

**AP ART HISTORY**  
**TEST ESSAY RUBRIC**

**Free-Response Question (Short Essay)**

**Scoring Guidelines**

<b>Task</b>	<b>Learning Objective</b>	<b>Points</b>
Accurately identifies the work of art.  Identifying a work of art includes title or designation, artist and/or culture of origin, date of creation, and materials. Two accurate identifiers must be given for the point to be earned. If the work appears on the list provided, two accurate identifiers NOT included on the list must be given for the point to be earned.	3.1 Students identify a work of art	0–1 point
Accurate discussion of form, function, context of content of work	1.1: Students differentiate the components of form, function, content, and/or context of a work of art.  1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art	0–2 point
Accurately uses specific visual and contextual evidence in response to question	1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art  3.5 Students analyze relationships between works of art based on their similarities and differences.	0–2 point
<b>Total Points</b>		<b>5 points</b>

## Free-Response Question (Long Essay)

### Scoring Guidelines

<b>Task</b>	<b>Learning Objective</b>	<b>Points</b>
<p>Accurately identifies the work of art.</p> <p>Identifying a work of art includes title or designation, artist and/or culture of origin, date of creation, and materials. Two accurate identifiers must be given for the point to be earned. If the work appears on the list provided, two accurate identifiers NOT included on the list must be given for the point to be earned.</p>	3.1 Students identify a work of art	0–1 point
Accurately identifies the work of art.	3.1 Students identify a work of art	0–1 point
Accurate discussion of form, function, context of content of first work, as relevant to the question	<p>1.1: Students differentiate the components of form, function, content, and/or context of a work of art.</p> <p>1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art</p>	0–2 point
Accurate discussion of form, function, context of content of second work, as relevant to the question	<p>1.1: Students differentiate the components of form, function, content, and/or context of a work of art.</p> <p>1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art</p>	0–2 point
Accurately uses specific visual and contextual evidence in first work, as relevant to question	<p>1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art</p> <p>3.5 Students analyze relationships between works of art based on their similarities and differences.</p>	0–2 point
Accurately uses specific visual and contextual evidence in second work, as relevant to question	<p>1.4 Students analyze form, function, content, and/or context to infer or explain the possible intentions of creating a specific work of art</p> <p>3.5 Students analyze relationships between works of art based on their similarities and differences.</p>	0–2 point
<b>Total Points</b>		<b>10 points</b>