



GRADING ART

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| STANDARDS | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Media Skills & Techniques | | | | | | | | | | | |
| Content & Concept | | | | | | | | | | | |
| Process | | | | | | | | | | | |
| Elements & Principles | | | | | | | | | | | |
| Art History | | | | | | | | | | | |
| Criticism & Aesthetics | | | | | | | | | | | |
| | | | | | | | | | | | |

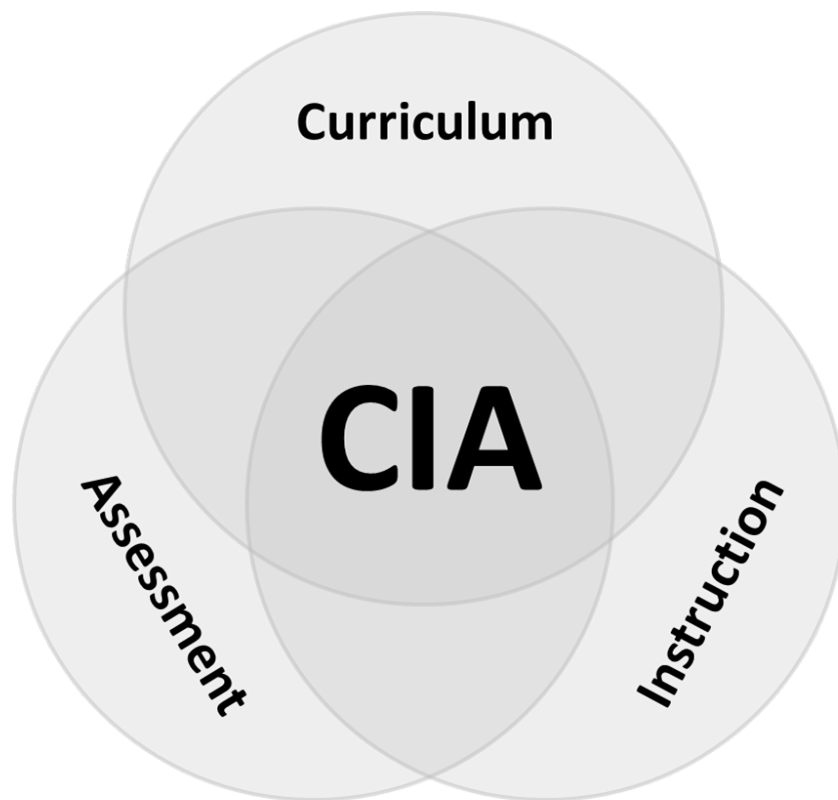
| DATA SOURCE | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Artwork | | | | | | | | | | | |
| Sketchbook | | | | | | | | | | | |
| Tests & Quizzes | | | | | | | | | | | |
| Participation & Effort | | | | | | | | | | | |
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GRADING FOR LEARNING

Pre– Assess

Assess multiple times

**Teach and assess with the purpose of
helping students meet the learning objectives**



Christopher Gareis, Ed. D. William & Mary School of Education

1. Don't include behaviors (effort)
2. Don't reduce marks for late work
3. Don't use extra credit or bonus points
4. Don't punish with grades
5. Don't consider attendance
6. Don't include group work
7. Organize by standards/ learning goals
8. Provide Clear expectations
9. Don't compare students
10. Use only quality assessments
11. Don't average
12. Don't give zeros
13. Don't include formative assessments
14. Emphasize recent achievement
15. Involve students in the process

