

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
Department of Art and Design

SUBJECT MATTER ASSESSMENT PLAN FOR THE SINGLE SUBJECT CREDENTIAL PROGRAM  
and Art Credential Candidates

Our Subject Matter Preparation Program in Art is designed to prepare candidates for the K – 12 Art credential. All Art credential candidates must demonstrate subject matter competency through the portfolio assessment **and** by 1) **either** passing the CSET exam, **or** 2) by successfully completing courses outlined in the Subject Matter Preparation Program in Art. Students who are post-baccalaureate or transfer students from other institutions should have earned a minimum of “C” in all art courses taken that are equivalent to the subject matter preparation program in effect at CSUF at the time of their assessment; and any additional course work that is needed to satisfy the program requirements. The process of receiving a credential in Art involves a fifth year program which requires admission to the Kremen School of Education and Human Development (KSOEHD) and completion of all their requirements outlined in the CSUF General Catalog under “Education-Curriculum, Teaching and Educational Technology”. The subject matter competency assessment is conducted by the Art advisor prior to applying for admission to the KSOEHD, and must be successfully completed prior to final student teaching.

Students selecting the Subject Matter Preparation Program in Art must meet the established overall grade point average and earn a minimum of a “C” or better in all required art courses. The courses that students are required to take are not based on the students’ catalog year; rather, they are the courses in effect at the time the student applies to the KSOEHD. The studio areas included in the portfolio assessment are those identified below for the Subject Matter Preparation Program.

Students in the **Subject Matter Preparation Program** are required to meet with their faculty advisor for a portfolio assessment and interview at two points in their academic careers:

- 1) The Lower Division Review – a formative assessment of progress through the program
- 2) The Upper Division Review - a summative assessment prior to exiting the program

At these assessments, students will discuss their progress towards subject matter competency and higher-level proficiency in an area of emphasis as well as the following four broad areas:

TWO-DIMENSIONAL ART AND DESIGN:

DRAWING  
PAINTING  
PRINTMAKING  
CRAFTS  
DESIGN

THREE-DIMENSIONAL ART AND DESIGN:

SCULPTURE  
CERAMICS  
DESIGN  
CRAFTS

MEDIA ART

PHOTOGRAPHY  
COMPUTER ART AND ANIMATION  
DIGITAL VIDEO

## LOWER DIVISION REVIEW

Students in the Subject Matter Preparation Program will schedule an appointment with their advisor for the Lower Division Review, a portfolio assessment and interview, after they have completed Art 37. They will present their digital portfolios and discuss their artist's statement. The *PORTFOLIO RUBRIC for STUDENTS in the ART SUBJECT MATTER PREPARATION PROGRAM* provides the criteria of evaluation, emphasizing quality, judgment, decision-making and breadth of technical, conceptual, perceptual, and expressive abilities. There are no fixed expectations for the kind of art work the student will present. Because there are many kinds of competencies in art, many kinds of art work are acceptable. In general the work itself will suggest the criteria for evaluating it: for example, a watercolor might lead to a discussion of brushwork and transparency, while a performance piece might lead to a discussion of concepts and metaphors. The goal of the portfolio review, then, is not only to assess basic competencies but to establish a greater understanding of the student's strengths for students and advisor, and their ability to articulate the growth and development of his or her own creative work, process, direction, and/or research.

Satisfactory progress in each of the four broad studio areas and the interview will be demonstrated by a minimum score of "2" on the rubric at this initial formative assessment.

The Lower Division Review is held as soon as the student has completed Art 37 and is held in the offices of the student's program advisor. This Lower Division Review includes a formative assessment of the student's art in the digital portfolio as well as the student's ability to articulate his or her artist's statement in an interview setting. Students are also encouraged to bring actual examples of their best work in each of the four broad areas that they have completed to date. Students are reminded that they are expected to receive a grade of "C" or better in all required course work in the program. At the Lower Division Review, the student presents the following:

- A Digital Portfolio of 8 -10 images
- An Artist Statement.

## Upper Division Students

Students in the Subject Matter Preparation Program will schedule an appointment with their advisor for the Upper Division Review, a portfolio assessment and interview, after they have completed Art 112 and are in the first semester of their senior year. Students bring one to three actual examples of their best work in each of the categories of 2-Dimensional and 3-Dimensional Art and Design. They should also bring one to three examples of their best work in either MEDIA ART or NEW AND EMERGING ART FORMS. Very large paintings and heavy 3-dimensional work may be presented in digital form. Students' transcripts are reviewed to ensure that they have received a grade of "C" or better in all required course work in the program. The Upper Division Review includes the following:

- Presentation
  - A ten-minute presentation of his or her influences on making art
- Portfolio
  - One to three actual examples of their best work in each of the categories of 2-Dimensional and 3-Dimensional Art and Design;
  - and one to three examples of their best work in either MEDIA ART or NEW AND EMERGING ART FORMS.

