The exam you are interested in taking is designed to test your proficiency in the relevant subject matter. You should be thoroughly familiar with the subject matter before you attempt to take the exam. This EA/CBE Study Guide can help you prepare for the exam by giving you an idea of what you need to review.

Every question that appears on the EA/CBE is derived from the knowledge and skills statements and student expectations within the Texas-mandated standards, the Texas Essential Knowledge and Skills (TEKS). You can view the TEKS for this exam online via the following link: [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148).

Because questions are not taken from any one source, you can prepare for this exam by reviewing any of the state-adopted textbooks.

**Materials Needed**

You are required to bring the following materials to the exam:

- Your completed Portfolio
- A 12" x 15" self-addressed envelope for the return of your Portfolio
- Two 11" x 14" pieces of cardboard (to protect drawings in the mail)
- Two 4" x 6" pieces of cardboard
- Five or more sheets of drawing paper, 11" x 14" in size
- A sheet of 9" x 12" foam-core board
- White glue
- A soft drawing pencil
- A hard drawing pencil
- A pencil sharpener
- An eraser
- A black ink pen
- A ruler
- Two #2 pencils
- Scissors
- A small spool of kite string or crochet thread
- Colored pencils
- Colored markers
- Several fine-line, water-based markers in assorted colors

**Exam Structure**

You will be allowed 3 hours to complete this exam. This exam consists of the following parts, for a total of 200 points:

- **Part 1:** Onsite Demonstration of Skills, 3 items, 10 points each, for a total of 30 points
- **Part 2:** Short Answer, 3 questions, 10 points each, for a total of 30 points
- **Part 3:** Essay, 1 item, for a total of 20 points
- **Part 4:** Multiple Choice, 20 questions, 1 point each, for a total of 20 points
- **Part 5:** Portfolio, 5 original works, worth 20 points each, for a total of 100 points

For each part, carefully read all of the instructions and preview the questions and assignments. For Part 1, you will use your 11 x 14 drawing paper to complete the assignments. For Part 5, you will turn in your pre-assembled Portfolio. For the other parts you can answer the questions
directly on the exam using a #2 pencil. Two pages of scratch paper will be provided at the end of the exam. You can use those sheets to write outlines, take notes, practice sketches, plan designs, or complete other pre-writing activities.

**IMPORTANT:** The UT K-16 Education Center will take every precaution to protect the contents of your Portfolio; however, we are not responsible for any damage that might occur to your Portfolio during shipment, so please pack carefully and mark “DO NOT BEND” on the outside of the package. After grading, we will return your Portfolio to you.

**Note:** All onsite artwork becomes the property of the UT K-16 Education Center and will NOT be returned to you.

**Scholastic Honesty**

When you arrive at the testing center you will be asked to carefully read the exam rules and sign a statement agreeing to take the exam in accordance with the rules. This is called the Examinee’s Certification. The following is a copy of these rules:

**Examinee’s Certification**

This certification must be signed before the exam is administered and then returned with the completed examination attached, or credit for the exam will not be given. Scholastic dishonesty is a serious academic violation that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to:

- copying from another student’s work;
- using an unauthorized testing proctor or taking the exam at an unauthorized testing location;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of an unadministered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- using, buying, stealing, or transporting some or all of the contents of an unadministered test, test rubric, homework answer, or computer program.

Evidence of scholastic dishonesty will result in a grade of \( F \) on the examination and an \( F \) in the course (if applicable).

*At the testing center, you will be asked to sign a statement that says you have read the above and agree to complete the examination with scholastic honesty.*
General Study Tips
The following are important concepts to review while preparing for this exam:
- Basic art vocabulary
- Elements of Art, including line, shape (color, texture, form, space, value), text, time
- Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity, direction, juxtaposition, and sequence
- Criticism and analysis of your own and others’ artwork

Sample Questions
The following information provides direction for your studies and sample questions for each part of the exam. For each part you will find study tips and sample questions to give you a general idea of the type of questions to expect. For Parts 1, 3, and 5 you will also find rubrics to give you guidance on how your answers will be graded.

Part 1: Onsite Demonstration of Skills
This section allows you to demonstrate your art skills at the testing center. You will complete a total of three assignments for this part. The three assignments are each worth 10 points, for a total of 30 points.

