

Observable Behaviors of Fifth Grade Art Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.	In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.
Creating				
CREATING: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. VA:Cr1.2.5.a.	Behavior: Student is not able to identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. Example: The student shows limited awareness of different artistic investigation methods and relies heavily on teacher guidance to start a project.	Behavior: Student sometimes identifies and demonstrates diverse methods of artistic investigation to choose an approach for beginning a work of art. Example: The student can name a few methods (e.g., sketching, brainstorming, looking at references) but struggles to apply them independently.	Behavior: Student independently identifies and demonstrates diverse methods of artistic investigation to choose an approach for beginning a work of art. Example: The student chooses a thoughtful approach (e.g. sketching, brainstorming, looking at references) to begin their work with clear intention.	Behavior: Student exceeds expectation for identifying and demonstrating diverse methods of artistic investigation to choose an approach for beginning a work of art. Example: The student uses a variety of artistic investigation methods—such as sketching, researching cultural styles, experimenting with different materials, and reflecting through a written artist statement—to decide on the best approach for their final artwork. Their process shows originality, depth, and a clear connection between their research and artistic choices.
CREATING: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. VA:Cr2.2.5.a.	Behavior: Student exceeds expectations for demonstrating quality craftsmanship through care for and use of materials, tools, and equipment. Example: Student shows little to no care for materials, tools, or the final product.	Behavior: Student sometimes demonstrates quality craftsmanship through care for and use of materials, tools, and equipment. Example: Student understands the basic use of materials, but inconsistent care or control.	Behavior: Student independently demonstrates quality craftsmanship through care for and use of materials, tools, and equipment. Example: Student uses materials and tools properly and creates a well-crafted final piece.	Behavior: Student exceeds expectations for demonstrating quality craftsmanship through care for and use of materials, tools, and equipment. Example: Student exhibits advanced craftsmanship with excellent attention to detail and consistent care for materials.
CREATING: Create artist statements using art vocabulary to describe personal choices made in art making. VA:Cr3.1.5.a.	Behavior: Student is not able to create artist statements using art vocabulary to describe personal choices made in art making. Example: The student provides a limited explanation of their artwork and struggles to use appropriate art vocabulary.	Behavior: Student, with support, is able to create artist statements using art vocabulary to describe personal choices made in art making. Example: The student is beginning to use art vocabulary to describe their work with some support.	Behavior: Student independently creates artist statements using art vocabulary to describe personal choices made in art making. Example: The student independently uses relevant art vocabulary to explain their creative decisions clearly.	Behavior: Student exceeds expectations for creating artist statements using art vocabulary to describe personal choices made in art making. Example: The student skillfully uses advanced art vocabulary to articulate nuanced and intentional artistic choices.
Connecting				
CONNECTING: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. VA:Cn10.1.5.a	Behavior: Student is not able to apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Example: The student shows limited understanding of art vocabulary and uses few design elements or concepts intentionally. Artwork may reflect surroundings in a literal or unexamined way. The student may draw a tree outside the classroom and color it green and brown without considering composition, contrast, or symbolism. The student uses terms like "pretty" or "nice" without referencing art elements. The student needs guidance to connect vocabulary with visual choices or deeper observation.	Behavior: Student sometimes applies formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Example: The student uses some formal vocabulary (e.g., line, shape, color) and begins to apply design concepts to interpret surroundings with limited depth or consistency. The student may create a drawing of a busy street and label areas with terms like "repetition" or "balance," but may struggle to fully apply those ideas in the artwork itself. The student shows developing awareness of how vocabulary connects to making and seeing art differently.	Behavior: Student independently applies formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Example: Student effectively uses both formal (elements/principles) and conceptual (mood, message, symbolism) vocabulary to analyze surroundings and apply those observations in their art-making. The student may design a cityscape using contrast and perspective to show the energy of an urban setting and explain how cool colors represent calm areas and warm colors show busyness. The student meets grade-level expectations with solid vocabulary application and thoughtful art choices.	Behavior: Student exceeds expectation for applying formal and conceptual vocabularies of art and design to view surroundings in new ways through art making. Example: The student fluently integrates formal and conceptual vocabulary to reinterpret surroundings in creative, unexpected ways. Artistic choices show deep analysis and strong intentionality. The student may create an abstract artwork based on a local park, using organic shapes and asymmetrical balance to express the unpredictability of nature. The student may describe their use of rhythm and emphasis to lead the viewer's eye and connect emotion to place. The student exceeds expectations through sophisticated vocabulary use, original perspective, and insightful expression.
Responding				

