

Early and Middle Childhood/Art

**Component 1:
Content Knowledge**

**SAMPLE ITEMS
AND SCORING RUBRICS**

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early and Middle Childhood/Art (EMC/Art) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

EMC/Art Component 1 Computer-Based Assessment

In the EMC/Art Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EMC/Art Standards Measured by Selected Response Items

The EMC/Art selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Art Education (Standards I, III, V, VII) <ul style="list-style-type: none">Goals of Art EducationReflecting on the Goals of Art Education in Order to Make Principled Decisions about PracticeArt Education Goals in Relation to Other Disciplines in the CurriculumGoals of General Education and Lifelong LearningMaking Connections to the Cultures of CommunitiesGuarding Against Bias and StereotypeBuilding Curriculum on the Goals of Art EducationCreating and Maintaining Healthy and Safe Learning Environments	35%
Content of Art and Art Making (Standard IV) <ul style="list-style-type: none">Art MakingTechnologyArt CriticismArt HistoryAesthetics	35%

Complex Attributes of Works of Art (Standard IV) <ul style="list-style-type: none"> • Classification of Art Forms and Types • Expressive Qualities of Art • Universal Themes or Ideas • Context of Art 	30%
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* These percentages are an approximation only.

For the complete EMC/Art Standards, refer to www.nbpts.org/certification/candidate-center/first-time-and-returning-candidate-resources/.

EMC/Art Constructed Response Exercises

The EMC/Art constructed response exercises assess the following:

- **Exercise 1: Art-Making and Forming Processes**
In this exercise, you will demonstrate your knowledge and understanding of the creative process to analyze artists' choices of media, tools, and techniques for two traditional or contemporary works of art. You will be asked to respond to one prompt.
- **Exercise 2: Studying and Interpreting Art**
In this exercise, you will use your knowledge of art criticism and your understanding of specific art concepts to describe and analyze a work of art. You will be asked to respond to one prompt.
- **Exercise 3: The Nature and Value of Art**
In this exercise, you will use your knowledge and understanding of aesthetic theory and the nature and value of art to analyze a work of art and to justify the judgments you will make about the work. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/Art Component 1 scoring rubric is derived from the Early Childhood and Middle Childhood Art Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for EMC/Art Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EMC/Art Component 1."

Selected Response Section

This section includes the following:

- sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EMC/Art Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- an **answer key**.

Sample Selected Response Items

Standard I. Goals of Art Education

1. An art teacher partners with subject-area teachers across grade levels in the development of an art curriculum that will enhance student learning. In which of the following ways is this collaboration between the teachers most likely intended to affect students' art learning?
 - A. Students will gain an appreciation of the importance of collaborating with their peers on art projects.
 - B. Students will master basic artistic skills and techniques at a faster rate.
 - C. Students will recognize that the art teacher and classroom teachers are equally invested in their success in art class.
 - D. Students will have broader foundational subject knowledge to support art content.

Standard VII. Learning Environments

2. An art teacher is planning a unit on drawing for middle school students. Which of the following practices would best enable the teacher to promote students' physical well-being during this unit?
- A. setting a timer to alert students to take a break from drawing every five minutes
 - B. monitoring students' posture and handgrip routinely as they draw
 - C. ensuring that students have the choice of a wide variety of drawing implements
 - D. encouraging students to do finger-stretching exercises at the start of each class

Standard IV. Content of Art

3. The creative process used by Jackson Pollock in his "drip" paintings is best described as:
- A. allowing accidental effects to determine the nature of the work.
 - B. employing technique to allow the life of the painting to come through.
 - C. permitting the tools and media of painting to replace the artist.
 - D. using random gesture to create paintings without expressive content.