Study Tips for Onsite Demonstration of Skills:
Familiarize yourself with common topics such as the following:
- Elements of Art, including line, shape (color, texture, form, space, value)
- How text and time affect artwork
- Principles of Design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity
- Direction, juxtaposition, and sequence
- How to create design solutions by problem-solving through direct observation, original sources, experiences, narrations, and imagination
- The effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiberart, design, and digital art and media
- How to communicate thoughts, feelings, ideas, and impressions through your artwork
- General characteristics in artworks from a variety of cultures, including your personal identity and heritage
- How to interpret, evaluate, and justify artistic decisions in artworks by yourself, your peers, and professional artists
Sample Assignments for Onsite Demonstration of Skills:
The following is an example of the type of assignment you might see in this part of the exam. To prepare for this section, complete the sample assignment below. Then review the sample answer and grading tips that follow. In addition, you will find the rubric your instructor will use to grade the assignments. Use these tools to help you understand what will be expected of you from these assignments.

DIRECTIONS: Use the art supplies you brought with you to the exam to complete the following assignments.

1. Linear Perspective (Renaissance)
   a. First, define the concept of *linear perspective*:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   b. Next, using the 11"x 14" drawing paper and colored pencils that you brought to the exam, demonstrate your understanding of the concept of *linear perspective*. To do so, create a one- or two-point perspective drawing with a horizon line and a vanishing point. Include the following:
   - 2 houses
   - a road
   - several trees
   - mountains in the background
   - clouds
   - anything else that demonstrates linear perspective

Sample answer:
   a. Linear perspective is a system that creates the illusion of three dimensions on a flat surface. In one-point perspective, all the lines that go back into space go back to a single vanishing point; all the other lines are parallel to the picture plane.

   b. Guidelines the teacher will keep in mind when grading:
   Look for evidence of the horizon line, parallel lines, and an implied vanishing point. All objects that go back into space go back to the implied vanishing point; all the other lines are parallel to the picture plane. All items listed above should be included and colored. The artwork should fill the space. The work should exhibit a knowledge of and use of the basic artwork elements and principles as well as the materials and techniques that make up a composition. The work should show that a student has taken the time to think and deliberately plan his or her artwork.
Grading Rubric
Analyze the following rubric for guidance in how your instructor will grade this portion of the exam. To achieve the highest score, you must meet the expectations outlined in the “Mastery” column of the chart for each question you answer.

### Rubric for Part 1: Onsite Demonstration of Skills
*Each question is worth a maximum of 10 points.*

<table>
<thead>
<tr>
<th></th>
<th>Lack of Competency (0 pts.)</th>
<th>Minimal Competency (1 pt.)</th>
<th>Adequate Competency (2 pts.)</th>
<th>Advanced Competency (3 pts.)</th>
<th>Mastery (4 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following Instructions</strong></td>
<td>Did not follow instructions</td>
<td>Minimally followed instructions</td>
<td>Adequately followed instructions</td>
<td>Followed all instructions with relative precision</td>
<td>Precisely followed instructions</td>
</tr>
<tr>
<td><strong>Lack of Competency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0–1 pts.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mastery, Skill &amp; Consistency</strong></td>
<td>Poor mastery of skills; work is sloppy, inconsistent, and fails to represent required skills</td>
<td>Below-average mastery; work is mostly sloppy, inconsistent, or fails to represent required skills</td>
<td>Produced a complete work but shows some carelessness in execution or gaps in understanding of elements of art and design principles</td>
<td>Produced a complete work with attention to elements of art and design principles; work is mostly consistent, unique, and aesthetically pleasing</td>
<td>Produced aesthetically pleasing representations of elements of art and design principles; work is consistent, complete, unique, and exemplary</td>
</tr>
</tbody>
</table>

The University of Texas at Austin, Continuing & Innovative Education
K-16 Education Center
Part 2: Short Answer
This section covers your ability to define key terms and concepts related to art. There are three questions in this section, each worth 10 points for a total of 30 points.

Study Tips for Short Answer Questions:
Review the artistic periods emphasized in this course (shown below) as well as relevant terms and concepts, such as those shown below. Be able to summarize each concept in 2–3 well-written sentences.

