

**Art Education - Program Specific Items** - Each academic area assesses five items in addition to the 10 InTASC standards.

Item	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>								1/3	2/3
Relates Art history to studio activities	Synthesizes knowledge of social, cultural, historical, and personal life with art-making approaches to engage students in creating meaningful works of art or design.	In addition to rating of "3" for performance, partial success at rating of "4"	Integrates knowledge of how culture, traditions, history, and other artists may influence personal responses to art in a manner to help students think about their own artwork.	In addition to rating of "2" for performance, partial success at rating of "3"	Communicates to students that responses to art change depending on knowledge of the time and place in which it was made.	With assistance, partial success at rating of "2"	Leads studio activities without communicating possible influences that may impact artwork.		
Guides learners to share intentions and/or meaning in their artwork	Engages learners in reflective practice to revise and refine works of art or design considering relevant traditional and contemporary criteria as well as communicates meaning about their artistic vision with others.		Guides learners in reflective practice to revise and refine works of art or design as well as communicate meaning about their artistic vision with others.		Guides learners to reflect and determine if their artwork conveys the intended meaning before considering revisions.		Asks learners to share about their artwork. Decision making is lacking; the work appears inadequately thought out and insufficiently explored.		
Demonstrates proficiency in a broad range of media	Models and engages students in a broad range of media, materials, and methods to create works of art and design based on a theme, idea, or concept.		Uses multiple forms of media, materials, and approaches to engage students in works of art and design.		Uses minimal forms of media, and approaches to create artwork with students, with minimal evidence of higher level design and engagement.		Involves students in self-directed play yielding work with marginal technical competence and weak use of materials and media.		
Makes connections between visual arts and other disciplines	Engages students to make strong connections between historical periods, materials, technologies, media, and processes among visual arts and humanities or sciences.		Engages students to make connections among historical periods, materials, technologies, media, and processes in visual arts and humanities or sciences.		Encourages students to make connections among historical periods, materials, technologies, media, and processes in visual arts and humanities or sciences.		Does not engage students to make connections among historical periods, materials, technologies, media, and processes in visual arts and humanities or sciences.		
Integrates understanding of visual language in studio activities	Relates academic terminology through lecture and demonstrations for students to comprehend the visual language in studio practices.		Implements academic terminology during lectures and demonstrations to assist students to understand the visual language in studio practices.		Applies academic terminology during lectures and demonstrations to give students an idea of visual language in studio practices.		Uses little to no academic terminology during lectures and demonstrations to help students grasp the visual language in studio practices.		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								<b>*Rating</b>	
<b>An overall mean score rating will be calculated for the section. If you are not able to make a fair assessment, you may decide to not enter a rating in a specific section.</b>									