Standard IV. Content of Art

4. The aesthetic associated with the regionalist movement is best described in which of the following ways?
- A. celebrating the natural beauty of the U.S. landscape
 - B. representing a reassuring and nostalgic view of the United States
 - C. expressing the need for the United States to be more socially harmonious
 - D. depicting the lines and angles of U.S. industrial machines

Standard IV. Content of Art

5. Which of the following printmaking techniques is most likely to result in subtle gradations of tone?
- A. silk screen
 - B. linocut
 - C. mezzotint
 - D. woodcut

Standard IV. Content of Art

6. A painter uses which of the following techniques to scratch a design through one layer of paint to reveal another layer?
- A. sgraffito
 - B. spattering
 - C. underpainting
 - D. glazing

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	D
2	B
3	B
4	B
5	C
6	A

Sample Constructed Response Exercises and Scoring Rubrics for EMC/Art Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Standard IV. Content of Art

Exercise 1: Art-Making and Forming Processes - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;">Art-Making and Forming Processes</p> <p style="text-align: center;"><u>Introduction</u></p> <p>In this exercise, you will demonstrate your knowledge and understanding of the creative process to analyze artists' choices of media, tools, and techniques for two traditional or contemporary works of art. You will be asked to respond to one prompt.</p> <p style="text-align: center;"><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none">• an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for two traditional or contemporary works of art; and• an informed analysis of how the artists' choices of forming processes and use of media, tools, and techniques affect the visual impact and meaning of the two works of art. <p style="text-align: center;"><u>Directions</u></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 1: Art-Making and Forming Processes - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;">Preparation</p> <p>Reproductions A (<i>The Sick Child</i> by Gabriel Metsu) and B (<i>In the Omnibus (The Tramway)</i> by Mary Stevenson Cassatt) are shown below. A limited amount of information about each work is included. Although the artworks may represent significantly different forms of art, such as traditional or contemporary, the genre is the same.</p> <p>Closely examine both works (A and B) as you respond to the prompt.</p>		
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Exercise 1: Art-Making and Forming Processes -
Candidate Name

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Image A



Gabriel Metsu (1629–1667)
The Sick Child, 1660–1665
Oil on canvas, 32 x 27 cm
De Agostini Picture Library, Italy.
Photo Credit: M. Carrieri.
Image Credit: De Agostini Picture Library / M. Carrieri / The Bridgeman Art Library.

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Exercise 1: Art-Making and Forming Processes -
Candidate Name

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Image B



Mary Stevenson Cassatt (1844–1926)

In the Omnibus (The Tramway), 1891

Drypoint & soft-ground etching. 36.5 x 26.5 cms

Brooklyn Museum of Art, New York, USA.


Dick S. Ramsay Fund.

Image Credit: Brooklyn Museum of Art, New York, USA / Dick S. Ramsay Fund / The
Bridgeman Art Library.

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Exercise 1: Art-Making and Forming Processes - Candidate Name		 Time Remaining 29:31
<p>For the purpose of this exercise, “expressive qualities” refers to those qualities that communicate moods, feelings, and emotions.</p> <p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Analyze the media, tools, and techniques that each artist used in his or her work of art. Firmly ground your response in each work. Give specific examples of the forming processes used in both works.• Analyze how both artists’ choices of media, tools, and techniques affect the visual impact and meaning of their works of art. Firmly ground your response in each of the presented works. Be sure to discuss the similarities and/or differences in the artists’ choices of forming processes and how they contribute to the expressive qualities of the works.		
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Scoring Rubric for Exercise 1

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for both works of art and an informed analysis of how the artists' choices of forming processes affects the visual impact of both works of art.

Characteristics:

- An analysis of the media, tools, and techniques used by each artist is clear, convincing, and specific, and firmly grounded in **both** works of art.
- Discussion of ways in which the visual impact and meaning of **both** works of art are enhanced by each artist's choice and use of media, tools, and techniques is clear, convincing, specific, and firmly grounded in **both** works of art.

The **LEVEL 3** response offers *clear* evidence of an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for both works of art and an informed analysis of how the artists' choices of forming processes affects the visual impact of both works of art.

Characteristics:

- An analysis of the media, tools, and techniques used by each artist is clear and grounded in **both** works of art.
- Discussion of ways in which the visual impact and meaning of **both** works of art are enhanced by each artist's choice and use of media, tools, and techniques is clear and grounded in **both** works of art although the discussion is not as specific and convincing as in a Level 4 response.

The **LEVEL 2** response offers *limited* evidence of an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for both works of art and an informed analysis of how the artists' choices of forming processes affects the visual impact of both works of art.

Characteristics:

- An analysis of the media, tools, and techniques used by each artist is unclear, very general, and not grounded in **both** works of art; the discussion may address only one work or may be inconsistent, tangential, or global.
- Discussion of ways in which the visual impact and meaning of **both** works of art are enhanced by each artist's choice and use of media, tools, and techniques is limited and/or unclear, very general, and not grounded in **both** works of art; the discussion may address only one work or may be inconsistent, tangential, or global.