- Prehistoric Art, 15,000–1,000 B.C.
- Art and architecture of the Fertile Crescent and Ancient Egypt
- Ancient Art of Asia, the Americas, and Africa
- Greek and Roman art and architecture
- Early Christian, Byzantine, and Islamic art
- Early Medieval, Romanesque, and Gothic art and architecture
- Art of emerging modern Europe: Italian Renaissance, Baroque, Rococo
- 19th century art
- Early 20th century art
- Modern art and changing paradigms
- Color theory, such as that embodied in Fauvism, Abstract Expressionism, and other more recent movements
- Functional architecture
- Architectural style
- Fresco
- Pop art
- Collaboration/community art
- Artistic medium
- Mosaic
- Public domain
- Copyright
Sample Short Answer Questions:
The following are sample questions. The correct answers are below, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: In the spaces provided, respond to each of the following questions. You will be graded on your ability to clearly and correctly define these terms and concepts using complete sentences and appropriate vocabulary.

2. Define the term fresco.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. If you put together a presentation with examples of other peoples’ art, you would need to be sure all of those images were part of the public domain. Explain.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. What is Pop Art, and what was the inspiration for it?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Sample Answers:
1. A fresco is a wall mural created with pigment and wet plaster.

2. Artwork that is in the public domain is publicly available for anyone to use. The intellectual property rights of these pieces have expired, been forfeited, or no longer apply. If artwork is not in the public domain, an individual or organization probably holds the copyright. It may be available for others to use for a fee or with special advance written permission from the copyright holder, but otherwise cannot legally be used.

3. Pop art is an artistic style that originated in the 1960s in the United States. The inspiration for pop art consists of images from popular culture.
Part 3: Essay
This section covers your ability to observe and compare how artists manipulate Elements of Art to achieve certain Principles of Design. Your essay is worth a total of 20 points.

Study Tips for the Essay Question:
This analysis consists of two steps: In Step 1 you will be presented with images of two works of art. You will apply what you learned in Art 1A and in this course to observe how the artists used the Elements of Art and Principles of Design in both works. Use the scratch paper at the end of the exam to take notes as you analyze and compare the two works.

In Step 2 you will use your notes to write a well-developed 400–500 word essay about various elements that support the artwork and your personal reaction to the art. The essay will make up most of your grade, but your analysis may also be considered for part of your grade.

STEP 1 DIRECTIONS: Take a close look at the artwork of two artists of the 20th century. Observe how the artists used the Elements of Art and Principles of Design.

Guiding Questions
You can prepare for this part of the exam by analyzing and comparing the two works of art using questions such as the following to help you create solid notes for your essay. NOTE: These questions will NOT be available to you on the exam, so practice until you have a good understanding of the Elements of Art and Properties of Design for your analysis.

1. In this work does the artist use the element of Line? If so, describe how the artist uses line in the art composition. What type of line is present?

2. Does line bring order or structure to the artwork?

3. Does the use of line break up the artwork, causing it to feel fragmented?

4. Are the lines used following the rules of linear perspective?

5. Do the lines support or take away the feeling of Unity in the work?

6. How does the artist use the element of Value in the artwork? Provide examples.

7. How does the artist use the element of tonal value—the light and dark of the artwork? Does the artist emphasize or minimize the tonal value?

8. How is the element of Color (Hue, Value, and Intensity) used in the composition? Is there a predominant color that is evident in the work?

9. Is there evidence of analogous or complementary colors?

10. Does the artist rely on a cool or warm color approach to bring harmony and Balance?
11. Look at the artist’s approach to the element of Form. Do you get a sense of a three-dimensional composition? If so, how was it achieved?

12. What about the element of Shape? Is it organic or geometrical?

13. Does the element of shape add to the balance or movement within the composition?

14. Is there evidence of the use of the element of Texture in the work? If so, describe the texture and what contributions it makes to the artwork in relationship to the principles of Emphasis and Contrast/Variety.

15. Do you think the artist created a particular mood for the viewer to experience? Explain.

16. Is the style of this piece historical or contemporary? What themes, trends, and design elements lead you to that conclusion?

17. Do you note a personal identity, or sense of heritage in this piece? Explain.

18. How successful is this piece? Explain.

**STEP 2 DIRECTIONS:** Use your answers from Step 1 to write a 400–500 word essay about various elements that support the artwork and your personal reaction to the art.

- Begin your essay with a general description of the work including explanations of the artist’s use of at least three Elements of Art (e.g. line, shape, color, form, space, and) and at least three Principles of Design (e.g. emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity).

- Describe what kind of mood is created and how the artist achieves this mood. For any opinion or judgment you make about the piece, be sure to provide support by citing specific examples from the artwork.

