

**New York City Comprehensive Art Examination
Three Year Concentration for Regents Credit**

Monday, June 18, 2007

1:15 P.M. – 4:15 P.M.

PART IV ESSAY (15 Points) – RUBRIC FOR GRADING RESPONSES

	Responses at the Highest Level	Responses at the Middle Level	Responses at the Lowest Level
<p><u>Meaning:</u> the extent to which the response exhibits understanding of the question</p>	<p>Fully describe how the artists have used portraiture to express personal and public perceptions</p> <ul style="list-style-type: none"> - include an explicit discussion of the artists' role as interpreter - include an explicit discussion of the artists' use of color, media and technique - include a discussion of influential artists or art movements 	<p>Describe how the artists have used portraiture to express personal and public perceptions</p> <ul style="list-style-type: none"> - include some discussion of the artists' role as interpreter - include a discussion of the artist's use of color, media and technique - include a brief discussion of influential artists or art movements 	<p>Superficially describe how the artists have used portraiture to express personal and public perceptions</p> <ul style="list-style-type: none"> - include minimal discussion of the artists' role as interpreter - include a brief or no discussion of the artists' use of color, media and technique - do not include a reference to influential artists or art movements
<p><u>Development and Organization:</u> the extent to which the ideas are explained using specific and relevant information</p> <p>- exhibit direction and coherence</p>	<p>Develop ideas clearly and fully</p> <ul style="list-style-type: none"> - maintain focus - exhibit a logical and coherent structure 	<p>Develop ideas clearly</p> <ul style="list-style-type: none"> - maintain basic focus and structure, but may have some inconsistencies - maintain a direction and coherence 	<p>Develop ideas minimally</p> <ul style="list-style-type: none"> - lack clear focus and structure
<p><u>Use of English Language Arts Conventions:</u> the extent to which the response uses art concepts and vocabulary</p> <p>- effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar.</p>	<p>Use precise language with awareness of purpose</p> <ul style="list-style-type: none"> - vary structure and length of sentences for effect - demonstrate command of conventions 	<p>Use appropriate language with some awareness of purpose</p> <ul style="list-style-type: none"> - occasionally vary structure and length of sentences - demonstrate partial command of conventions with some errors which do not hinder comprehension 	<p>Use simple language that is imprecise or unrelated</p> <ul style="list-style-type: none"> - rely on sentences that lack variety and may be constructed incorrectly - demonstrate a lack of command of conventions including many errors that make comprehension difficult