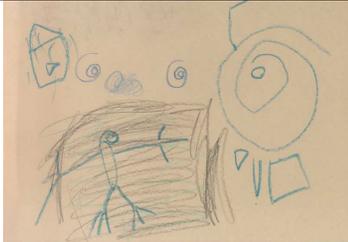


Delta Art Cognitive Growth Rubric: Early Childhood Education

Grade	Level	Characteristics	Examples
Pre K	Level 1	<ul style="list-style-type: none"> -Is not aware of what marking instrument will do or that he/she is in fact in control of the marks themselves. -Using the marking device, tends to jab and to swing his/her arm in uncontrolled ways, as if the marking device is the extension of his hand -Marks are seemingly accidental, primarily scribbles or jabs. 	
	Level 2	<ul style="list-style-type: none"> -Controls motions and is aware that his motions affect the marking surface. -Scribbles more uniformly and freely and enjoys doing so with different types of marking instruments, although the marks still resemble scribbles. 	
	Level 3	<ul style="list-style-type: none"> -Begins to scribble selectively, with the scribbles confined to one unit. -Scribbles take on the characteristics of certain shapes, such as X's, squares, circles, or rectangles. -Scribbles resemble basic shapes, and this may appear accidental. - These "shapes" are incomplete, and are not outlined but rather created through a series of grouped scribbles that define the INSIDE of the shape rather than its outline. -Scribbling selectively. 	
Kindergarten	Level 4	<ul style="list-style-type: none"> -Begins to recognize that scribbles form shapes, and he tends to draw a continuous line around these shapes. -Distinguishes these shapes from the background by drawing lines, rather than scribble masses, to define shapes. 	
	Level 5	<ul style="list-style-type: none"> -Symbols of people are emerging. -The circle/head with line is common to this level, and this circle/mandala shape will not only be used for people but other symbols in the drawing. -An abundance of omitted details including bodies, facial features, and necks. This is the "head with arms" syndrome. 	

1st Grade	Level 6	<ul style="list-style-type: none"> -Draws body as a separate unit from head, arms, and legs. -Begins to incorporate facial features of the eyes and mouth, still often forgetting the nose and greatly simplifying these features. -Tends to use bottom or edge of page and baseline. Still omits nose, ears, oftentimes hair and necks. - Bodies part of legs and arms are drawn with one line (sticks). - Still poor motor control in coloring, and will see this in the scribbling appearance of coloring of shapes 	
	Level 7	<ul style="list-style-type: none"> -Begins to draw arms and legs (if included) with a thickness. -Will include fingers and feet when necessary. Begins to include a nose (as a dot) and ears on figures. -Shapes are drawn with more confidence and figures become more detailed (including hair and clothing attributes). -May include creative details like the sky, but draw it as a strip of blue at the top of the picture. Child begins to stray from using the bottom of the page as a baseline. -Parts of the person are drawn with exaggerated size, but forms are still very flat. 	
1st Grade	Level 8	<ul style="list-style-type: none"> - Begins to be more accurate in drawing of faces, perhaps showing expression, including eyebrows and other facial details, and portraying other details like hair style or specific clothing, but not always consistently. - Shapes are more sophisticated and controlled. - Still uses smiley faces, and often does not include neck, shoulders. The student begins to experiment with using specific shapes to draw certain objects. 	
2nd Grade	Level 9	<ul style="list-style-type: none"> -Includes shoulders on their people. - Figures are still very flat, but they show a better understanding of size relationships, although the figures will still not be in exact proportion and some things (like the head) will still be slightly too large because they are more important. - The sky may still be a band at the top of the page, but other details are apparent. -Includes 5 fingers on each hand, but does not include a wrist. The eyes become appropriate colors and included an iris. - Other details included are eye lashes and eye brows, but the figures still lack hips (legs come off the outside edge of the body). - Facial features are no longer consistently rendered with dots but with actually shapes and consideration for the shapes of facial features. 	

	Level 10	<ul style="list-style-type: none"> -Begins to draw people that have legs attached to hips (and not to skirts or shirts) and figures that show action (person throwing a ball or sneezing or airplanes in the sky moving). - Page is filled with more details, the sky extends to the ground, and begins to use basic pattern techniques to show textures in hair, grass, skin, etc - Also begins to use overlapping, size, or repetitions to create depth perception, even though the drawing is still very flat. 	
3 rd Grade	Level 11	<ul style="list-style-type: none"> - Draws the thumb attaching to the hand separate from fingers. Hips are defined by leg attachments. - Uses contrasts in value or color effectively. - Multiple attempts to show depth are included/considered, but still rather limited to size and overlapping. - More creative details are included in the work and can focus shifts to secondary, like trees, sky, and other background images 	
Beginning 4 th Grade	Level 12	<ul style="list-style-type: none"> - Uses shadows to convey a light source. - Hair styles and details are carefully considered by the students. - Uses a variety of means (different baselines, smaller figures, less detailed, higher on drawing plane) to show far away masses or objects. - Proportions are appropriate and the child is away for size relationships (proportions) of not just an objects parts to its whole but the object to other objects in the drawing. 	