



## North Kingstown High School Anchor Assignment Assessment Plan

**Department**      **Art**

**Name of Course**    **Ceramics 1**

**“Title” of Anchor Assignment**      10” coil vessel

**What are students asked to do/create/write/present to complete this assignment?**

Students are to create a 10” coil vessel. Students will learn how to measure correct proportions and apply the elements and principles of design.

At the completion of the anchor assignment students are to write a reflection on their learning curve and what they have discovered through the experience.

**GSE(s) Covered by this Assignment:**

### **VA&D (9-12)-1**

- b.** generating, applying, revising, and evaluating strategies and techniques to address artistic problems
- c.** using observation to develop a reasonably accurate visual representation of a variety of shapes, proportionally and in perspective
- d.** documenting and evaluating personal progress through a portfolio of self-created art work identifying strengths and weaknesses

**NKHS Expectation(s) for Student Learning Covered by this Assignment:**

Expectation #5: Visual Communication

The NKHS student shall effectively communicate ideas across disciplines through visual communication.

Expectation #6: Problem Solving

The NKHS student shall solve problems, and express those solutions through a variety of mediums.

Expectation #8: Arts and Culture

The NKHS student shall acquire an understanding and appreciation of the importance of the arts, and culture.

## **Problem Solving**

### **Depth of Knowledge (Check one)**

\_\_\_\_\_ **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_ **x** \_\_\_ **Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3**- Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4**- Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes \_\_\_x\_\_\_ No \_\_\_\_\_**

**How will this anchor assignment be graded and weighed in the overall grading?**

Rubrics established by North Kingstown High School Expectations and Rubrics

Expectation #5: Visual Communication

Expectation #6: Problem Solving

Expectation #8: Arts and Culture

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### **Outline the opportunities for students to revise their work.**

All students will be given one opportunity to revise their work after the completion of a classroom critique, if at that time the student still needs extra time to revise their work it will be allotted.