



Subject-Specific Learning Behaviors Checklist ARTISTIC

Student's Name: _____ Grade: _____

School: _____ Date: _____

Directions: This checklist is designed to obtain estimates of a student's learning behaviors in the area of **Visual Art**. Please read each statement carefully and check the degree to which you have observed the behavior.

A. GENERAL CHARACTERISTICS	Consistently	Sometimes	Seldom
1. Curiosity: Asks thoughtful, searching questions; observes, explores, and investigates keenly and alertly in any environment			
2. Reasoning: Attempts to understand difficult material through its component parts; recognizes implied relationships, "the big picture"; sees logic and relevance			
3. Creativity: Gives unusual or clever ideas and solutions; enjoys brain-storming or imagining; demonstrates divergent thinking; seeks creative solutions to problems			
4. Task Commitment: Focuses energy on a particular topic of interest and persists; may resist closure or focus on the "vision" rather than the details of the project			
5. Self-Evaluation: Is critical of own work; strives to improve and refine; seeks suggestions for improvement; sets high standard of quality; often reworks creation in order to refine it			
B. ARTISTIC CHARACTERISTICS	Consistently	Sometimes	Seldom
1. Enthusiasm: Likes to participate in art activities; is eager to visually express ideas; concentrates for long periods of time on art projects; willingly tries different media			
2. Perception: shows an interest in other students' art; spends time studying and discussing their work			
3. Application of Knowledge: Produces balance and order in art work; incorporates a large number of elements into art work; varies the subject and content of art work; experiments with a variety of material and techniques			
4. Analytical Skills: Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones; keen observer, sees the unusual			
5. Communication: Ability to articulate ideas and communicate well with others; elaborates on ideas from other people using them as a 'jumping-off point' as opposed to copying			
6. Use of Resources: When presented with a problem, can locate and effectively use resources to present their work in a creative way			

Teacher's Signature: _____ Date: _____

**Please keep a copy for your own records. Place in a sealed envelope and mail or email to the
QUEST Office: questbda@gmail.com.**