- Include an assessment of whether the piece is historical or contemporary, and what clues help you form this opinion.

- End the essay with an evaluation of the success of the piece by including your interpretation of artist’s intent, as well as the content, theme, and meaning of the artwork.

- Be sure to provide support for your ideas using accurate art vocabulary.

- Make sure that your essay is organized, includes well-supported ideas, and follows the rules for sentence structure, mechanics, and grammar.

**Grading Rubric**
Analyze the following rubric for guidance in how your instructor will grade this portion of the exam. To achieve the highest score, you must meet the expectations outlined in the “Mastery” column of the chart for each question you answer.
## Rubric for Part 3: Essay

*Essay is worth a maximum of 20 points.*

<table>
<thead>
<tr>
<th></th>
<th>Lack of Competency (0–1 pts.)</th>
<th>Minimal Competency (2 pts.)</th>
<th>Adequate Competency (3 pts.)</th>
<th>Advanced Competency (4 pts.)</th>
<th>Mastery (5 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Elements/Design</strong></td>
<td><strong>Principles</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacks a clear description of the piece; fails to mention art elements or principles of design</td>
<td>Shows minimal understanding of art elements and principles of design; lacks sufficient detail and/or contains major inaccuracies</td>
<td>Includes a brief description of the piece with reference to at least one accurate reference to an art element and one to a principle of design</td>
<td>Includes a description of the piece with two or more accurate references to art elements and principles of design</td>
<td>Includes a clear description of the piece with three or more accurate references to art elements and principles of design</td>
<td></td>
</tr>
<tr>
<td><strong>Mood</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fails to address mood or fails to show minimal understanding of the mood of the piece</td>
<td>Includes an inaccurate or incomplete description of the mood without relevant examples</td>
<td>Includes an adequate description of the piece with limited examples</td>
<td>Includes a clear statement about mood reinforced with one or more insightful examples from the piece</td>
<td>Includes a clear statement about mood reinforced with one or more insightful examples from the piece</td>
<td></td>
</tr>
<tr>
<td><strong>Time Period</strong></td>
<td>Response does not address the influence of the time period on the piece</td>
<td>Response attempts to analyze the influence of the time period on the piece but is largely incomplete or inaccurate</td>
<td>Response includes a basic analysis of the influence of the time period on the piece; substantiation is limited</td>
<td>Response includes a clear analysis of the influence of the time period on the piece with evidence to support analysis</td>
<td>Response includes a detailed, accurate, and substantiated analysis of the influence of the time period on the piece</td>
</tr>
<tr>
<td><strong>Writing Effectiveness</strong></td>
<td>Student barely attempted assignment; response forms no coherent opinions on the piece and/or suffers from severe language errors that interfere with meaning</td>
<td>Student inadequately addressed Step 1; essay has limited organization and provides few relevant ideas; contains multiple language or grammar errors</td>
<td>Student did not fully complete Step 1; essay is organized and mostly free of mistakes; essay provides adequate summary</td>
<td>Student fully completed Step 1; essay is organized and free of mistakes; essay effectively summarizes the success of the piece</td>
<td>Careful answers in Step 1 clearly helped student formulate ideas; essay is well-structured, clear, free of language or grammar mistakes, and makes a sound conclusion regarding the success of the piece</td>
</tr>
</tbody>
</table>
Part 4: Multiple Choice
This section covers your knowledge of art history and key topics related to art. There are 20 multiple-choice questions in this section, each worth 1 point for a total of 20 points.

Study Tips for Multiple Choice:
Familiarize yourself with common topics such as the following:

- Prehistoric Art, 15,000–1,000 B.C.
- Art and architecture of the Fertile Crescent and Ancient Egypt
- Ancient Art of Asia, the Americas, and Africa
- Greek and Roman art and architecture
- Early Christian, Byzantine, and Islamic art
- Early Medieval, Romanesque, and Gothic art and architecture
- Art of emerging modern Europe: Italian Renaissance, Baroque, Rococo
- 19th century art
- Early 20th century art
- Modern art and changing paradigms
- Color theory, such as that embodied in Fauvism, Abstract Expressionism, and other more recent movements
- Terms associated with a given era, such as “hypostyle” and “papyrus” associated with Greek art and architecture
- Beliefs, customs, and associations that led to the development of a particular style of art
- Materials that were characteristically used during a given time period
- Examples of artists, artwork, and structures that best represent various time periods
- Common themes associated with art of a particular period
- Names of terminology associated with structures and architectural styles, such as cloister, ambulatory, nave, and abbey
- Different perspectives associated with the evaluation of art such as the formalist aesthetic, the perspective of an art critic, and the historical perspective
- Careers associated with art and the difference between art as a vocation and avocation
Sample Multiple-Choice Questions:
The following are sample questions. The correct answers are below, but try answering the questions without looking at the answers first to check your comprehension.