The **LEVEL 1** response offers *little or no* evidence of an understanding of the creative process, as demonstrated through a thoughtful analysis of the media, tools, and techniques used for both works of art and an informed analysis of how the artists' choices of forming processes affects the visual impact of both works of art.

Characteristics:

- An analysis of the media, tools, and techniques used by each artist shows little or no understanding of these aspects of art, is not grounded in **both** works of art, or may be trivial, inaccurate, or missing.
- Discussion of ways in which the visual impact and meaning of **both** works of art are enhanced by each artist's choice and use of media, tools, and techniques may show little or no understanding of these aspects of art, is not grounded in **both** works of art, or may be trivial, inaccurate, or missing.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard IV. Content of Art

Exercise 2: Studying and Interpreting Art - Candidate Name		⌚ Time Remaining 29:31
Studying and Interpreting Art		
<u>Introduction</u>		
In this exercise, you will use your knowledge of art criticism and your understanding of specific art concepts to describe and analyze a work of art. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none">• an understanding of art criticism, as demonstrated through a thoughtful analysis of a selected work of art;• an informed discussion of how the expressive, sensory, and/or formal qualities of the work of art contribute to its meaning and impact; and• an insightful analysis of how symbolism and metaphor affect the meaning of the work of art.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
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Exercise 2: Studying and Interpreting Art - Candidate Name		⌚ Time Remaining 29:31
Preparation		
Reproductions C (<i>Head of Warrior with Turban</i> by Leonardo da Vinci) and D (<i>Sir Arthur J. EVANS 1851–1941, archaeologist at Knossos, Crete</i> by Piet Christian Leonardus De Jong) are shown below. A limited amount of information about each work is included.		
Select one of the two works on which to base your response. You may wish to preview the prompt before making your selection.		
Closely examine the selected work (C or D) as you respond to the prompt.		
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Exercise 2: Studying and Interpreting Art - Candidate
Name

 Time Remaining
29:31

Image C



Leonardo da Vinci (1452–1519)
Head of Warrior with Turban
Black chalk on paper
2391 × 2989 px
Ashmolean Museum, Oxford, Great Britain.
Image Credit: Alinari / Art Resource, NY.

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Exercise 2: Studying and Interpreting Art - Candidate
Name

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Image D




Piet Christian Leonardus De Jong (1887–1967)
Sir Arthur J. EVANS 1851–1941, archaeologist at Knossos, Crete, 1924.
Watercolour.
Ashmolean Museum, Oxford, Great Britain.
Image Credit: Ashmolean Museum / The Art Archive at Art Resource, NY.

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Exercise 2: Studying and Interpreting Art - Candidate Name		 Time Remaining 29:31
<p>For the purpose of this exercise, “expressive qualities” refers to those qualities that communicate moods, feelings, or emotions. “Sensory qualities” refers to concepts such as line, texture, shape, color, value, space, and mass. “Formal qualities” refers to design qualities such as balance, dominance, repetition, rhythm, unity, and contrast. “Symbolism” refers to the use of forms, images, or signs to stand for a quality or an idea. “Metaphor” refers to the use of characteristics such as objects, formal qualities, or media techniques in a way that is different from their usual use to show a likeness to something else.</p> <p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Describe how expressive, sensory, and/or formal qualities contribute to the meaning of the selected work of art. Firmly ground your response in the selected work of art. Give specific examples of expressive, sensory, and/or formal qualities of the image and discuss how they work together to create meaning.• Identify how symbolism and metaphor are presented in the work of art. Analyze how symbolism and metaphor convey meaning in the selected image. Firmly ground your response in the work of art.		
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Scoring Rubric for Exercise 2

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of an understanding of art criticism, as demonstrated through a thoughtful analysis of a work of art that provides an informed discussion of how the expressive, sensory, and/or formal qualities of art affect its meaning and how symbolism and metaphor impact meaning in the work of art.

Characteristics:

- The analysis of the work of art demonstrates a clear, concise, and convincing understanding of art criticism.
- Discussion of how the expressive, sensory, and/or formal qualities contribute to the meaning and impact of the image is clear, convincing, specific, and firmly grounded in the work of art.
- Discussion of how symbolism and metaphor impact the meaning of the image is clear, convincing, specific, and firmly grounded in the work of art.

