Peer Evaluation Form Artist’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8th Grade Visual Arts Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_

Reviewer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation Questions:**

1. Does the artwork you are evaluating have two corresponding DWB pages? Yes No

2. Can you tell who the Learner Profile Artist is from the DWB Pages? Yes No

3. Are the DWB pages designed well? (legible, excellent craftsmanship and visually appealing) Yes No

**Peer Evaluation:**

1. Evaluate the artwork provided. Discuss the elements and principles of design you see, as well as the message and the use of media. Explain the best qualities of the artwork and if you believe there are areas for the artist to improve.

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1. Evaluate the relationship between the DWB pages and the artwork. Does it appear that the artist conducted research about the Learner Profile Artist and found inspiration for their work?

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1. Does it appear that the artist planned their piece? Are they showcasing good craftsmanship and media techniques? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What were you able to learn about the Learner Profile artist through the research conducted on the DWB page? What were you able to learn about the artist’s thought processes and interests? Could you visit the sources the artist used for research?

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Criterion A: Knowledge and Understanding

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| --- | --- | --- | --- |
| Level | Level Descriptor | Student  Marks | Teacher  Marks |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |  |
| 1-2 | The student shows limited knowledge and understanding of the assignments and prompts given in relation to societal or cultural or historical or personal contexts. Ability to communicate ideas is limited. |  |  |
| 3-4 | The student is able to demonstrate satisfactory knowledge and understanding of the assignments and prompts given in relation to societal or cultural or historical or personal contexts. Ability to communicate ideas is satisfactory. |  |  |
| 5-6 | The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. Ability to communicate ideas and thoughts well. |  |  |
| 7-8 | The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts. Ability to communicate ideas and thoughts critically and clearly. |  |  |

Criterion B: Application

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| --- | --- | --- | --- |
| Level | Level Descriptor | Student  Marks | Teacher  Marks |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |  |
| 1-2 | Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes and create a visually appealing DWB. |  |  |
| 3-4 | Skills and techniques are applied at a limited level of proficiency. The student attempts to apply the artistic processes and create a visually appealing DWB. |  |  |
| 5-6 | Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art and a visually appealing DWB. |  |  |
| 7-8 | Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art and a visually appealing DWB. |  |  |
| 9-10 | Skills and techniques are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art and a visually appealing DWB. |  |  |

Criterion C: Reflection and Evaluation

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| Level | Level Descriptor | Student  Marks | Teacher  Marks |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |  |
| 1-2 | The student records his or her artistic development and processes with little reflection.  The student carries out a limited evaluation of his or her work, with guidance. |  |  |
| 3-4 | The student reflects on his or her artistic development and processes. |  |  |
| 5-6 | The student reflects critically on his or her artistic development and processes at different stages of his or her work. |  |  |
| 7-8 | The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work. |  |  |

Criterion D: Personal Engagement

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| --- | --- | --- | --- |
| Level | Level Descriptor | Student  Marks | Teacher  Marks |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |  |
| 1-2 | The student shows limited commitment in using his or her own artistic processes.  The student demonstrates limited curiosity, self‑motivation, initiative and a willingness to take informed risks. |  |  |
| 3-4 | The student shows satisfactory commitment in using his or her own artistic processes.  The student demonstrates satisfactory curiosity, self‑motivation, initiative and a willingness to take informed risks. |  |  |
| 5-6 | The student shows good commitment in using his or her own artistic processes.  The student generally demonstrates curiosity, self‑motivation, initiative and a willingness to take informed risks. |  |  |
| 7-8 | The student shows excellent commitment in using his or her own artistic processes.  The student actively demonstrates curiosity, self‑motivation, initiative and a willingness to take informed risks. |  |  |

Teacher Total:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Total:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_