DIRECTIONS: Select the BEST responses to the following questions.

1. In the Lascaux cave, archaeologists found an unusual panel known as “The Shaft of the Dead Man.” What narrative story did the panel depict?
   - A. A tribe burying its chief
   - B. An antelope escaping capture by a hunter
   - C. A community celebrating an annual ritual
   - D. A hunter killed in his attempt to spear a bison

2. Which of the following describes a stele?
   - A. An inscribed stone pillar with relief images
   - B. A form of writing with wedge-shaped characters drawn on clay tablets
   - C. A massive hallway created with columns within an Ancient Egyptian temple
   - D. A water plant whose fibers were used to create a paper-like writing and drawing material

3. Mesopotamian and Ancient Egyptian civilizations often used art and architecture for all of the following reasons EXCEPT which one?
   - A. To reflect societal religious beliefs
   - B. To show the emotion of the working class
   - C. To demonstrate the strength and power of a ruler
   - D. To record a ruler's beliefs, values, and accomplishments

4. Manuscript illuminators in the 15th century would be considered _____ today.
   - A. fine artists
   - B. art historians
   - C. graphic artists
   - D. storyboardists

[1: D, 2: A, 3: B, 4: A]
Part 5: Portfolio

This part of the exam allows you to demonstrate what you have learned in this course by submitting a collection of five of your personal works. Read the next few pages carefully to determine how to assemble an effective Portfolio. The five works you submit are each worth 20 points for a total of 100 points.

Goal

The goal of your Portfolio is to demonstrate a mastery of design through any two-dimensional or three-dimensional medium or process, including, but not limited to, drawing, painting, printmaking, sculpture, ceramics, fiber art, design, or digital art and media. The works submitted may be separate, distinct works, or they may be related to each other, as in a collection.

Specifications

- You can include drawings, paintings, prints, photographs, diagrams, plans, sculptures, ceramics, animation cells, collages, montages, and so forth. Do not submit videos and photocopies of your work—we require your original work.
- Your Portfolio should contain 5 pieces of your original artwork.
- The size of each piece should not exceed 11” x 14”, including matting or mounting.
- Some artwork should be in graphite, others must display an ability to use colored media.
- The Portfolio may include mixed media.
- If the artwork is remotely flat, then bring it to the exam.
- If the artwork is three-dimensional, you can digitally photograph it and submit a collection of .jpg photos on a CD. Please make sure your images are high resolution by setting your camera to 3 megapixels or more. The photographs must contain a maximum of 5–6 shots per work from different angles.

Written Documentation

- For each piece, write a 1- to 2-paragraph explanation of the work and how it evolved. These explanations will provide critical information for evaluating the artwork.
- Ensure your writing is legible, well written, and uses a font of at least 10 points.
- Limit your explanations to 2 paragraphs, and attach to the back of each work.
- Provide a fully signed Statement of Authenticity, which can be found at the end of this Study Guide, for each work.

Topics

The following are the main topics and periods covered in this course. For your Portfolio, choose **FIVE** of these topics upon which to base your original artwork.

1. Prehistoric Art, 15,000–1,000 B.C.
2. Art and architecture of the Fertile Crescent and Ancient Egypt
3. Ancient Art of Asia, the Americas, and Africa
4. Greek and Roman art and architecture
5. Early Christian, Byzantine, and Islamic art
6. Early Medieval, Romanesque, and Gothic art and architecture
7. Art of emerging modern Europe: Italian Renaissance, Baroque, Rococo
8. 19th century art
9. Early 20th century art
10. Modern art and changing paradigms
11. Color theory, such as that embodied in Fauvism, Abstract Expressionism, and other more recent movements

Philosophy
- The Art 1A Portfolio is intended to address two-dimensional (2-D) design issues.
- The Principles of Design (emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity, direction, juxtaposition, and sequence) produced through the Elements of Art (line, shape, color, texture, form, space, value, text, and time) help guide artists in making decisions about how to organize the elements in a picture plane in order to communicate content.
- Good design is possible whether one uses representational, abstract, or expressive approaches to making art.