The **LEVEL 3** response offers *clear* evidence of an understanding of art criticism, as demonstrated through a thoughtful analysis of a work of art that provides an informed discussion of how the expressive, sensory, and/or formal qualities of art affect its meaning and how symbolism and metaphor impact meaning in the work of art.

Characteristics:

- The analysis of the work of art demonstrates a clear understanding of art criticism.
- Discussion of how expressive, sensory, and/or formal qualities contribute to the meaning and impact of the image is informed and firmly grounded in the work of art, although the discussion of some qualities may be unequal in clarity or specifics or the discussion as a whole is not as specific or convincing as in a Level 4 response.
- Discussion of how symbolism and metaphor impact the meaning of the image is clear and grounded in the work of art, although the discussion is not as specific and convincing as in a Level 4 response.

The **LEVEL 2** response offers *limited* evidence of an understanding of art criticism, as demonstrated through a thoughtful analysis of a work of art that provides an informed discussion of how the expressive, sensory, and/or formal qualities of art affect its meaning and how symbolism and metaphor impact meaning in the work of art.

Characteristics:

- The analysis of the work of art demonstrates a limited and/or unclear understanding of art criticism.
- Discussion of how expressive, sensory, and/or formal qualities contribute to the meaning and impact of the image may be limited to a broad discussion only and/or may be very general, or loosely grounded in the work of art.
- Discussion of how symbolism and metaphor impact the meaning of the art image may be limited to a broad discussion only and/or may be very general, or loosely grounded in the work of art.

The **LEVEL 1** response offers *little or no* evidence of an understanding of art criticism, as demonstrated through a thoughtful analysis of a work of art that provides an informed discussion of how the expressive, sensory, and/or formal qualities of art affect its meaning and how symbolism and metaphor impact meaning in the work of art.

Characteristics:

- The analysis of the work of art demonstrates little or no understanding of art criticism.
- Discussion of how expressive, sensory, and/or formal qualities contribute to the meaning and impact of the image shows little or no understanding of these artistic qualities, is not grounded in the work of art, is vague, or may be missing.
- Discussion of how symbolism and metaphor impact the meaning of the art image shows little or no understanding, may be vague, is not grounded in the work of art, or may be missing.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Standard IV. Content of Art

Exercise 3: The Nature and Value of Art - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;">The Nature and Value of Art</p> <p style="text-align: center;"><u>Introduction</u></p> <p>In this exercise, you will use your knowledge and understanding of aesthetic theory and the nature and value of art to analyze a work of art and to justify the judgments you will make about the work. You will be asked to respond to one prompt.</p> <p style="text-align: center;"><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none">• an in-depth understanding of the aesthetic and artistic qualities of a selected work of art, as demonstrated through a discussion that addresses the basic philosophical questions about the essence and the essential character of the work and a thoughtful analysis of the work that includes specific aspects of social, cultural, political, and/or historical contexts; and• a coherent, informed explanation grounded in both aesthetic theory and the work of art that supports the analysis and evaluation of the work. <p style="text-align: center;"><u>Directions</u></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 3: The Nature and Value of Art - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;">Preparation</p> <p>Aesthetics raise questions about the nature, value, and meaning of art. Different aesthetic theories exist for judging the merits of art. Reproductions E (<i>The Dead Christ</i> by Andrea Mantegna) and F (<i>All Singing and Dancing</i> by Susan Bower) are shown below. A limited amount of information about each work is included.</p> <p>Select one of the two works on which to base your response. You may wish to preview the prompt before making your selection.</p> <p>Closely examine the selected work (E or F) as you respond to the prompt.</p>		
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Exercise 3: The Nature and Value of Art - Candidate Name

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Image E



Andrea Mantegna (1431–1506)
The Dead Christ, c.1480–1490
Tempera on canvas. 68 × 81 cm
Pinacoteca di Brera, Milan, Italy.
Image Credit: Pinacoteca di Brera, Milan, Italy / The Bridgeman Art Library.

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Exercise 3: The Nature and Value of Art - Candidate Name

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Image F




Susan Bower (1953–)
All Singing and Dancing, 2004
Oil on board
Artist Credit: The Bridgeman Art Library.
Image Credit: Private Collection / The Bridgeman Art Library.

