

3rd Grade Self-Portrait Rubric

	4	3	2	1	0
Facial Features _____	All basic facial features are included and are placed correctly: eyes, ears, nose, mouth, and hair. Observed and drew 3-4 facial features that are characteristics of self (big ears, crooked nose, etc.)	All basic features are included. Observed 1-2 special facial features without assistance.	Did not include one basic feature. Did not observe any special features without assistance.	More than one basic feature is missing. Did not observe any special features even with assistance.	No self-portrait of any type was created, even with assistance.
Proportions _____	All above facial features are placed in proportion to each other. If a body is included, it is proportional to the head and includes arms, legs, shoulders, feet, hands, torso, etc. Student draws a body with volume, not a stick figure.	All included facial features are in relative proportion to each other. If body is included, it is relatively proportional, but represents more of a stick figure and includes arms, legs, hands, feet and torso.	At least half of the facial features are not drawn in proportion to where they should be or 1-2 are missing. Body is a stick figure but what is drawn is relatively proportional.	Facial features are not drawn proportionally. Body is a stick figure that is not drawn proportionally.	No known facial features are distinguishable to determine proportions or features are placed out of proportion even with assistance.
Color _____	Used a variety of appropriate colors (at least 3-6) to reflect own features and varied crayon pressure to create a variety of values and textures. In one color used, used varying pressures and coloring techniques to create different values/texture.	Used 4 colors appropriate to features. If one color used, attempted to create at least 2-3 different values/texture.	Used only 2-3 colors but did not use them in accordance to real facial feature colors. If only one color used, did not attempt to create different values/textures without assistance.	Used only one color when multiple colors were to be used. Did not use these colors to represent the different colors on their face. Did not do any change in texture or pressure of medium if only one color was to be used.	No extra color was added, even with prompting and assistance.
Details _____	Included at least 4 advanced features such as eye brows, eye lashes, dimples, moles, neck, clothing, etc. Includes details such as long curly hair or short straight hair. Created at least 2-4 different textures with medium used. Used a mirror to observe own features.	Included 3 advanced features from list on the left without prompting. Attempted to create 2-3 implied realistic textures. Used a mirror to observe own features.	Included 1-2 advanced features from the list from the left with prompting. Required assistance to add texture. Needed reminding to use a mirror to observe own features.	Included 1 advanced feature from the list on the left with assistance. Did not create any texture; colored the same with medium throughout. Did not use mirror to observe own features.	No details are included, even with assistance.
Time Management _____	Used the allotted time to finish project. Did not finish early or need extra time.	Used allotted time to finish project, but may have been reminded to stay on task. Finished on time.	Easily distracted and was reminded to remain on task. Needed extra time to finish or finished with extra time.	Needed constant assistance to remain on task. Eventually finished after extra time was given.	Did not finish, even with extra time or with assistance.

Total Points: _____ / 20 = _____ %

Simple Drawing Portrait Rubric Grade 6

Jie-Qi Chen, Gillian Dowley McNamee



Simple Drawing Portrait Rubric Grade 6:

From Standards to Rubrics in Six Steps Kay Burke, 2006-04-12 a focused approach to increased student achievement It s a phenomenal resource Eileen Depka Author The Data Guidebook for Teachers and Leaders For teachers and administrators this is just what the doctor ordered This process will engage teachers in assessment just as it helps them engage students in their own learning This book should be in the hands of every teacher Ron Nash Organizational Development Specialist Virginia Beach Public Schools VA The book gives great references to the latest in research and ties this information together in a wonderful step by step format Kay Burke hits a grand slam Richie Wood Professor Trevecca Nazarene University Use proven practical tools to successfully translate standards to rubrics Internationally recognized assessment expert Kay Burke offers a practical comprehensive six step walk through of how to create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards and the No Child Left Behind Act Individual chapters drill deep into the how to of translating standards into essential learning Burke demonstrates how to build a performance task unit as the ideal curriculum framework for clustering standards and differentiating instruction within a single cohesive unit of study She shows how to share checklists and rubrics with students for ongoing formative and self assessment Teachers and administrators will find everything they need including Templates for all six steps along with an accompanying CD ROM Tools and tips to help teachers build their own tasks checklists and rubrics Theory examples applications and explanations to help apply the six step process Guidance for differentiating for special needs within standards linked tasks Sample tasks rubrics and units From Standards to Rubrics in 6 Steps provides the path and tools for flow through from standards to rubrics to high student achievement

Proceedings of the Art and Design International Conference (AnDIC 2016) Rusmadiyah Anwar, Muliyadi Mahamood, D'zul Haimi Md. Zain, Mohamad Kamal Abd Aziz, Oskar Hasdinor Hassan, Shahrman Zainal Abidin, 2018-06-18 This book of conference proceedings contains papers presented at the Art and Design International Conference AnDIC 2016 It examines the impact of Cyberology also known as Internet Science on the world of art and design It looks at how the rapid growth of Cyberology and the creation of various applications and devices have influenced human relationships The book discusses the impact of Cyberology on the behaviour attitudes and perceptions of users including the way they work and communicate With a strong focus on how the Cyberology world influences and changes the methods and works of artists this book features topics that are relevant to four key players artists intermediaries policy makers and the audience in a cultural system especially in the world of art and design It examines the development problems and issues of traditional cultural values identity and new trends in contemporary art Most importantly the book attempts to discuss the past present and future of art and design whilst looking at some underlying issues that need to be addressed collectively