Avoid Plagiarism
- You can build on the work of others, but you cannot copy it.
- If your work builds on or in some way uses the work of other artists (including photographs and/or published images), you must add substantial and significant development beyond duplication. You can do this by manipulating the formal qualities, design, or concept of the original work. You must make at least three major changes to the original work.
- It is unethical, constitutes plagiarism, and often violates copyright law to copy an image (even in another medium) that was made by someone else. If you do use the work of another, be sure that it is part of the Public Domain or that you have full, written copyright approval for its use. If you fail to do so, you will receive an immediate grade of "F" for the exam.
- If you have used the work of another person in any way, you must give that person credit in your one- to two-paragraph explanation. Include the following: Author’s name, Title of work, date work completed, specifications about work, and where and when you found the work. For example:

Preparation Tips
- Choose original items that you have created in art classes or on your own time. They do not need to be from this school year, but they must include five of the periods of art covered in this course.
- Your written analyses should reveal to your instructor that you understand the visual principles and material techniques taught in Art 1A, and that you can reflect about their importance in your own works.
- Because of the limitations imposed by the shipping and handling of your Portfolio, your submitted work should not exceed 11"x 14", including matting or mounting.
- To protect your submission, back or mount all works on paper. Mats are optional.
- Mount works that are smaller than 8” x 10” on 8” x 10” sheets. Do not use reflective materials such as acetate or shrink-wrap because they cause glare that makes the work difficult to see.
- If the work is matted, protect material that could be smudged with a fixative.
- We suggest that you use neutral colors for your mats.
- Do not roll, frame, or cover your work with glass or Plexiglas.

**IMPORTANT:** While we will take every precaution to protect the contents of your Portfolio, the K-16 Education Center is not responsible for any damage that might occur to your Portfolio during shipment. Please pack your materials carefully. We will return your Portfolio to you, but remember—the artwork you supplied for this exam today will not be returned.

**Grading Rubric**

Analyze the following rubric for guidance in how your instructor will grade this portion of the exam. To get the highest score, aim to meet the expectations outlined in the “Mastery” column of the chart for each work you submit.

**Rubric for Part 5: Portfolio**

*Each work is worth a maximum of 20 points.*

<table>
<thead>
<tr>
<th></th>
<th>Lack of Competency (0 pts.)</th>
<th>Minimal Competency (1 pt.)</th>
<th>Adequate Competency (2–3 pts.)</th>
<th>Advanced Competency (4 pts.)</th>
<th>Mastery (5 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following Instructions</strong></td>
<td>Did not follow instructions</td>
<td>Minimally followed instructions</td>
<td>Adequately followed instructions</td>
<td>Followed all instructions with relative precision</td>
<td>Precisely followed all instructions</td>
</tr>
<tr>
<td><strong>Mastery, Skill &amp; Consistency</strong></td>
<td>Poor mastery of skills; work is sloppy, inconsistent, and fails to represent required skills</td>
<td>Below-average mastery; work is mostly sloppy, inconsistent, or fails to represent required skills</td>
<td>Produced a complete work but shows some carelessness in execution or gaps in understanding of elements of art and design principles</td>
<td>Produced a complete work with attention to elements of art and design principles; work is mostly consistent, unique, and aesthetically pleasing</td>
<td>Produced a complete work with careful attention to elements of art and design principles; work is aesthetically pleasing, consistent, complete, unique, and exemplary</td>
</tr>
</tbody>
</table>
(Duplicate as necessary.)

**Portfolio Artwork Statement of Authenticity**

For each piece, write a 1- to 2-paragraph explanation of the work and how it evolved. These explanations should provide critical information for evaluating the artwork. Please ensure that your writing is legible, well written, and in a font that is no smaller than 10-point. Attach the explanation, which should be no longer than two paragraphs, to the back of each work along with a fully signed Statement of Authenticity for each piece.

I ____________________________ (student’s name) verify that the attached artwork is original and a result of my own efforts.

<table>
<thead>
<tr>
<th>Witnessed by:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Printed Name of Parent or Teacher)</td>
<td>(Signature of Parent or Teacher)</td>
</tr>
<tr>
<td>Student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Printed Name of Student)</td>
<td>(Signature of Student)</td>
</tr>
</tbody>
</table>