

**Rubric – Art-making Inquiries Portfolio**Assessment Criteria and Level Descriptors *Excerpted from the Guide (p.63-66)*

CRITERIA		ART-MAKING INQUIRIES PORTFOLIO – LEVEL DESCRIPTORS + MARKS* (Page 1 of 2)			
Submission Requirements: one PDF file with up to 15 screens with curated visual evidence accompanied by written materials (max. 3,000 words) and a text document listing sources.					
A	Exploration & Experimentation				
7–8		5–6		3–4	
Explorations and experimentations are <b>effective</b> in developing a visual language. The exploration and experimentation with a <b>variety</b> of art-making forms and creative strategies <b>show purpose</b> that is <b>meaningfully accomplished</b> .		Explorations and experimentations are <b>mostly effective</b> in developing a visual language. The exploration and experimentation with a <b>variety</b> of art-making forms and creative strategies <b>show purpose</b> that is <b>mostly accomplished</b> .		Explorations and experimentations are <b>partially effective</b> in developing a visual language. The purpose of the exploration and experimentation with a <b>variety</b> of art-making forms and creative strategies is <b>not always clear</b> .	
1–2		Explorations and experimentations are <b>limited or ineffective</b> and <b>do not contribute</b> to the development of a visual language. There is <b>superficial</b> exploration and experimentation with art-making forms and strategies.			
B	Practical Investigation				
7–8		5–6		3–4	
There is <b>effective</b> practical investigation to meaningfully inform the student's work, with evidence that in their art-making the student <b>effectively synthesizes the outcomes</b> of the investigation of other artists' work.		There is <b>mostly effective</b> practical investigation to inform the student's work, with evidence that in their own art-making the student <b>applies and mostly integrates the outcomes</b> of the investigation of other artists' work.		There is <b>partially relevant or partially effective</b> practical investigation to inform the student's work, with evidence that in their own art-making, they make <b>literal or obvious use</b> of the investigation of other artists' work.	
1–2		There is <b>minimal, irrelevant or superficial</b> practical investigation, with <b>minimal</b> evidence of investigation of the work of other artists that informs the student's art-making.			
C	Lines of Inquiry				
7–8		5–6		3–4	
The student <b>generates and progresses</b> their artwork through <b>relevant and effective</b> inquiry questions or generative statements. The submitted materials evidence art-making that is <b>developed</b> to fulfil artistic intentions: there is <b>clear and meaningful visual articulation</b> of a line or lines of inquiry.		The student <b>generates and progresses</b> their artwork through <b>mostly relevant and purposeful</b> inquiry questions or generative statements. The submitted materials evidence art-making that is <b>mostly developed</b> to fulfil artistic intentions: there is <b>mostly clear visual articulation</b> of a line or lines of inquiry.		The student <b>generates and progresses</b> their artwork through <b>vague or partially irrelevant</b> inquiry questions or generative statements. The submitted materials evidence art-making that is <b>partially developed</b> to fulfil artistic intentions: there is <b>partially clear visual articulation</b> of a line or lines of inquiry.	
1–2		There is <b>limited evidence</b> of the students using inquiry questions or generative statements to progress their work, and the development of their visual language is <b>minimal</b> . The submitted materials evidence art-making that is <b>scarcely or superficially developed</b> to fulfil artistic intentions: there is <b>minimal visual articulation</b> of a line or lines of inquiry.			

CRITERIA	ART-MAKING INQUIRIES PORTFOLIO – LEVEL DESCRIPTORS + MARKS* (Page 2 of 2)			
D	Critical Review			
7–8		5–6	3–4	1–2
There is <b>evidence</b> of student decision-making and practical interventions that are <b>effective</b> in enhancing their material and conceptual practices to <b>meaningfully fulfil intentions</b> . The student <b>justifies</b> their processes of refinement.		There is <b>evidence</b> of student decision-making and practical interventions that are <b>mostly effective</b> in enhancing their material and conceptual practices. The student <b>analyses</b> their processes of refinement.	There is <b>evidence of partial or partially effective</b> student decision-making and practical interventions to enhance their material and conceptual practice. The student <b>describes</b> their processes of refinement.	There is <b>limited evidence</b> of student decision-making and practical interventions to enhance their material or conceptual practices. The student <b>outlines</b> their processes of refinement.

Total Marks out of 32 points.

**0 marks\*** The work does not reach a standard described by the descriptor