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Contains:

- **3 Benchmark Exams**
- **SGO* 1 & 2**
- **Universal Project Rubric**

*Explanation:

SGO1 is a performance based assessment testing the understanding of standards. Benchmark 1 is also a performance based assessment focusing on the standard of the art elements (A unit used in all grades).

Students take Benchmark 1 before instruction formally begins. This is graded as SGO1. It is also grades as Benchmark 1. Any students achieving 74% or below MUST be retested. We encourage all students who score less than 90% to re-test. Before retakes are given, the material is covered and exemplars are shared and explained. Retakes are entered/overwritten as the new benchmark 1 grade but SGO1 remains as the original grade and evidence of student growth. The SGO is not a weighted grade: it does not "count" toward students' grades.

Benchmark retakes must be new, so in re-takes students cannot draw what they have drawn before and cannot draw something shown in the exemplars. Students who score less than a 75% are re-tested orally to check and grade for understanding of the art elements, and this grade is entered. We have found only 3 students in 100 need an oral re-test.

Benchmark 2 is based on the art principles or principles of design. It is not used as an SGO assessment. (Though it could be if you choose to test principles instead of elements in benchmark 1.)

Benchmark 3 is focused on color theory and mixing of colors. Because SGO1 must be tested later in the year, part two of Benchmark 3 tests the elements again in a similar manner. Exemplars can be shown before this exam to remind students of expectations. They cannot use exemplars though as their own drawings. The second half of Benchmark 3 is graded as SGO2.

Alternately, SGO2 could be entered into a mid-year exam (Mid-term or Final).

Benchmark 1

Name _____ Pd. _____

Art 1 & Sculpture

Understanding Art Elements: Do a drawing below of an object you can see in the room, be sure to include EACH art element in some way. It can be obvious or subtle. Write how you have used each art element on the bottom of this paper to show your understanding. (Drawing 20 points, 10 points for each written answer)

Line : _____

Shape: _____

Color: _____

Form: _____

Texture: _____

Space: _____

Light: _____

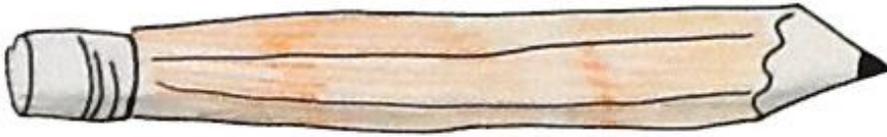
Mass: _____

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Complete Drawing = 20 points plus the points below for the elements included.

Element	0 Not Included	6 Approaches Understanding	8 Understanding	10 Advanced Understanding
Line	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple outline.	Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture.
Shape	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares.	Example that shows a more advanced concept of the element. Non outlined shapes, complex shapes, shapes that suggest form, use of shape motif...
Color	none	Some visual that approaches the concept without clear knowledge. Use of ONLY primary colors.	Basic image that demonstrates understanding of the concept. Use of both primary and secondary colors only.	Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray...
Texture	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple single texture.	Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures.
Form	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary forms, basic shading to suggest form.	Example that shows a more advanced concept of the element. Shading that appears to vary in intensity and size, use of complex forms.
Mass	none	Some visual that approaches the concept without clear knowledge, flat looking work.	Basic image that demonstrates understanding of the concept. Some sense of mass through the use of form.	Example that shows a more advanced concept of the element, like textures alluding to mass, or a strong use of form and shading.
Space	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing a basic use of space through form or shading.	Example that shows a more advanced concept of the element, like the use of positive and negative space, or shadows on the surface under the object.

Exemplars



Line: I outlined my drawing of a pencil.

Shape: My lines create a rectangle and triangle.

Form: My shapes create a cylinder and cone

Color: I colored my pencil orange

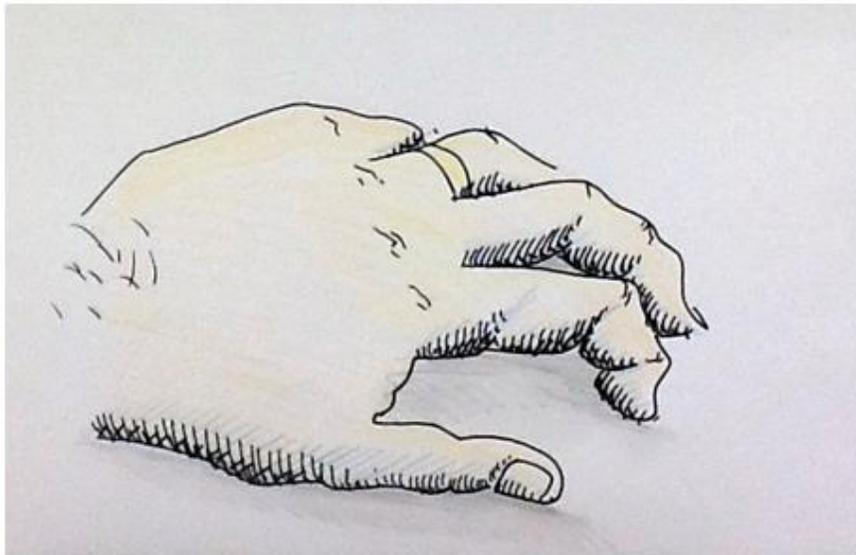
Texture: I put little lines near the eraser to show ridges

Space: I added a shadow to show that it takes up 3-D space

Light: My shadow shows where the light cannot get to.

