



VISUAL ARTS Assessment

Performance Task V.T408

Artist Pop Can Label and Collaborative Ad
Campaign

High School
Level 1

Teacher Booklet

Teacher Directions
Student Directions
Assessment Questions
Teacher Scoring Rubrics
Assessment Worksheets
Assessment Checklist

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ACKNOWLEDGEMENTS

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USING THE MAEIA ASSESSMENTS TO DEMONSTRATE EDUCATOR EFFECTIVENESS THE “NEW OLD-FASHIONED WAY” (METHOD 3)

This assessment can be used to demonstrate arts educator effectiveness by organizing and presenting standards-based student performance data along with information about the steps the teacher used to instruct, support, and encourage students.

Michigan Student Learning Standards Assessed	
Performance Standard(s)	C1–Students can apply the creative process, materials and organizational principles to devise innovative works of art and design individually and collaboratively.
Content Standard	ART.VA.II.HS.3–Apply organizational principles and methods to create innovative works of art and design products.
VPAA Guidelines	Strand I.C.3–Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.
Intended Students	First-year (Level 1) visual arts students
Alignment to National Core Arts Standards	
Anchor Standards	VA:Cr1–Generate and conceptualize artistic ideas and work. VA:Pr6–Convey meaning through the presentation of artistic work.

OVERVIEW AND OUTLINE OF THE PERFORMANCE TASK

First-year (Level 1) students will be designing a pop/soda can label and creating a group advertising campaign for one of the students' products. This task will take 10 class periods. Students will use organizational principles to research an artist assigned by their teacher. Students will then devise an innovative label for a pop/soda can, based on their artist. For example, Jackson Pollock might have a pop/soda named SPLAT. Working collaboratively, each group will create a storyboard for either a commercial/video or a print/ad campaign. Students will have to come up with a demographic on which to focus, a catchphrase to use in the ad, and a creative way to get people to want to buy their product. Student teams will have one to three minutes to pitch their final ideas.

SUGGESTED TOTAL TIME

This assessment has six parts. The assessment should take ten 50-minute class periods to complete, as shown below:

- Part 1–Assessment Questions (Day 1)
- Part 2–Ad and Commercial Examples (Day 1)
- Part 3–Research Your Artist (Day 3)
- Part 3–Design a Pop Can Label for an Artist (Days 3–5)
- Part 4–Work in Teams on an Advertising Campaign (Days 6–9)
- Part 5–Present Pitch Ideas (Day 10)

LIST OF MATERIALS REQUIRED

The materials required for this assessment are:

- Student Booklets
- Pens or pencils

- Internet or books about artists
- Examples of soft drink ads and commercials
- Projector to project Internet references onto a viewing area
- White drawing paper, cut to 4" by 6" (for pop can labels)
- White drawing paper (12" by 18")
- Colored pencils
- Rubber cement, spray glue, or adhesive to stick labels to cans
- One empty, clean pop can for each student
- Sample pop/soda commercials (televised and print) for use in Part 2
- A list of artists to assign to students; may be as varied as the teacher likes
- Class list for teacher use in assigning an artist to each student; each student should have a different artist (for Part 2)

ASSESSMENT SET-UP

Computers with Internet access will be needed for research during the first two days of the assessment. Arrange for this ahead of time. If computers are not accessible, students could bring their own devices or use books.

The classroom should be set up in a way that makes students feel comfortable. Materials should be present and easily accessible to complete each task. Print a class list and assign each student a different artist. Assign team numbers to each student in the class. For example:

- Ball, Josh – Picasso–1
- Bush, Sara – Rivera–1

DETAILED SCRIPT WITH TEACHER AND STUDENT DIRECTIONS

Directions for teachers are in regular print. Directions to be read to students are in **bold**.

To administer this assessment, have enough Student Booklets and computers available. Prepare the list of artists, assign one to each student, gather the materials listed and have them out and ready for student use.

Each student needs a Student Booklet and a pen or pencil. When ready, say:

You each should have a Student Booklet and a pen or pencil. Begin by filling in the information requested on the front cover.

Pause while students complete the requested information.

Now turn to page 2 in your Booklet and follow along as I read the directions aloud.

