

Visual Arts - Grade 2

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create - 2	Consistently shows strong application of processes and techniques taught and emerging creative ideas.	Often shows strong application of processes and techniques taught.	Sometimes shows application of processes and techniques taught.	Rarely shows application of processes and techniques taught.
	Consistently demonstrates willingness to try something new.	Often demonstrates willingness to try something new.	Sometimes demonstrates willingness to try something new.	Rarely demonstrates willingness to try something new.
	Skillfully creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Sometimes creates works that visually express ideas, thoughts, responses, feelings and/or personal experiences.	Rarely willing to create works that visually express ideas, thoughts, responses, feelings and/or personal experiences.
Connect & Communicate - 2	Consistently respects and makes safe use of the tools and working spaces.	Often respects and makes safe use of the tools and working spaces.	Sometimes respects and makes safe use of the tools and working spaces.	Rarely respects and makes safe use of the tools and working spaces.
	Consistently works independently and asks for support when needed.	Often works independently but may need some support at times.	Sometimes works independently and often requires support.	Rarely able to work independently and requires continuous support.
	Consistently problem solves and works cooperatively with others.	Often problem solves and works cooperatively with others.	Sometimes problem solves and works cooperatively with others.	Rarely problem solves or works cooperatively with others.
	Consistently uses respectful language and art terminology that has been taught when looking at art.	Often uses considerate, respectful language and art terminology that has been taught when looking at art.	Sometimes uses considerate, respectful language and art terminology that has been taught when looking at art.	Rarely uses considerate, respectful language or art terminology that has been taught when looking at art.
	Consistently offers relevant responses and contributes meaningful ideas during art talks.	Often offers relevant responses and contributes meaningful ideas during art talks.	Sometimes offers relevant responses and contributes ideas during art talks.	Rarely offers relevant responses or contributes ideas during art talks.
	Consistently uses strong observation, description, analysis and interpretation skills to discuss artworks.	Often uses appropriate observation, description, analysis and interpretation skills to discuss artworks.	Sometimes uses appropriate observation, description, analysis and interpretation skills to discuss artworks.	Rarely uses observation, description, analysis and interpretation skills to discuss artworks.

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	Clearly and thoughtfully shares personal meaning behind their artworks.	Often is willing to share personal meaning behind their artworks.	Sometimes is willing to share personal meaning behind their artworks.	Rarely willing to share personal meaning behind their artworks.
Evidence: Series of self-portraits, Portfolios, Observation Checklists, Exit Slips, Graphic Organizers, Students Journals, Photography for 3D works, Art Talks and/or Shows, Responses to Literature such as Eric Carle, Barbara Reid, Ezra Jack Keats, Lois Elhert, etc.				