FORMATIVE

ASSESSMENT

FOR LEARNING IN THE VISUAL ARTS

DIRECT OBSERVATION

Purposatul observation of an art performance task, which can be documented by note taking, digital media, or checklets.



ORAL DISCUSSIONS

Students participating in convenations,

configuration or one to one with a poer or teacher

2 3 4



CURATOR'S NOTES

Summaries of information regarding artists, concepts, individual art,





CHECKLISTS

A list of weally identificable components that can be marked a present or



RUBRICS

A coherent set of criteria with descriptors indicating levels of performance quality.

White still working, students, neview rubnic objectives to check. If they are on target, make revisions, practice skills, and/or examine necessary content in greater detail.

PRAISE, POLISH, PONDER

A probe statement on what is successful.

A polish statement on what can be improved. A ponder statement on a question that was raised.



ADMISSION/EXIT TICKETS!



Responses to questions posed at the beginning or and of a lesson or class to assess understanding of key concepts.

KINESTHETIC SIGNALS

Movement to signal understanding. Hand signals such as Thumba-Up, Thumba-Down Color Coded Cands such as red, green, selfow; and Point and Islantilly.



VISUAL REPRESENTATIONS

Images and words to represent concepts and organize information through means such as Visual Journaling.

Graphic Organisers, Mind Maps, or Infographics.



QUESTIONING

Questioning stems to provide apportunities to demonstrate learning or understanding.

- How is _____ similar to/different from ____ ?
- What are the characteristics/parts of _____?
- In what other ways might we show show/illustrate ____ ?
 What is the big idea, key concept, message in ____ ?
- What ideas/details can you add to ______?
- : Give an example of _____ ?
- Withat could be improved/changed ..
- What might you inler from _____?
 What conclusions might be drawn from
- What questions are raised by ____ ?
- How might we solve the problem of .
- What are you assuming about ____?
- What might happen if ____ ?:
- What criteria would you use to judge/evaluate _____?
- What evidence supports ____ 7
- Your might this like shawout from the purspactive of ______?
- What alternatives should be considered _____?
- What approach/strategy could you use to _____ ?

A metacognitive format for organizing thinking about learning.

- 3 things you found out, 2 interesting things, 1 question you still have.
- 3 differences between ____2 effects of ____ on ____1 question you still have about the toxic.
- 3 important facts, 2 interesting ideas, 1 insight about yourself as a learner.
- 3 key words, 2 new ideas , 1 thought to think about.

Students write their own 3-2-1 questions.

FORMATIVE ASSESSMENT

Formative executive if is a range of instructional strategies that check for antientanding and appropriate student growth during the learning process in projects.

- Provide qualitative feedback to students to improve performance.
- Provide apportunities for reflection to increase understanding and growth; and
- Modify or validate additional antition

SUPPORT FOR TEACHING AND LEARNING

- Telephers with shadord imput year briteria, grandwish and effective instructional practices to support learning in art.
- Teacher, pludent, and peer-directed formative assessment attalogues are used during the entitio processes of meeting, presenting, respecting, and
- Through professional judgment, art educators use design to make lifetimed decisions regarding student growth, re-teaching, and controluer refrequents.



NATIONAL ART EDUCATION ASSOCIATION SHAPMS HEREIN POTENTIAL

Assessment In Art Education Art Education In Practice

LP Steffe

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Assessment in Arts Education Philip Taylor, 2006 With the current emphases on standards and evidence based learning it's time to revisit the question of whether standards liberate or stifle excellence in arts education Assessment in Arts Education examines the pressing issues that educators everywhere and at all levels face as they make determinations about progress and achievement in the arts Assessment in Arts Education critiques the application of standards in arts education and the extent to which benchmarks and attainment levels are practically and educationally sensible It opens up an interdisciplinary discussion on arts education assessment and provides helpful advice for thinking about assessment and evaluation Leaders in drama music dance and the visual arts detail how they ve navigated the issues around assessment and tackled tough questions such as How do assessment models shape teaching in the arts How much guidance should standards provide for arts educators Who benefits from national and local assessment standards in the arts What contributions have standards made to the teaching of the creative arts Meet standards and assessment head on Read Assessment in Arts Education and find evidence not only of how your students think and learn but of how the entire community of arts educators has considered and acted on the demands of these educational times Art in Education D. Atkinson, 2005-12-28 Distinctive and unique in its approach this book opens up art education to the broader field of social enquiry into practice subjectivity and identity It draws upon important developments in contemporary philosophy and the social sciences and applies this to the professional field of art in education It opens new perspectives for teachers teacher educators and student teachers

