



*Christ the Teacher Catholic Schools*

and

**Good Spirit School Division**



## **Arts Education Assessment Rubrics**

Christ the Teacher Catholic Schools and Good Spirit School Division express their gratitude to the following individuals who generously shared their time and expertise to develop assessment rubrics for Arts Education:

Stacy Barber	St. Henry's Senior Elementary School CTTCs
Janine Hardy	Springside School GSSD
Rita Hilbig	École St. Michael's School / Sacred Heart High School CTTCs
Lisa Marie Kitch	Davison School / Miller School GSSD
Leah Murphy	Saltcoats School / Dr. Brass School GSSD
Carol Nagy	St. Paul's School CTTCs
Pamela Werle	Churchbridge Public School GSSD

### **Design**

The rubrics are designed to track triangulated evidence of student learning—evidence stemming from products, conversations, and observations. On this rubric, teachers may record a student's progress toward an outcome noted in a conversation. In addition, when they observe a student demonstrating abilities related to an outcome, they can add those observations to the rubric. When the student creates a product as a demonstration of learning, that evidence can be plotted on the rubric as well.

These rubrics reflect a move away from assessing tasks and from giving a grade on a task to using tasks to gather evidence of learning with respect to a group of outcomes and to tracking this evidence of learning against specified criteria.

The levels on the rubric are cumulative. Students who achieve level 4 have already demonstrated the competencies described in levels 1, 2, and 3.

## Language of the Rubrics

As much as possible, the writers have used language suitable for the student in a specific grade and appropriate for the pedagogy of the grade. Still, there are some expressions which carry particular meaning:

- **Including:** all of the enumerated concepts or skills are compulsory. For example, in *CP7.8: Investigate and manipulate elements of music and principles of composition including tension and resolution*, evidence of student achievement of that outcome would need to include tension and resolution.
- **Such as / e.g. :** refers to examples that a teacher or student might consider; they are **not** compulsory.
- **With help: (Level 1)** means that the student receives continual monitoring and support in learning from the teacher or a teacher assistant.
- **With guidance / with direction: (almost always Level 2)** means that a student requires some supervision and a few reminders.
- **With minimal guidance: (occasionally in Level 3)** means that a student would need only answers to some questions, some reassurance, and the occasional question as reminder.
- **Co-constructed criteria:** Having analyzed examples of the required performance, students and teacher generate criteria for a quality result (and for an exceptional result, level 4, if desired).

## Feedback

The rubric developers have used their skill, knowledge, and experience to create a tool which is at once comprehensive and easy to use. Still, some revisions may be needed. Please keep track of issues with the rubrics, and email any suggested changes to Yvette at [yvette.beutel@cttcs.ca](mailto:yvette.beutel@cttcs.ca) so that adjustments can be made.