Since the student must show works from several areas, this summative assessment usually takes place in CA 136 or in a location where the work may be spread out for viewing and discussion. A student must earn a minimum score of "3" on the rubric at this summative assessment. After the advisor independently assigns this summative score, this score is reconciled with the portfolio scores the student has received previously in Art 37 and Art 112 to ensure fairness.

## PORTFOLIO ASSESSMENT RUBRIC

The criteria of evaluation for the portfolio assessment has been revised to emphasize the student's awareness of his or her own developmental processes:

### PORTFOLIO RUBRIC for STUDENTS in the ART SUBJECT MATTER PREPARATION PROGRAM

Students are expected to articulate an understanding of the development of their own creative work, process, and/or research.

Scoring	Portfolio: Form & Content	Interview
4 Exceptional	Quality of art work is exceptional, showing expertise in handling of media/tools, technical skills, and understanding of formal & conceptual issues related to work & medium; work exhibits inventiveness, verve & risk; intellectual engagement with work is clear, showing evidence of independent research & informed decision-making; work successfully addresses complex visual/conceptual issues; personal direction & artistic voice are clear; a unifying visual/conceptual framework underlies work.	Candidate communicates ongoing commitment to creative development, production & independent research in art; articulates a clear understanding of the development of his or her own creative work, process, and/or research; articulates a direction of study he/she wishes to pursue; conceptualization & articulation of related ideas reveals a thorough knowledge-base of art issues / histories / theories; content-related ideas expressed are congruent with work; ability to evaluate aesthetic principles of art & critically self-assess artwork is strong; is able to articulate an understanding of historical precedents/current art issues related to work.
3 Accomplished	Quality of artwork is accomplished, showing proficiency in handling of media/tools, technical skills & understanding of formal/conceptual issues related to work & medium; work shows creativity & some risk; intellectual engagement with work is present, showing some evidence of independent research/informed decision-making; work successfully addresses complex visual/conceptual issues; a sense of personal direction & artistic voice are present; one or several unifying concepts evident.	Candidate communicates commitment to creative development, production & engages in some independent research in art; articulates a good understanding of the development of his or her own creative work, process, and/or research; articulates a direction of study he/she wishes to pursue; conceptualization & articulation of related ideas reflects a understanding of significant art issues/histories/theories or potential for growth; content-related ideas expressed are often congruent with artwork; ability to evaluate aesthetic principles of art & critically self-assess artwork is good or shows potential; is able to articulate some awareness of historical precedents/current art issues related to work.
2 Developing	Quality of art work is inconsistent, revealing a lack of competence in handling of media/tools, technical skills & understanding of formal /conceptual issues related to work & medium; work lacks creativity and/or risk; work may show a sense of real effort but visual / conceptual issues appear unresolved; evidence of independent research /informed decision-making is inconsistent or lacking; work addresses visual /conceptual issues that are simplistic; a sense of personal direction is not clear; one or several unifying concepts are not present.	Candidate communicates inconsistent involvement in creative development & production & may lack independent research in art; reveals difficulty with articulating and/or understanding of the development of his or her own creative work, process or research; reasons for pursuing work unclear or poorly conceived; conceptualization & articulation of related ideas reveals a lack of awareness of basic art issues /histories /theories or are overly simplistic; ideas expressed are often incongruent with the artwork; ability to evaluate aesthetic principles of art & critically self-assess artwork still developing; shows minimal awareness of historical precedents / current art issues related to work.
1 Does not meet expectations	Quality of artwork is weak overall, revealing a misunderstanding of technique/tools/media or lack of skill in their application, as well as a lack of understanding of formal/conceptual issues related to work & medium; work exhibits use of trite or overly simplistic solutions to visual problems; visual & conceptual issues appear unresolved or incongruent with work; sense of personal direction not evident in work; lacks evidence of unifying concepts.	Candidate communicates lack of involvement in artistic development, production & independent research in art; does not articulate awareness or understanding of the development of his or her own creative work, process, research; conceptualization & articulation of ideas reveals a lack of awareness or misunderstanding of significant art issues /histories/ theories; ideas expressed are incongruent with the work or poorly conceived; ability to evaluate aesthetic principles of art & to critically self-assess artwork are not present; awareness of historical precedents and /or current art issues related to work are not present.

Lower Division Review - Students must earn a score of "2" or higher in both categories.

Upper Division Review - Students must earn a score of "3" or higher in both categories.

### Unsatisfactory Assessment and the Student's Right of Appeal

After the advisor independently assigns this summative score, this score is reconciled with the portfolio scores the student has received previously in Art 37 and Art 112 to ensure fairness. If the advisor finds that the student has not met the minimum criteria, he or she will inform the student of the areas of concern. A plan will be outlined for achieving competency.

Students have the right to challenge the advisor's assessment of their subject matter competency at either review if the expectations have not been met. This process involves a written request from the student to have an assessment by both advisors. If both advisors are in agreement that the assessment does not meet expectations; or if they disagree