

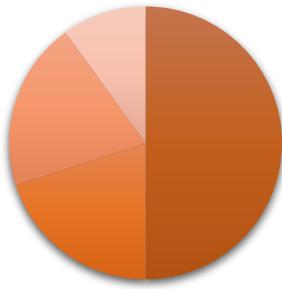
# Teaching and Learning in Art Education 2<sup>nd</sup> Ed

Cultivating Students' Potential from Pre-K through High School

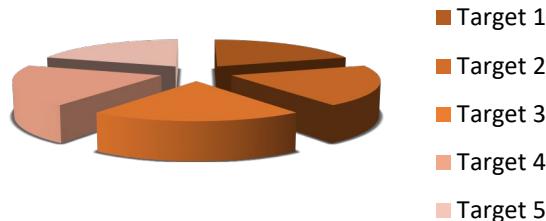
© Debrah C. Sickler-Voigt, PhD

## Model Grading Weight Distributions

### Model Weight Distribution of Curricular Content



### Model Creating Targets Weight Distribution



**Figure 1.** Pie chart showing a curriculum's possible weight distribution.

**Figure 2.** Pie chart illustrating the possible weight distribution of a grading period's creating targets.

Teachers identify grading policies and point values for formally assessed targets. Figure 1. demonstrates how to plan point values at a maximum value of 1,000 points for a single grading period and divide clustered learning targets: 50% (500 points) creating; 20% presenting (200 points); 20% responding (200 points); and 10% connecting (100 points). Teachers would then set a maximum point allowance for particular targets. To establish the 50% (500 point) grading criteria for a grading period's creating component, they might assign 100 points for each of five different studio art assignments and their corresponding learning targets (Figure 2.).