Pause while students turn to page 2. Then say:

This assessment has six parts to it:

- **Part 1–Assessment Questions (Day 1)**
- **Part 2–Ad and Commercial Examples (Day 1)**
- **Part 3–Research Your Artist (Day 3)**

- Part 3–Design a Pop Can Label for an Artist (Days 3–5)
- Part 4–Work in Teams on an Advertising Campaign (Days 6–9)
- Part 5–Present Pitch Ideas (Day 10)

The directions for each part are given in the Student Booklet.

PART 1–ASSESSMENT QUESTIONS (DAY 1)

This assessment begins with five assessment questions. Turn to page 14 in your Booklet. First, write your name in the space provided on page 14 and read the Teacher Scoring Rubric on page 16. Then read and respond to the questions on pages 14–15. You have 10 minutes to complete your responses.

When you are finished, tear off pages 14–16 and give them to your teacher.

Pause while students work on the task. After 10 minutes, say:

Time is up. Tear off pages 14–16 and give them to your teacher.

PART 2–AD AND COMMERCIAL EXAMPLES (DAY 1)

Before class begins, prepare a few examples of appropriate soft drink commercials and print advertisements to show the class. Be sure your examples and the projection equipment you plan to use are working properly.

This assessment, Artist Pop Can Label, will require you to design a pop/soda can label and work in a team to create an advertising campaign for the product of one of your team members. As a team, decide whose product you will use for the rest of the assessment. This entire assessment will take about 10 class periods.

Your teacher will assign an artist to you. You will be gathering information about that person and his/her art style. Then each of you will design an innovative pop/soda can label based on your artist. For example, if you have the artist Jackson Pollock, you might have a pop/soda named SPLAT. Once your label is complete, you will attach it to a can.

After you’ve designed your label, you will be assigned to a team to work collaboratively to develop an advertising campaign for a product of one of your team members. Your team will consist of four students. Your team’s job will be to create a storyboard for either a commercial/video or a print/ad campaign for the product. Each team will be required to come up with a demographic to focus on, a catchphrase or slogan to use in the ad, and a creative way to get people to want to buy the product. Your advertising pitch ideas will be presented to the class in one to three minutes on the last day.

Before you begin designing, you will research a variety of soft drink ads and commercials. Your teacher will project some examples for you to see.

Project examples of appropriate soft drink ads and commercials, pointing out target demographics, slogans, and elements of design used. When you have finished, say:

Before we begin the rest of the assessment, look at the Teacher Scoring Rubric on pages 3–5. Read level 4, the highest performance level for this assessment.

Your teacher will now give you the name of the artist for whom you'll design a pop can label. Once you have the artist's name, you are ready to begin researching your artist.

Please use the Artist Biographical Sheet in your Student Booklet on page 7 to record your research. You will have the rest of class today and the entire class period tomorrow to research your artist.

Go through the class list already prepared to assign an individual artist to each student.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 3—RESEARCH YOUR ARTIST (DAY 2)

Students will need their Student Booklets and access to the Internet. Today students will be completing the Artist Biographical Sheet about their artist. When this is done, have them start to think of names for their pop that refer to their artists. When they have the names chosen, have students start to sketch label ideas and develop designs.

Today you will be completing the Artist Biographical Sheet about your artist on page 7 of your Booklet. When this is done, you may start to think of names for your pop/soda that refer to your artist. If you already have ideas for your label, start to sketch them in the Label Design Work Space on page 8 in your Booklet. Use white drawing paper if you need additional space.

You will have the next three class periods to complete your label and attach it to the can. Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 4—DESIGN A POP CAN LABEL FOR AN ARTIST (DAY 3)

Hand out the Student Booklets. Students will work on designing their labels.

Today you will be continuing where you left off yesterday in your label design. Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet. Continue to sketch your ideas in the Label Design Work Space on page 8 in your Booklet. You will have the next two class periods to complete your label and attach it to the can.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 4–DESIGN A POP CAN LABEL FOR AN ARTIST (DAY 4)

Hand out the Student Booklets. Students will work on designing their labels.

Today you will be continuing where you left off yesterday in your label design. Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet. Continue to sketch your ideas in the Label Design Work Space on page 8 in your Booklet. From this point forward, you will have the next class period to complete your label and attach it to the can.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 4–DESIGN A POP CAN LABEL FOR AN ARTIST (DAY 5)

Hand out the Student Booklets. Today students will complete work on their individual labels. About halfway through class, give each student his or her assigned team number.

