

Sample Rubric for Assessing Student Portfolios at the Elementary Level*

Objectives or Performance Criteria	Level 4	Level 3	Level 2	Level 1
<i>Understands and applies the elements of art</i>	Most items demonstrate excellent understanding and application of the elements of art.	Some items demonstrate basic understanding and application of the elements of art.	Errors often observed in understanding and application of the elements of art.	Unable to demonstrate basic understanding of the elements of art.
<i>Understands and applies the arts principles</i>	Most items demonstrate excellent understanding and application of arts principles.	Some items demonstrate basic understanding and application of arts principles.	Errors often observed in understanding and application of arts principles.	Unable to demonstrate basic understanding of arts principles.
<i>Displays proficiency in techniques / skill development</i>	Techniques/skills consistently applied in accurate and expressive manner, often going beyond what is expected.	Some degree of proficiency of skills/techniques observed, but requires additional work in a few key areas.	Proficiency of skills/techniques is lacking in many key areas.	There has been little or no skill development.
<i>Expresses ideas individually and within a group</i>	Consistently expresses ideas individually and when working with groups. Items reflect high degree of original thought.	Often expresses ideas individually and when working with groups.	Sometimes expresses ideas individually but has difficulty expressing ideas within groups.	Very reluctant to express ideas individually or contribute ideas to group projects.
<i>Willing to take risks</i>	Items demonstrate that student regularly pushes self in new directions to explore beyond the usual.	Items demonstrate that student will often try new approaches (e.g., improvising with a musical instrument or dance).	Items reflect a reluctance to try new approaches but will try something new occasionally.	Items demonstrate that student is not willing to try new approaches (e.g., repetitive visual images or same roles in drama).
<i>Reflects on own work and learning</i>	Clearly discusses or explains in writing why choices were made and describes with insight what did or did not work.	Can describe some key aspects of decision-making and problem-solving process.	Has difficulty describing his/her own creative process.	No attempt or interest in reflecting on development of own work.
<i>Demonstrates cultural and historical interest and understanding</i>	High degree of interest in cultural and historical contexts (e.g., eager to learn about a wide range of artists, their lives, and their work).	Often demonstrates interest in cultural and historical contexts (e.g., demonstrates an interest in learning about architecture from various time periods).	Limited interest in cultural and historical contexts (e.g., recognizes that Ukrainian and First Nation and Métis dances are not the same).	No interest in cultural and historical contexts (e.g., does not listen or contribute to discussions on this topic).
<i>Includes a variety of items or projects in portfolio</i>	Includes items that reflect a wide range of skills and understanding.	Includes items that reflect some variety of skills and understanding.	Two or three items reflect variety of learning.	Items included demonstrate very little variety.

* To be adapted for each strand and grade level. See Sample Rubric for Grade 5 Visual Art Portfolio on page 36.