Mass: My light colors make the pencil also look light weight.

8 point sample
answers



Line: I outlined my drawing with lines that show detailed contours

Shape: My lines create organic shapes of the hand.

Form: My shapes create organic forms, complex spheres and cylinders.

Color: I colored my hand with fleshtone, shaded with blue, and highlighted with yellow.

Texture: I used repeated lines to create different textures.

Space: I added a shadow to show that it takes up 3-D space and a cast shadow to suggest the negative space under the hand.

Light: I included shadows and highlights with both texture and color.

Mass: My light colors make the hand also look light weight, and the dark shadows suggest that they weight is on the underside.

10 point sample
answers

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Directions: Using **only basic shapes**, visually describe four of the art principals visually and label them. The Art Principles are Balance, Movement, Emphasis, Pattern, Contrast, Variety, and Unity.

0 points= off topic,

10 points = Approaches Understanding,

20 points = Understanding,

25 points = Advanced Understanding

Principal	0 Off Topic	10 Approaches Understanding	20 Understanding	25 Advanced Understanding
Balance	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple Symmetry.	Example that shows a more advanced concept of the principle, like asymmetrical Balance.
Variety	Off topic	Some visual that approaches the concept without clear knowledge. Might be mistaken for contrast.	Basic image that demonstrates understanding of the concept. Showing 3 or more different shapes.	Example that shows a more advanced concept of the principle, like showing it through placement, media, or by unexpected means.
Contrast	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Two opposite things illustrated	Example that shows a more advanced concept of the principle, like two opposite states of being.
Unity	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple similarity.	Example that shows a more advanced concept of the principle, like showing less obvious unity through proximity...
Emphasis	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple color or size difference.	Example that shows a more advanced concept of the principle, like showing other object leading to the point of emphasis.
Movement	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple object that normally moves.	Example that shows a more advanced concept of the principle, like showing movement through placement or leading the eye of the viewer.
Pattern	Off topic	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple repetition of shape.	Example that shows a more advanced concept of the principle, like an organic pattern or conceptual repetition.

Art 1 Benchmark #3

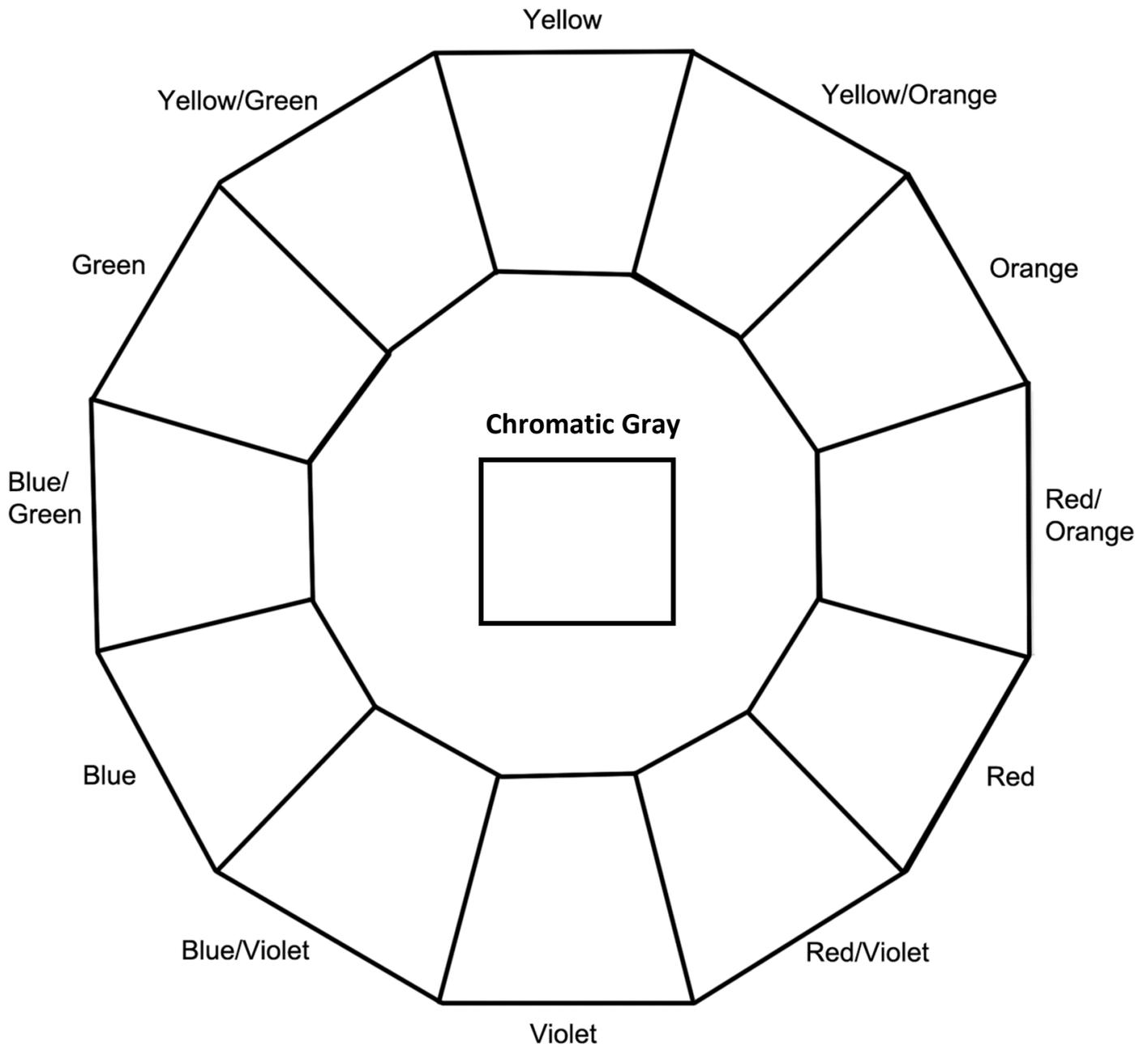
NAME _____ Period ____

DIRECTIONS:

- Using only primary colors, fill in this color wheel.
- Put a "P" next to PRIMARY colors
- "S" next to secondary colors
- "W" next to warm colors
- "C" next to cool colors.
- "T" next to tertiary colors

Scoring: Each portion is 3 points.

_____ x 3 = _____ % correct



CCCS: 1.3.P.D.2 Create two and three-dimensional works of art while exploring color.

Art Elements

Draw an object from observation below and color it in using only primary colors and mixing those colors to make other hues. Your finished drawing must include the art elements of Line, Shape, Color, and Texture. On the next page explain how you used these elements. Be as specific as possible.

Try to show your “advanced” understanding.

Power Standard: 1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Explain your use of the art elements:

Line: _____

Shape: _____

Color: _____

Texture: _____

Element	0 Not Included	10 Approaches Understanding	20 Understanding	25 Advanced Understanding
Line	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Simple outline.	Example that shows a more advanced concept of the element, like using line to create suggest form through crosshatching, complicated edges, texture.
Shape	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Clear but elementary shapes like triangles, circles, and squares.	Example that shows a more advanced concept of the element. Non outlined shapes, complex shapes, shapes that suggest form, use of shape motif...
Color	none	Some visual that approaches the concept without clear knowledge. Use of ONLY primary colors.	Basic image that demonstrates understanding of the concept. Use of both primary and secondary colors only.	Example that shows a more advanced concept of the element, like the use of tertiary colors, color for texture, use of chromatic gray...
Texture	none	Some visual that approaches the concept without clear knowledge.	Basic image that demonstrates understanding of the concept. Showing simple single texture.	Example that shows a more advanced concept of the element, like multiple textures, textures through color, organic textures.

Student Name _____ **Pd.** _____

Universal Art Project Rubric

	Criteria				Points
	100	90	80	70 - 65	0/F
Elements & Principles of Design	An advanced use of and combination of art elements and principles that seamlessly work together for the overall design. Work demonstrates a deep understanding and ability to manipulate these concepts.	Good use of and combination of art elements and principles that work well together for the overall design. Meeting expectations. Work demonstrates an expected use of concepts.	Acceptable use of art elements and principles but lacking harmonization or demonstration of planning or understanding.	Lacks evidence of thoughtful use of elements and principles with a design that looks unplanned, rushed, and/or incomplete.	_____
Craftsmanship Neatness	Project is pristine and well-kept without any defects. It has a professional finish and level of detail that shows a pride in work. Areas other may ignore and skip have been considered.	Overall, the project is clean and without major defects like Folds/Rips. All areas have been considered and finished to meet expectations.	Minor folds or stray marks may be present but the work is acceptable. Some portions of the work could have benefited by more attention to detail.	Work includes obvious deficits like folds, rips, and/or stray marks. Little effort went into creating the work and using information demonstrated.	_____
Time & Management	Student was actively engaged and self motivated. Student may have even taken work home to do more than expected or required. Student was focused and never distracted.	Student was mostly independently motivated with a few social distractions. Work was mostly self-driven.	Student was somewhat distracted from their work and had to be reminded to stay on-task. More focus would have been helpful.	Often reminded to stay on task. Social/digital interactions impeded work. Lack of focus had a strong impact on project work.	_____
Execution, Originality, & Uniqueness	Work had a novel and original approach to the subject. Media choices and use coordinated seamlessly to create a compelling work of art.	Work was unique & original with some evidence from samples/examples. Work included no direct copying from other sources.	Though work did include some sample or derivative imagery, it did include many unique elements.	What work was done was highly derivative of the samples or other student's work. Little was truly original or unique.	_____
Requirements & Depth	Intense exploration of subject & techniques; student exceeded most/all expectations.	Subject and media were well explored and met project expectations.	Subject or technique was not fully explored. A requirement was missing.	Little depth of subject and technique. Requirements were not fully met.	_____
NOTES:				Grade	_____