Today you will be continuing where you left off yesterday in your label design. Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet. You must complete your label and attach it to the can by the end of class today.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 5–WORK IN TEAMS ON AN ADVERTISING CAMPAIGN (DAY 6)

Hand out the Student Booklets. Today students will work in design teams for the ad campaign. Begin by telling each student his or her assigned team number.

Today you will be getting in your teams and working on your campaign. You will have today and the next three class periods to complete all parts of your campaign. Use the Campaign Planning worksheets on pages 10–12 and the Assessment Checklist on page 9 in your Booklet.

Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 5–WORK IN TEAMS ON AN ADVERTISING CAMPAIGN (DAY 7)

Hand out the Student Booklets. Today students will work with their teams.

Today you will be getting in your teams and working on your campaign. You will have today and the next two class periods to complete all parts of your campaign. Use the Campaign Planning worksheets on pages 10–12 and the Assessment Checklist on page 9 in your Booklet.

Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 5–WORK IN TEAMS ON AN ADVERTISING CAMPAIGN (DAY 8)

Hand back Student Booklets. Today students will work with their teams.

Today you will be getting in your teams and working on your campaign. You will have today and the next class to finish your campaign. Use the Campaign Planning Worksheets on pages 10–12 and the Assessment Checklist on page 9 in your Booklet.

Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 5–WORK IN TEAMS ON AN ADVERTISING CAMPAIGN (DAY 9)

Hand back Student Booklets. Today students will work in design teams to finish their ad campaigns.

Today you will be getting in your teams and working on your campaign. You will have only today to complete all parts of your assessment. Tomorrow is pitch day. Be sure to use some time today to rehearse what you will say and who will say it. Use the Campaign Planning worksheets on pages 10–12 and the Assessment Checklist on page 9 in your Booklet to finish your campaign design work.

Be sure to refer back to the Teacher Scoring Rubric on pages 3–5 of your Booklet.

When 5 minutes remain in class, say:

There are 5 minutes remaining in class. Be sure your name is on all of your work and turn it in before you leave.

PART 6–PRESENT PITCH IDEAS (DAY 10)

Arrange the room so there is a special place for students to pitch their final products. Hand back all Student Booklets and materials. Have students sit in teams. Use the Teacher Scoring Rubric and timer to call teams up in number order. If students have not completed their pitch after three minutes, you will need to cut them off to keep class moving.

Today is pitch day. Please get your materials and sit with your teams. I will call on each team in number order to come up and give your pitch in front of the other teams. Each team will have one to three minutes to complete their pitch. Before we begin, look at the Teacher Scoring Rubric on pages 3–5 in order to be clear on how your teacher will evaluate your team’s pitch.

After students have finished presenting their pitches, say:

You have finished the assessment.

TEACHER SCORING RUBRIC

Dimension	1	2	3	4
Pop Can Design				
Composition The successful arrangement of elements and principles of design to create a completed work of art, including line, shape, color, and texture. Also includes pop/soda name and artist name.	There is no evidence of planning or the use of the elements and principles of design to complete a composition.	There is little evidence of the planning or use of the elements and principles of design to complete a composition.	There is some evidence of planning through the use of the elements and principles of design to complete a composition.	Planning and refinement of ideas is evident through the strong use of the elements and principles of design to create a complete composition. Each piece of the work adds to the completeness of the whole.
Craftsmanship The successful handling of materials to demonstrate purposeful technique and manipulation of media.	Novice or beginning skills and technique are evident in the manipulation of media selected.	Emergent or competent skills and technique are evident in the manipulation of media selected.	Proficient skills and technique are evident in the manipulation of media selected.	Mastered skills and technique are evident in the manipulation of media selected.