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Exercise 3: The Nature and Value of Art - Candidate Name		 Time Remaining 29:31
<p>For the purpose of this exercise, “aesthetic qualities” refers to basic philosophical questions about the essence of art and the essential character of art, such as the subtleties of detail, the imaginative features, or attributes that appeal to the viewers. “Artistic qualities” refers to expressive, sensory, and formal qualities of the work of art.</p> <p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Discuss the aesthetic and artistic qualities that make this work a work of art. Firmly ground your response in the selected work by citing specific examples of the aesthetic and artistic qualities of the artwork. Include aspects of social, cultural, political, and/or historical contexts as viewed through the lens of aesthetics in your response.• Explain the basis of the judgments and evaluations that you have made about the selected work of art. Provide a rationale grounded in aesthetic theory to support and justify your reasoning about the work. Firmly ground your response in the selected work.		
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Scoring Rubric for Exercise 3

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of a candidate's understanding of the aesthetic and artistic qualities of a work of art, as demonstrated through a thoughtful analysis and evaluation of the selected image and an informed rationale grounded in aesthetic theory that supports the analysis and evaluation of the image.

Characteristics:

- Discussion of the aesthetic and artistic qualities:
 - is clearly, specifically, convincingly, and firmly grounded in the selected image;
 - specifically and convincingly addresses the basic philosophical questions about the essence and the essential character of the selected work of art;
 - specifically and convincingly provides a thoughtful analysis of the artistic qualities of the work;
 - specifically and convincingly includes aspects of social, cultural, political, and/or historical contexts.
- An explanation that supports the analysis and evaluation made about the selected image is clear, convincing, coherent, grounded in aesthetic theory, and grounded in the work of art.

The **LEVEL 3** response offers *clear* evidence of a candidate's understanding of the aesthetic and artistic qualities of a work of art, as demonstrated through a thoughtful analysis and evaluation of the selected image and an informed rationale grounded in aesthetic theory that supports the analysis and evaluation of the image.

Characteristics:

- Discussion of the aesthetic and artistic qualities:
 - is clearly grounded in the selected image;
 - clearly and appropriately addresses the basic philosophical questions about the essence and the essential character of the selected work of art;
 - clearly provides an analysis of the artistic qualities of the work;
 - clearly includes aspects of social, cultural, political, and/or historical contexts.
- An explanation that supports the analysis and evaluation made about the selected image is clear, grounded in aesthetic theory, and grounded in the work of art; the explanation is specific although it might not be as convincing as a Level 4 response.

The **LEVEL 2** response offers *limited* evidence of a candidate's understanding of the aesthetic and artistic qualities of a work of art, as demonstrated through a thoughtful analysis and evaluation of the selected image and an informed rationale grounded in aesthetic theory that supports the analysis and evaluation of the image.

Characteristics:

- Discussion of the aesthetic and artistic qualities:
 - is loosely or vaguely grounded in the selected image;
 - briefly, tangentially, or vaguely addresses the basic philosophical questions about the essence and the essential character of the selected work of art;
 - provides a limited analysis of the artistic qualities of the work; this discussion may be inappropriate or general;
 - includes loosely related or general aspects of social, cultural, political, and/or historical contexts.
- An explanation that supports the analysis and evaluation made about the selected image is loosely grounded in aesthetic theory, and/or loosely grounded in the work of art; this discussion may be sketchy, global, or missing.

The **LEVEL 1** response offers *little or no* evidence of a candidate's understanding of the aesthetic and artistic qualities of a work of art, as demonstrated through a thoughtful analysis and evaluation of the selected image and an informed rationale grounded in aesthetic theory that supports the analysis and evaluation of the image.

Characteristics:

- Discussion of the aesthetic and artistic qualities:
 - is not grounded in the selected image;
 - inaccurately addresses or omits the basic philosophical questions about the essence and the essential character of the selected work of art;
 - provides an inappropriate analysis of the artistic qualities of the work; this discussion may be trivial, vague, or missing;
 - includes inaccurate, superficial, or inappropriate aspects of social, cultural, political, and/or historical contexts.
- An explanation that supports the analysis and evaluation made about the selected image is superficial or inaccurate, not grounded in aesthetic theory, and not grounded in the work of art; it may be trivial, or missing.

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