<p>RESPONDING: Analyze components in visual imagery that convey messages. VA:Re7.2.4.a.</p>	<p>Behavior: Student cannot analyze components in visual imagery that convey messages. Example: The student response is vague or off-topic and shows limited understanding of visual elements.</p>	<p>Behavior: Student is able, with support, to analyze components in visual imagery that convey messages. Example: The student identifies one or two visual elements but doesn't explain their meaning or effect.</p>	<p>Behavior: Student independently analyzes components in visual imagery that convey messages. Example: The student describes specific visual components and explains how they contribute to the overall message.</p>	<p>Behavior: Student exceeds expectations when analyzing components in visual imagery that convey messages. Example: The student provides a detailed analysis of multiple components and interprets how they work together to convey layered or complex messages.</p>
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Presenting

<p>PRESENTING: Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. VA:Pr4.1.5.a.</p>	<p>Behavior: Student is not able to define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. Example: The student has a very basic idea of what a curator does, focusing mainly on the visible outcome (placing art) without depth of understanding.</p>	<p>Behavior: Student sometimes defines the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. Example: The student is beginning to understand that curators make choices and need knowledge of art, though their explanation is still general.</p>	<p>Behavior: Student independently defines the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. Example: The student can explain multiple parts of a curator's role, including presentation, organization, and preservation.</p>	<p>Behavior: Student exceeds expectations in defining the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. Example: The student demonstrates a deep understanding of the curator's responsibilities—researching, interpreting, preserving, planning exhibits, and educating others—showing thoughtful insight into both the practical and intellectual aspects of the role.</p>
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Learner Standards

<p>Demonstrates positive interactions with adults and peers.</p>	<p>Behavior: The student is unable to demonstrate positive interactions with adults and peers, even with support. Example: The student often ignores adults or peers when spoken to, avoids eye contact, and may engage in disruptive behavior when asked to participate in classroom activities.</p>	<p>Behavior: The student can engage in positive interactions with adults and peers, but does so inconsistently or with support. Example: The student may respond to greetings from peers or adults when prompted, but sometimes needs reminders to take turns in conversations or resolve conflicts independently.</p>	<p>Behavior: The student consistently demonstrates positive interactions with adults and peers without needing reminders. Example: The student greets peers and adults politely, shares materials willingly, and asks for help when needed. They are able to engage in conversations, take turns during classroom activities, and express their feelings appropriately.</p>	<p>Behavior: The student demonstrates positive interactions with adults and peers and independently applies complex social skills to enhance group dynamics and problem-solving. Example: The student not only engages in friendly conversations but also helps mediate peer conflicts, encourages others to participate, and supports peers in building positive relationships, often taking the lead in group discussions or collaborative tasks.</p>
<p>Demonstrates positive work habits.</p>	<p>Behavior: The student struggles to demonstrate positive work habits and often requires support to stay on task or complete assignments. Example: The student frequently gets distracted during lessons or tasks, needs reminders to focus, and often requires assistance to complete work. For instance, during art-making and clean up time, the student may stop working frequently and need help to get started or stay engaged in the activity.</p>	<p>Behavior: The student demonstrates some positive work habits but may still need occasional support or reminders to stay on task and complete assignments. Example: The student can complete most tasks independently but sometimes requires reminders to stay focused, follow directions, or finish work within a given time. For example, the student may be able to complete some of the steps to a project but might need prompts to finish the task or needs help organizing their materials and cleaning up.</p>	<p>Behavior: The student consistently demonstrates positive work habits by staying on task, completing assignments independently, and using time efficiently. Example: The student works independently during class activities, follows directions without reminders, and completes tasks on time. For example, the student can complete a project independently and accurately, without needing prompts, and takes responsibility for organizing their materials, keeping their workspace tidy, and cleaning up.</p>	<p>Behavior: In addition to being proficient, the student demonstrates a high level of initiative and responsibility, going beyond expectations to improve work habits and outcomes. Example: The student consistently takes ownership of their learning by seeking out additional challenges or organizing their work in a thoughtful way. For instance, the student may independently ask for extra practice if they finish work early, helps others stay on task, or organizes their desk and materials without being asked. The student anticipates needs (such as gathering materials or planning ahead) and consistently demonstrates self-motivation and leadership in completing tasks.</p>