<p>Creativity The successful use of problem solving to invent new and interesting adaptations of material, style, and content to reveal something new.</p>	<p>Artwork created proposes clichéd or formulaic solutions that show little to no evidence of the individual creating the work of art.</p>	<p>Artwork created proposes solutions that are adapted or predetermined with little evidence of the individual creating the work of art.</p>	<p>Artwork created proposes interesting solutions that are adapted or predetermined with some evidence of the individual creating the work of art.</p>	<p>Artwork created proposes new and interesting solutions that are imaginative and show profound evidence of the individual creating the work of art.</p>
<p>Communication of Content The successful use of all other rubric items to communicate the content visually.</p>	<p>Content created is unclear or lacking the communication of ideas intended by the artist through the use of media, process, and style selected.</p>	<p>Content created somewhat communicates ideas intended by the artist through the use of media, process, and style selected.</p>	<p>Content created generally communicates ideas intended by the artist through the use of media, process, and style selected.</p>	<p>Content created effectively communicates ideas intended by the artist through the use of media, process, and style selected.</p>
Ad Campaign				
<p>Composition The successful creation of a storyboard for a commercial/video or a print/ad campaign. Stated demographic for campaign. A catch phrase/slogan is clearly stated. The campaign is persuasive to customers. Pitch was presented in one to three minutes.</p>	<p>There is no evidence of planning or the use of the elements and principles of design to complete a composition.</p>	<p>There is little evidence of planning or use of the elements and principles of design to complete a composition.</p>	<p>There is some evidence of planning through the use of elements and principles of design to complete a composition.</p>	<p>Planning and refinement of ideas is evident through the strong use of the elements and principles of design to create a complete composition. Each piece of the work adds to the completeness of the whole.</p>
<p>Craftsmanship The successful handling of materials to demonstrate purposeful technique and manipulation of media.</p>	<p>Novice or beginning skills and technique are evident in the manipulation of media selected.</p>	<p>Emergent or competent skills and technique are evident in the manipulation of media selected.</p>	<p>Proficient skills and technique are evident in the manipulation of media selected.</p>	<p>Mastered skills and technique are evident in the manipulation of media selected.</p>

Creativity The successful use of problem solving to invent new and interesting adaptations of material, style, and content to reveal something new.	Artwork created proposes clichéd or formula solutions that show little to no evidence of the individual creating the work of art.	Artwork created proposes solutions that are adapted or predetermined with little evidence of the individual creating the work of art.	Artwork created proposes interesting solutions that are adapted or predetermined with some evidence of the individual creating the work of art.	Artwork created proposes new and interesting solutions that are imaginative and show profound evidence of the individual creating the work of art.
Communication of Content The successful use of all other rubric items to communicate content visually	Content created is unclear or lacking the communication of ideas intended by the Artist through the use of media, process, and style selected.	Content created somewhat communicates ideas intended by the Artist through the use of media, process, and style selected.	Content created generally communicates ideas intended by the Artist through the use of media, process, and style selected.	Content created effectively communicates ideas intended by the Artist through the use of media, process, and style selected.
Team Dynamics Completion of delegated tasks, observable evidence of cooperative discussion, and overall team engagement.	One member completed a delegated task. No cooperative discussion was observed. No engagement as a team.	Two team members completed a delegated task. Evidence of little cooperative discussion was observed. Little engagement as a team.	Three team members completed a delegated task. Evidence of some cooperative discussion between most members of the team was observed. Engagement of most team members most of the time.	Each team member has completed a delegated task. Evidence of cooperative discussion between all members of the team was observed. Equal engagement of all team members at all times.

[This is on page 7 of the Student Booklet. Response space is condensed in the Teacher Booklet.]

ARTIST BIOGRAPHICAL WORKSHEET

Use the following questions to find information about your artist.

Artist: _____

1. When and where did he or she live?
2. Describe your artist: looks, personality, temperament, and so on.

3. Which media did your artist prefer?
4. What are some of your artist's famous works?
5. How would you describe the style of your artist? (Consider the elements and principles of art. What subject matter did he or she prefer?)
6. From your perspective, what is the name of his or her most significant work of art? Describe this artwork as completely as possible and tell why you chose this piece.

[This is on page 8 of the Student Booklet. Response space is condensed in the Teacher Booklet.]

LABEL DESIGN WORK SPACE

Pop/Soda Name: _____

[This is on page 9 of the Student Booklet.]

