HANDOUT Title: **WestEd: Activity 3- Developing Anchors Pg.2** Handout #:9

Content:

Activity 3: Developing Anchors

Use this worksheet to begin developing a continuum for the rubric scale. Think about the standards your project is addressing and the assessment task. For each standard, what characterizes the best possible performance or product? What characterizes the worst possible performance or product?

EXAMPLE

Arts Organization or School Name: WestEd

Art form(s) addressed: Visual Arts

Grade Level(s): 2nd – 4th

Criteria	Best Possible Example of Exceeding the Criteria
1 - d	Proper use of all materials (proper handling of scissors, paste only on paper, correct pencil grip, no dangerous use of materials).
1 - d	All non-consumable materials are reusable and no materials are wasted or used excessively.
2 - c	Collage border is symmetrical in all areas.
2 - c	Picture uses five or more art elements (shading, perspective, color use, mixed materials, depth, shape/form, texture).

Criteria	Example of being Far below Meeting the Criteria
1 - d	Any dangerous use of one or more materials (throwing materials, horseplay with materials, attempt to injure a classmate with scissors or pencils).
1 - d	One or more non-consumable material is broken or unusable (e.g. scissors broken, crayons broken, paste left to dry out).
2 - c	Collage border is not symmetrical in three or more areas (e.g., three or more sides are not symmetrical).
2 - c	Picture uses only one or two art elements (may be monotone, flat, and only one material used).

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Arts Organization or School Name: _____

Art form(s) addressed: _____

Grade Level(s): _____

Criteria	Best Possible Example of Exceeding the Criteria

Criteria	Example of being Far below Meeting the Criteria

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