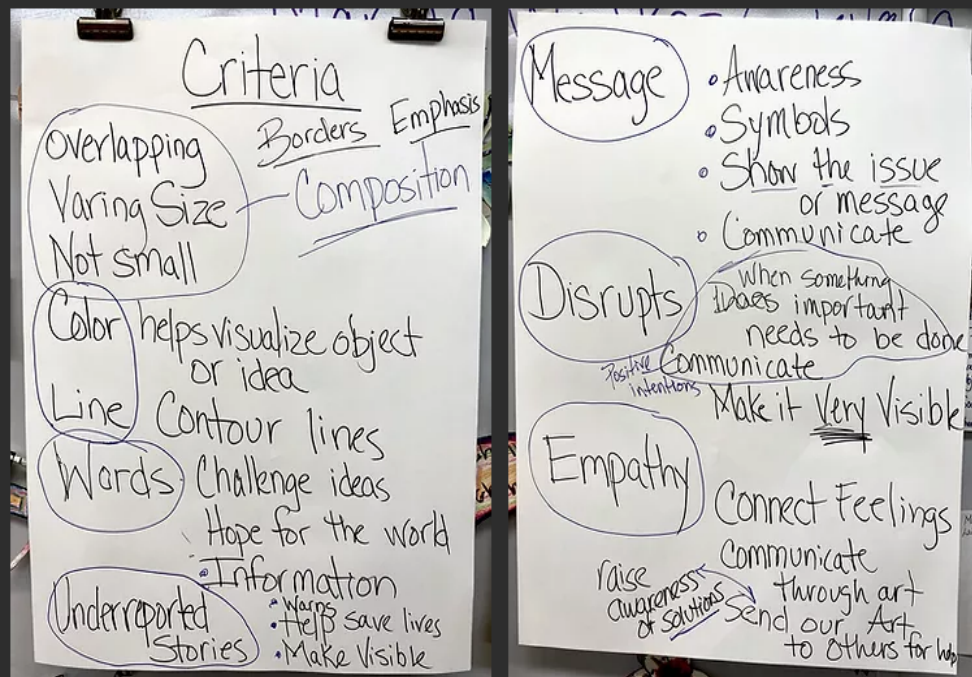


Student Created Rubric:

Assessment:

In Whole Group students create a rubric to guide their process. They self-assess using their rubric to identify where they need to focus their learning, research and art making to meet the goals of the project.

We begin the process with listing the performance tasks. We chunk performance tasks together and list the criteria necessary to show mastery. Students fill out their rubric using the information identified in whole group.

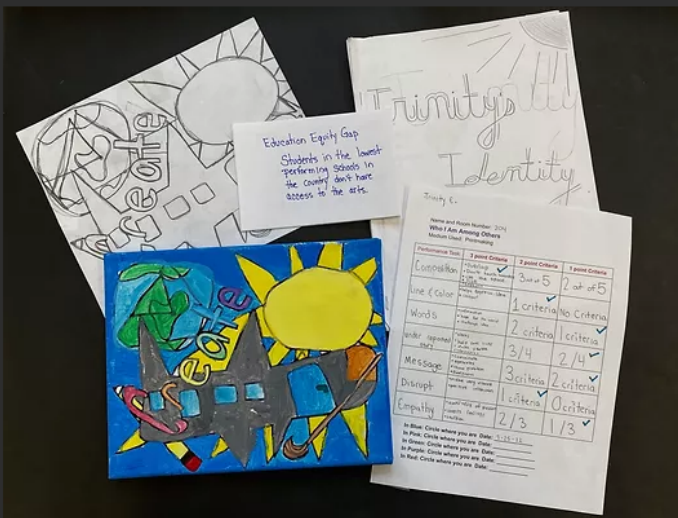


Co-Creating Criteria *with* Students

1. Review the learning goals
2. Look at sample work (student and/or professionally produced work)
3. List criteria for excellent work
4. Describe gradations of quality, from excellent to poor
5. Hand out rubric; practice using it on sample work
6. Assign work and have students create first drafts
7. Self- and/or peer assessment using the rubric
8. Revision
9. Teacher assessment using rubric
10. Revision, if possible
11. Revise rubric and adapt for a new assignment

Students use the whole group work to fill out their rubric.
We work together to identify the gradations of the criteria.

Self-Assessment and Process Documentation



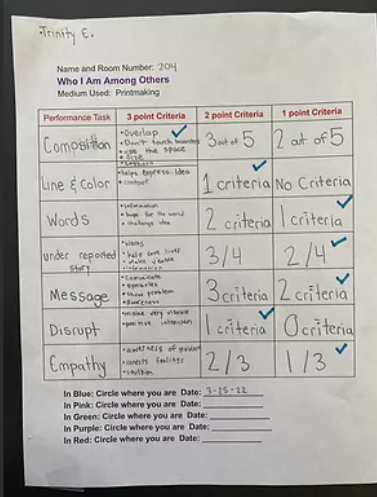
Education Equity Gap
Students in the lowest performing schools in the country don't have access to the arts.

Trinity E.
Name and Room Number: 2041
Who I Am Among Others
Medium Used: Pencil/Marker

Performance Task	3 point Criteria	2 point Criteria	1 point Criteria
Composition	✓	3 out of 5	2 out of 5
Line & color	✓	1 criteria	No Criteria
Words	✓	2 criteria	1 criteria
under reported story	✓	3/4	2/4
Message	✓	3 criteria	2 criteria
Disrupt	✓	1 criteria	0 criteria
Empathy	✓	2/3	1/3

In Blue: Circle where you are Date: 3-15-22
In Pink: Circle where you are Date: _____
In Green: Circle where you are Date: _____
In Purple: Circle where you are Date: _____
In Red: Circle where you are Date: _____

Where am I in this process? Formative Assessment



Trinity E.
Name and Room Number: 2041
Who I Am Among Others
Medium Used: Pencil/Marker

Performance Task	3 point Criteria	2 point Criteria	1 point Criteria
Composition	✓	3 out of 5	2 out of 5
Line & color	✓	1 criteria	No Criteria
Words	✓	2 criteria	1 criteria
under reported story	✓	3/4	2/4
Message	✓	3 criteria	2 criteria
Disrupt	✓	1 criteria	0 criteria
Empathy	✓	2/3	1/3

In Blue: Circle where you are Date: 3-15-22
In Pink: Circle where you are Date: _____
In Green: Circle where you are Date: _____
In Purple: Circle where you are Date: _____
In Red: Circle where you are Date: _____

Students date and color code their self-assessment and identify next steps using the rubric. The same rubric is used multiple times throughout the process to guide learning and next steps.

Reconstructing American History/Art Making and Persuasive Writing 1 of 2 (ART)

Unit by Educators from the Agents of Change team,
part of the 2022 cohort of *The 1619 Project* Education Network

1619 | Education Network

