



BUT
I WORKED
FOR HOURS ON
THIS!?!

THE CHALLENGE

A student receives back from the teacher a marked poster created in visual arts class. No rubrics were used, or discussed in advance. The criteria the teacher used for marking left the student with many questions about interpretation, goals and subjectivity. The student's first reaction is: "But I spent hours on this!" reflecting lack of awareness of what knowledge and skills were required in the task. The questions the student asks about the marks received are general and lacking in visual arts vocabulary without specific rubric descriptors for reference.

The message or information presented clearly: Level 2

What specifically is missing in my information, or what could have been made more clear? Was there a lack of specific details that I had been taught in class? Were there certain things I was asked to include? Is the presentation confusing? How? What would make it more clear?

Presented in an interesting way: Level 2

I don't know what is meant by the subjective term 'interesting'. What makes a poster interesting? What one person finds interesting is different than another. What was discussed in class about how to do a poster that I didn't do?

Purpose of the presentation clear: Level 2

What should I have done to make the purpose of the presentation more clear? The graphics and words all related to the topic, so what did I need to do to make the purpose of the purpose more evident?

Knows how to use the medium: Level 2

What things did you teach me about creating a poster that I didn't do? What should I remember to do next time? Was I required to use certain materials, or to select certain materials? Was this choice wide open to me?

Fluent and polished: Level 2

I'm not sure what 'not fluent' means on my poster. Where don't the points go together, where don't things support each other?

Good title: Level 2

What makes a good title? Is my title not related to the subject? Doesn't my title reflect the subject? Does the title need to be humorous? How did my title not reflect the subject?

THE SOLUTION

When an assignment is designed and introduced using the clearly described observable behaviours in this handbook, the student's questions are answered up front. The student creates and discusses the artwork using the vocabulary, history, processes and materials taught in the classroom. The student specifically identifies what can be done to improve the next time.