User</b>  <b>LTM selection, OR is not able to respond to any of the <i>PROMPTS</i> as described in the five <i>DIMENSIONS</i>.</b></p>