ASSESSMENT CHECKLIST

- I have completed the Artist Biographical Sheet.
- I have done thumbnail sketches and a final draft of the can label.
- My label includes line, shape, value, color, and texture.
- My label includes the artist's name and the name of the pop/soda.
- Our team has created an ad campaign that includes a storyboard for either a commercial/video or a print/ad campaign.
- We have stated a demographic for the ad campaign.
- We have included a catch-phase/slogan that is clearly stated.
- The campaign is persuasive to customers.
- Our team's pitch is one to three minutes in length.

[This is on page 10 of the Student Booklet. Response space is condensed in the Teacher Booklet.]

AD CAMPAIGN PLANNING PAGE

Use this space to help you plan your campaign.

Step 1 Decide what you are doing: a storyboard of a commercial/video or a print/ad campaign.

Step 2 Who is doing what? Divide up campaign needs. Give each team member a job. Write these in the table below.

Team Member	Task
1.	
2.	
3.	
4.	

Step 3 On which demographic will the campaign focus?

Step 4 What is your catchphrase/slogan for the ad campaign?

Step 5 How will you get people to want to buy the product?

Step 6 What ideas will you use for a final pitch of one to three minutes?

[This is on page 11 of the Student Booklet.]

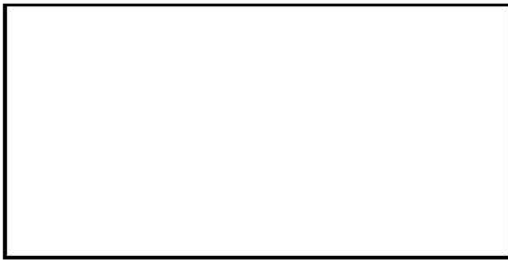
AD CAMPAIGN WORK SPACE

- What is my idea?
- What will make a successful creation of a storyboard for a commercial/video or a print/ad campaign?
- What is the demographic for the campaign?
- What is the catchphrase/slogan for the campaign and is it clearly stated?
- Is the campaign persuasive to customers?
- What ideas will you use for a final pitch of one to three minutes?

[This is on page 11-12 of the Student Booklet.]

AD CAMPAIGN WORK SPACE – STORYBOARD TEMPLATE











[This is on page 14–16 of the Student Booklet. Response space is condensed in the Teacher Booklet.]

ASSESSMENT QUESTIONS

Name: _____

1. What is the focus demographic represented in this image?



<http://www.guinnessworldrecords.com/youngest-person-to-be-a-professional-video-gamer/>

- A. Adults
- B. Children
- C. Adolescents
- D. Infants

[Key: B]

2. Art offers a variety of careers. Which art field would you be involved in if you produced this product label?



<http://divisiondentalstudiobemidji.com/tag/pop/>

- A. Floral Design
- B. Painting
- C. Sculpting
- D. Advertising

[Key: D]

3. Throughout history, many artists have collaborated to create different pieces of work or products. How have you used collaboration to produce works of art? Why is collaboration an important skill to learn? See the Teacher Scoring Rubric on the next page to see how your written response will be evaluated.

TEACHER SCORING RUBRIC—ASSESSMENT QUESTION 3

Dimension	1	2	3	4
How have you used collaboration in art?	No evidence of collaboration given.	Some evidence of collaboration given.	Collaboration evident with two specific examples given.	Extensive evidence of collaboration given with three or more examples.
Why is collaboration an important skill to learn?	No evidence given.	Some evidence given.	Evidence given with two specific examples.	Evidence given with three or more specific examples.

MAEIA CLASSROOM SCORE SUMMARY

The MAEIA Classroom Score Summary is to be used to record each student's score on each dimension of the Teacher Scoring Rubric. The teacher should be familiar with the rubric so that the chart can be filled out accordingly.

V.T408-A Teacher _____ Class _____

STUDENT NAME	COMPOSITION	CRAFTSMANSHIP	CREATIVITY	COMMUNICATION	

MAEIA CLASSROOM SCORE SUMMARY

The MAEIA Classroom Score Summary is to be used to record each student's score on each dimension of the Teacher Scoring Rubric. The teacher should be familiar with the rubric so that the chart can be filled out accordingly.

V.T408-B Teacher _____ Class _____

STUDENT NAME	COMPOSITION	CRAFTSMANSHIP	CREATIVITY	COMMUNICATION	TEAM DYNAMICS