



Visual Arts Portfolio Assessment

The **Visual Arts Performance Assessment** consists of three parts:

- I. Portfolio Review
- II. Improvisation/Creativity Demonstration
- III. Interview

Performance assessment, as defined by the Colorado Department of Education (CDE), is “an assessment based on **observation** and **judgment**. It has two parts: the **task** and the **criteria** for judging quality. Students complete a task, which is evaluated by judging the level of quality using a rubric.”

A performance assessment is evaluated by experts, often referred to as **adjudicators**. A juried or adjudicated performance involves bringing together experts in the field to evaluate a student’s presentation and/or portfolio. Adjudicators use research-based **rubrics** to evaluate the performance assessment. The Performance Assessment Rubrics have been developed by the Colorado Department of Education (CDE) to support identification in the arts. Data from the rubrics are used by the district/school to build a student’s body of evidence for possible talent pool designation or gifted identification. Rubrics are not confidential and are made available to the student to understand the criteria used for scoring a performance. The improvisational/creativity demonstration and interview components of the assessment process are **confidential** and are not shared with the student until the assessment day. The assessment document completed by an adjudicator is considered a confidential protocol like a cognitive or state assessment. It is not shared with the student, parent, teacher or community member nor placed in the student’s cumulative record. Data results collected as part of the assessment process **are** shared with the student and parent and recorded in the student’s profile described in a body of evidence.

I. PORTFOLIO REVIEW

The district will provide specific information to the student describing the portfolio requirements, materials/resources to be provided, and the time and setting for the portfolio presentation. The format and content of the portfolio are the student’s to decide and design. The student may choose one or more artistic mediums to include in the portfolio. The student’s actual work or an electronic portfolio may be presented.

The criteria on the rubric should be provided to the student ahead of the review. The portfolio review and interview should happen simultaneously. The student should be present physically or virtually to be able to explain and answer questions. The portfolio process is not aimed at finding students who have perfected visual art talent, but instead an advanced developmental growth of artistic understanding as the student gains skill. This does not mean the student needs to exhibit or be strong in every talent criteria, but the portfolio should demonstrate the student’s skills are advanced or superior when compared to like peers.

Adjudicators will use the guidelines on the assessment rubric to help evaluate the portfolio for evidence of demonstrated visual arts abilities. Questions will be directed to the student that allow him/her to clarify how his/her work and process meets the criteria defined within the rubric if not readily evident.

The performance assessment rubric contains the following rating scale:

RATING SCALE DESCRIPTORS			
EMERGENT	PROFICIENT	MASTERFUL	ADVANCED SUPERIOR
Simplistic yet accurate and clear in application.	Concrete skill delivery with little to no errors. Evident student is able to meet the grade level standards.	Enhanced skill delivery inclusive of attention to detail and expressive elements. Consistently meets the end of year standards for the grade level.	Insightful and expansive in application. Consistently exceeds the end of year standards for the grade level.

Portfolio & Improvisation/Creativity Demonstration Assessment Rubric Example

VISUAL ARTS	Evidence (please comment briefly)	Emergent	Proficient	Masterful	Advanced Superior
		1	2	3	4
ARTISTIC SKILL					
Student masters technical skill in using elements of art and design, and applies developed understanding of strong overall composition and quality craftsmanship in their artwork.		1	2	3	4
Student uses advanced problem-solving skills: explores, conceptualizes and implements choices; analyzes ideas; creatively re-contextualizes the modern world; asks and answers conceptual and technical personally generated artmaking questions; extends past directions from the reading or demonstration to find problems and generate creative solutions.		1	2	3	4
Student exercises sophisticated aesthetic detail and conceptual understandings in their artwork: expresses and generates unique ideas, feelings and values; and clearly interprets and articulates judgments about their art work.		1	2	3	4

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CREATIVE INTERPRETATION					
Student exhibits emergence of personal artistic voice: able to create meaning through individual experience derived from personal context.		1	2	3	4
Student creates original and unique artwork using imagination, creative interpretation and re-contextualization.		1	2	3	4
Student makes in-depth and authentic connections to prior learning and demonstrates advanced cultural/environmental understanding.		1	2	3	4
Student evidences art making as an inquiry-based process that grows from critical cognitive problem-solving skills and understanding the world around them.		1	2	3	4
COMMITMENT AND CRITIQUE					
Student critically reflects on their artmaking process and develops a future course of action based on critique of their work.		1	2	3	4
Student exhibits self-confidence in his or her portfolio and improvisation/creativity presentations.		1	2	3	4
Student exercises artistic integrity, making principled and honest decisions with their original artwork.		1	2	3	4

Interview Rubric Example

The adjudicator(s) will engage the student in an open-ended, interactive discussion. Questions are designed to elicit a student’s critical and creative thinking about visual arts. These questions are confidential and are not shared with the student prior to the assessment performance. Responses to the specific interview questions are scored using the Interview Rubric. Districts may determine if data from the interview are used as qualifying evidence or to build the student’s talent profile.

INTERVIEW RATING SCALE DESCRIPTORS			
Simplistic	Descriptive	Complete	Complex
Lacks details and/or examples	Concrete details and examples	Highly detailed and/or broader examples	Insightful, conceptual details and examples