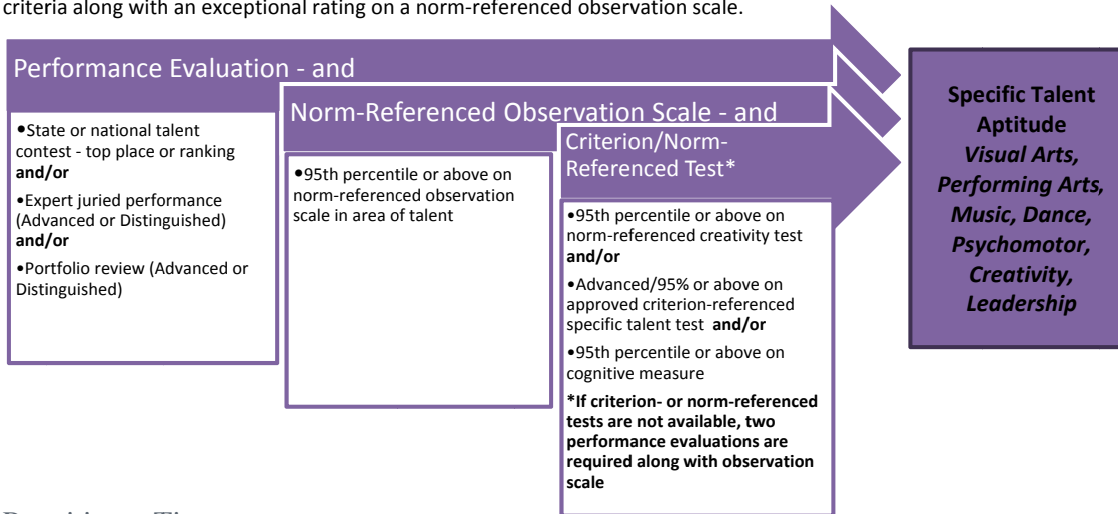


# Specific Talent Aptitude: Visual Arts

## Examples of Performance Evaluation Rubrics and Scales

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Often criterion- or norm-referenced assessments are not available in a talent area; therefore performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale.



## Practitioner Tips

Fair, accurate and consistent evaluations of student work are critical to the screening and identification process. Trained individuals evaluating student work play a vital role in identifying talent, providing feedback to students, and helping educators and parents make appropriate and informed educational decisions. Trained individuals would include highly qualified art teachers and community visual artists, experts or practitioners in the field. It is helpful when the evaluators are experienced in the same medium on which the student is being evaluated. The following questions may be useful for trained individuals to consider as they assess visual art portfolios.

- Am I objective about assessing the natural ability of this student, regardless of my past knowledge of or relationship with the student?
- Am I assessing the Display of Work in comparison to other works created by students of similar age?
- Am I assessing the Display of Work in comparison to other works created by students with similar training and experience?
- Am I assessing the Display of Work in comparison to other works created by students from similar environments?
- Do I have sufficient familiarity with works of art created by students of similar age, training and environment to allow me to make valid comparisons?
- Are my written comments legible, clear and understandable?
- Are my comments professional in tone and word choice?



- Are my comments and criticisms specific and constructive?

Performance Evaluation Measures

Visual Arts Rating Forms—Office of Academic Standards South Carolina Department of Education 2007

Rating Form: On-site Still life Drawing

Grades 1–12

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

| Skills                               | Below Basic<br>1 point  | Basic<br>2 points   | Proficient<br>3 points   | Advanced<br>4 points  | Total |
|--------------------------------------|---|---|--|---|-------|
| <b>Accurate proportions</b>          | Little or no evidence of an ability to represent accurate proportions.  | Some areas of the drawing have accurate proportions, but the items are inconsistently drawn.                    | Most objects have accurate proportions.  | All objects have accurate proportions.  |       |
| <b>Accurate placement of objects</b> | Objects are not placed correctly.   | A few of the objects in the still life are places correctly placed in relation to each other.                   | Most objects are accurately placed within the composition.   | All objects are accurately placed within the composition.   |       |
| <b>Details</b>                       | The drawing lacks almost all detail or it is unclear.   | Drawing has few details. It is primarily representational with very little use of pattern, shading, or texture. | Drawing is expressive and somewhat detailed. Some use has been made of pattern, shading, or texture. | Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest to the drawing. Student has control of the medium and experiments with the medium as well. |       |
| <b>Use of space/Composition</b>      | There is a lack of planning the composition. The drawing is not balanced and/or does not have good use of space | There is evidence of an attempt to create balance within the composition with some success.                     | The composition demonstrates adequate use of space in creating the composition                       | The student has created a balanced composition with effective use of space.   |       |

\_\_\_\_\_ TOTAL

Comments: