SYNOPSIS: OIL-PASTEL LANDSCAPES

My 5th grade students easily engaged in conversation and asked questions, but were not reflecting deeply about specific criteria that would improve their landscape drawings. Students collaborated on creating a visual rubric and used it in their peer and self-assessment. This process raised the quality of their feedback, deepened their conversations, and improved the quality of their art work.

Inquiry:

Does a student generated visual rubric improve the quality of peer feedback and self-assessment by focusing their revisions on specific criteria?

Strategies:

Peer and self-assessment using a student-generated visual rubric

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