Evaluating and Assessing the Visual Arts in Education Douglas Boughton, Elliot W. Eisner, Johan Ligtvoet, 1996-01-01

Assessment in Art Education Donna Kay Beattie, 1997 This new series provides working art educators with accessible guides to significant issues in the field Developments in art education are consolidated into a clear presentation of what a practicing teacher needs to know Paramount to the series is the concept of informed practice whereby important and often complex art education topics are put into the context of the working art teacher and real classroom environments The latest developments in research and theory are consolidated into a clear presentation of what a practicing teacher needs to know about assessment Performance assessment strategies are detailed and evaluated including the portfolio art journals and a multitude of integrated performance options Traditional methods scoring and judging strategies and formative and summative assessment styles are also explored in this comprehensive examination that provides the information you need to make informed decisions about assessment in your classroom

International Handbook of Research in Arts

Education Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of

education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research **Community-Based Art Education Across** the Lifespan Pamela Harris Lawton, Margaret A. Walker, Melissa Green, 2019-07-19 This book is a comprehensive introduction to the theory and practice of Community Based Art Education CBAE CBAE encourages learners to make connections between their art education in a classroom setting and its application in the community beyond school with demonstrable examples of how the arts impact responsible citizenship Written by and for visual art educators this resource offers guidance on how to thoughtfully and successfully execute CBAE in the pre K 12 classroom and with adult learners taking a broad view towards intergenerational art learning Chapters include vignettes exemplars of practice curriculum examples that incorporate the National Coalition for Core Arts Standards and research frameworks for developing implementing and assessing CBAE projects This is the book I have been waiting for carefully researched thought provoking and inspiring Lily Yeh Barefoot Artists Inc A practical guide for community based art education that is theoretically grounded in social justice Insightful suggestions for working with communities planning creating transformative learning and evaluating outcomes are based in the authors deep experience This book is a timely and welcome volume that will be indispensable to individuals and community organizations working in the arts for positive change Elizabeth Garber professor Understanding Art Education Nicholas Addison, Lesley Burgess, John Steers, Jane emeritus University of Arizona Trowell, 2010-01-04 What is distinctive about art and design as a subject in secondary schools What contribution does it make to the wider curriculum How can art and design develop the agency of young people Understanding Art Education examines the theory and practice of helping young people learn in and beyond the secondary classroom It provides guidance and stimulation for ways of thinking about art and design when preparing to teach and provides a framework within which teachers can locate their own experiences and beliefs Designed to complement the core textbook Learning to Teach Art and Design in the Secondary School which offers pragmatic approaches for trainee and newly qualified teachers this book suggests ways in which art and design teachers can engage reflexively with their continuing practice Experts in the field explore The histories of art and design education and their relationship to wider social and cultural developments Creativity as a foundation for learning Engaging with contemporary practice in partnership with external agencies The role of assessment in evaluating creative and collaborative practices Interdisciplinary approaches to art and design Developing dialogue as a means to address citizenship and global issues in art and design education Understanding Art Education will be of interest to all students and practising teachers particularly those studying at M Level as well as teacher educators and researchers who wish to reflect on their identity as an artist and teacher and the ways in which the subject can inform and contribute to education and society more widely <u>Learning in and Through Art</u> Stephen M. Dobbs,1998 This Handbook provides a practical straightforward guide to the theory and practice of discipline based art education This comprehensive

approach to art education has transformed the way students create and understand art it also offers opportunities for relating art to other subjects as well as to the personal interests and abilities of young learners This completely revised edition explains how DBAE draws content from the disciplines of art making art criticism art history and aesthetics and shows how the practice of DBAE in schools over the past several years has influenced how art is taught today **Handbook** of Research and Policy in Art Education Elliot W. Eisner, Michael D. Day, 2004-04-12 This work provides an overview of the progress that has characterized the field of research and policy in art education It profiles and integrates history policy learning curriculum and instruction assessment and competing perspectives <u>Exploring Concrete Assessment Strategies in Art Education and Best Practice Art Assessment</u> Colleen A. Kral Miller, 2009 My Capstone is about the exploration of assessment in Art education I also looked into best practices for Art education assessment The three types of assessment that I researched were Formative Summative and Performance I then focused on one unit that I teach to my sixth grade art students In this unit I implemented at least one Formative Summative and Performance Assessment Following the implementation I examined the results of student achievement from using these assessments on various assignments given throughout the unit

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