The Simple 6TM for Beginning Writers Kay Davidson, 2007

Handbook of Classroom Assessment Gary D. Phye, 1996-11-19 The Handbook of Classroom Assessment takes a multi

dimensional approach to classroom assessment A successful combination of theory and practice the book emphasizes the assessment of classroom learning within content areas and the development of standards for evaluation Most chapters are devoted to the assessment of learning and achievement and discuss current theories The book also features assessment of academic self concept and subjective well being in children and adolescents The Handbook provides successfully field tested examples of assessment techniques and strategies within the content areas of mathematics social studies foreign languages and the visual arts Contributing chapter authors share the unique distinction of having backgrounds that include both the development of assessment theory and first hand experience translating theory into practice at the classroom school site state or national level The book is divided into four sections Section I discusses the top five theories with respect to what learning is how it is related to achievement and how we assess both in the classroom setting Section II on standardized assessment briefly covers all major standardized achievement tests used in preschool K 6 and 7 12 Assessment of classroom learning Section III presents test instruments and techniques specific to the measurement of math skills social science skills and artistic talent across ages and grades Section IV on classroom practices includes an assessment of general reasoning skills and performance and how to develop a grading philosophy Key Features Explains the why what and how of classroom assessment Combines theory and practice for a multidimensional approach to assessment Presents test instruments and techniques specific to measuring various skills Uses field tested examples of assessment techniques Provides a resource for staff development at the school site

New Jersey World Languages Curriculum Framework ,1999 **Raphael to Renoir** Stijn Alsteens, Metropolitan Museum of Art (New York, N.Y.), National Gallery of Scotland, 2009 The works from the Bonna Collection are illustrated in color and whenever possible at their actual sizes They are arranged chronologically by the artist's date of birth and are grouped according to the main artistic schools This volume is introduced by an interview with Jean Bonna by George Goldner Each drawing is then described in an entry many of which have comparative illustrations that shed further light on individual works BOOK JACKET

Bridging Jie-Qi Chen, Gillian Dowley McNamee, 2007-06-08 Blends holistic authentic assessment with purposeful specific assessment experiences that are also child and classroom friendly Vicki Hawley Early Literacy Training Project Coordinator Center for Early Education and Development University of Minnesota Explains the research base the reason for the assessment process and current trends in assessment practices for early childhood education and offers easy to use assessment tools that address the whole child L Kathryn Sharp Early Childhood Instructor University of Memphis Use familiar classroom activities as an assessment tool Effective teaching requires skill in implementing challenging and inviting curricular activities It also involves evaluating children's learning in order to extend their development through the school year Being able to implement and evaluate at the same time is a tall order but is at the heart of good teaching Written for PreK 3 educators Bridging blends curriculum planning implementation and assessment into one seamless process providing a practical performance based approach to early childhood assessment Encouraging

teachers to assess both what content and how process children learn the authors have developed 15 activities across five curricular areas language arts and literacy visual arts mathematics science and performing arts with guidelines for implementing interpreting and bridging observations of children to classroom teaching practices The book provides ways to Identify children s current status in content area learning and development Determine which children are ready to learn in upcoming weeks and months Make informed instructional adaptations to meet developmental needs and more With a built in facilitator guide for designing and leading preservice and inservice professional development this resource offers an instructional framework for everyone committed to aligning sound early childhood curriculum with national learning standards

Authentic Secondary Art Assessment Cathy Smilan,Richard Siegesmund,2023-09-11 Offering a contemporary overview of how visual art teachers assess learning in their classrooms this book provides an outline of the role of assessment in reporting not only student achievement but also how student assessment ties to the intrinsic and external assessments of teacher performance Compiled using stories from the classrooms of 19 visual art high school teachers who share their approaches to benchmarking student success the text encourages teachers to consider assessment both for guiding their students to achieve artistic goals and for re envisioning their own curriculum and instruction The featured assessment snapshots fall along four strands Visual Narratives and Visual Literacy Capturing Empathic Understandings and Social Engagement Measuring Risk taking and Ingenuity and Assessing Collaborative and Integrated Learning Outcomes Across these sections teacher contributors offer different perspectives for student assessment capturing a snapshot of the work of skilled practitioners and focusing on various aspects of what can be evidenced and analyzed through formative and summative evaluation The voices of university level art educators are also included to expand the range of context from curriculum and instruction content that is covered in pre service art methods courses All sections also conclude with a summary questions and discussion points Including diverse teacher voices as well as presenting assessment perspectives with an eye to the National Core Art Standards NCAS this book is ideal for pre service and in service secondary art educators as well as for use in art education teacher certification courses that focus on secondary methods and art education graduate classes in assessment

The Spectator ,1851 The Athenaeum ,1851 **Athenaeum and London Literary Chronicle** ,1858 *The Saturday Review of Politics, Literature, Science and Art* ,1873 *The Athenæum* ,1834 *The Gardeners' Chronicle and Agricultural Gazette* ,1844 **Encyclopedia of Religious Knowledge** John Newton Brown,George Palmer Tyler,1846 *The Literary churchman* ,1881 **Fessenden & Co.'s Encyclopedia of Religious Knowledge** John Newton Brown,1836 **"The" Athenaeum** James-Silk Buckingham,1841 **Gardeners' Chronicle** ,1851 **The Christian** ,1882

The Top Books of the Year Simple Drawing Portrait Rubric Grade 6 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous compelling novels captivating the hearts of readers worldwide. Lets delve into the realm of popular books, exploring the fascinating narratives that have captivated audiences this year. Simple Drawing Portrait Rubric Grade 6 : Colleen Hoover's "It Ends with Us" This poignant tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. Simple Drawing Portrait Rubric Grade 6 : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Simple Drawing Portrait Rubric Grade 6 : Delia Owens' "Where the Crawdads Sing" This captivating coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens crafts a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and thrilling novel that will keep you speculating until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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