

Arts Assessment For Learning

VISUAL ARTS — 5TH GRADE

SYNOPSIS: SCULPTURE – DIFFERENTIATION

My students created papier-mâché sculptures of landforms linked to their social studies-geography unit. In addition to creating a 3-dimensional forms, students used peer feedback based on a co-created sculpture rubric. I created a rubric station to address the differentiated pace of project completion and to facilitate timely peer feedback.

Inquiry:

Does a differentiated approach to peer assessment improve students' revision in their papier-mâché sculptures?

Strategies:

Peer assessment using visual/text rubrics and feedback forms

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