

Assessment in Art Education, Part 1

Pratt Institute

A Brief History of Assessment & Testing

in the United States



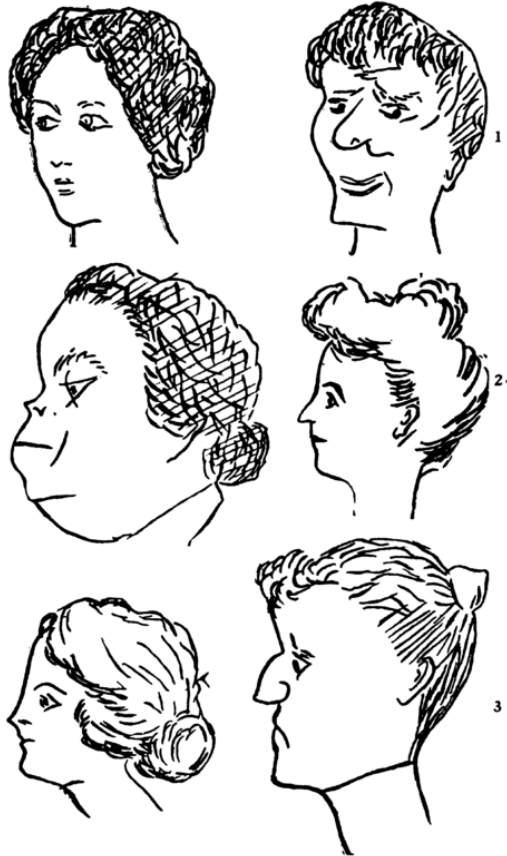
Alfred Binet

Stanford–Binet Intelligence Scales (1908)

IQ - Intelligence Quotient Test

- A way to “detect” children with low intelligence; meritocracy

$$\text{IQ} = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100$$



Which of these
faces is prettier?

THE PSYCHOLOGICAL CLINIC is indebted for the loan of these cuts and those on p. 225 to the courtesy of Dr. Oliver P. Cornman, Associate Superintendent of Schools of Philadelphia, and Chairman of Committee on Backward Children Investigation. See Report of Committee, Dec. 31, 1910, appendix.

Reproduced from the article "A Practical Guide for Administering the Binet-Simon Scale for Measuring Intelligence" by J. W. Wallace Wallin in the March 1911

Army Mental Tests

World War I

- aptitude quizzes called Army Mental Tests were conducted to assign U.S. servicemen jobs during the war effort.

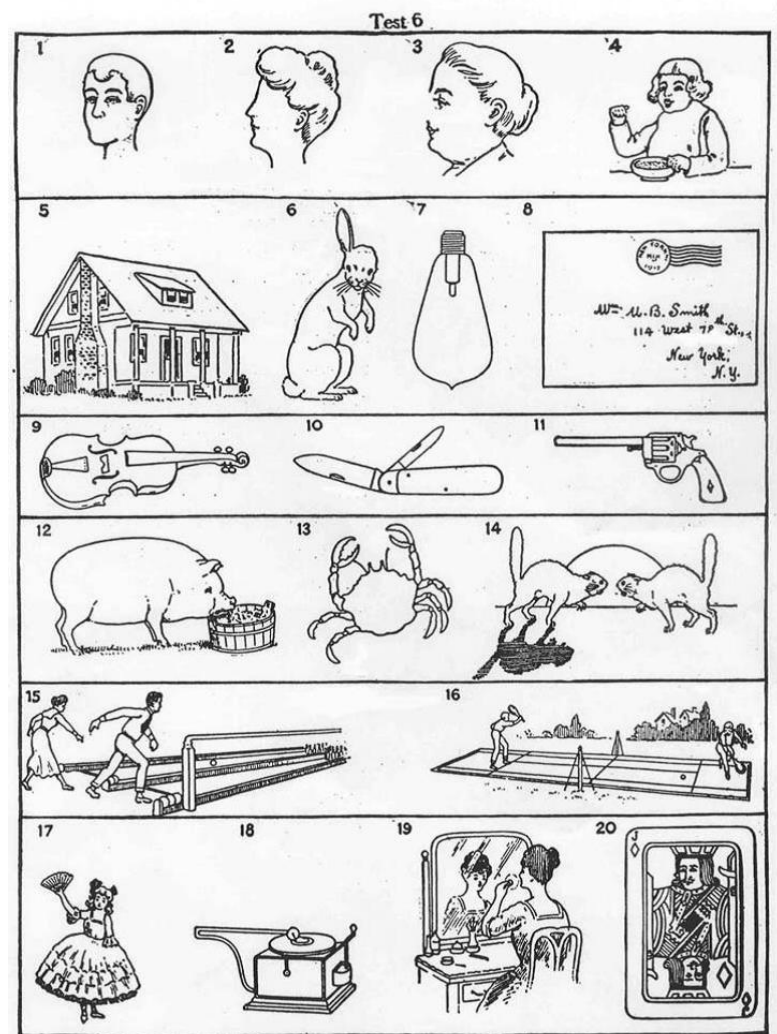


Fig. 63.—Group Examination Beta, Form O, Test 6, Picture Completion.

IBM 805
Test Scoring Machine



Scholastic Aptitude Test (SAT)

- Created in 1926 by the College Board
- The original test lasted 90 minutes and consisted of 315 questions testing knowledge of vocabulary and basic math (e.g., blue:sky::____:grass).
- Remained largely unchanged until 2005, when the analogies were done away with and a writing section was added.

American College Testing (ACT)

- 1959: University of Iowa, Everett Lindquist developed ACT as a competitor to the SAT.
- Exam included a section that guided students toward a course of study by asking questions about their interests.
- the SAT is geared toward testing logic, while the ACT is considered more a test of accumulated knowledge.

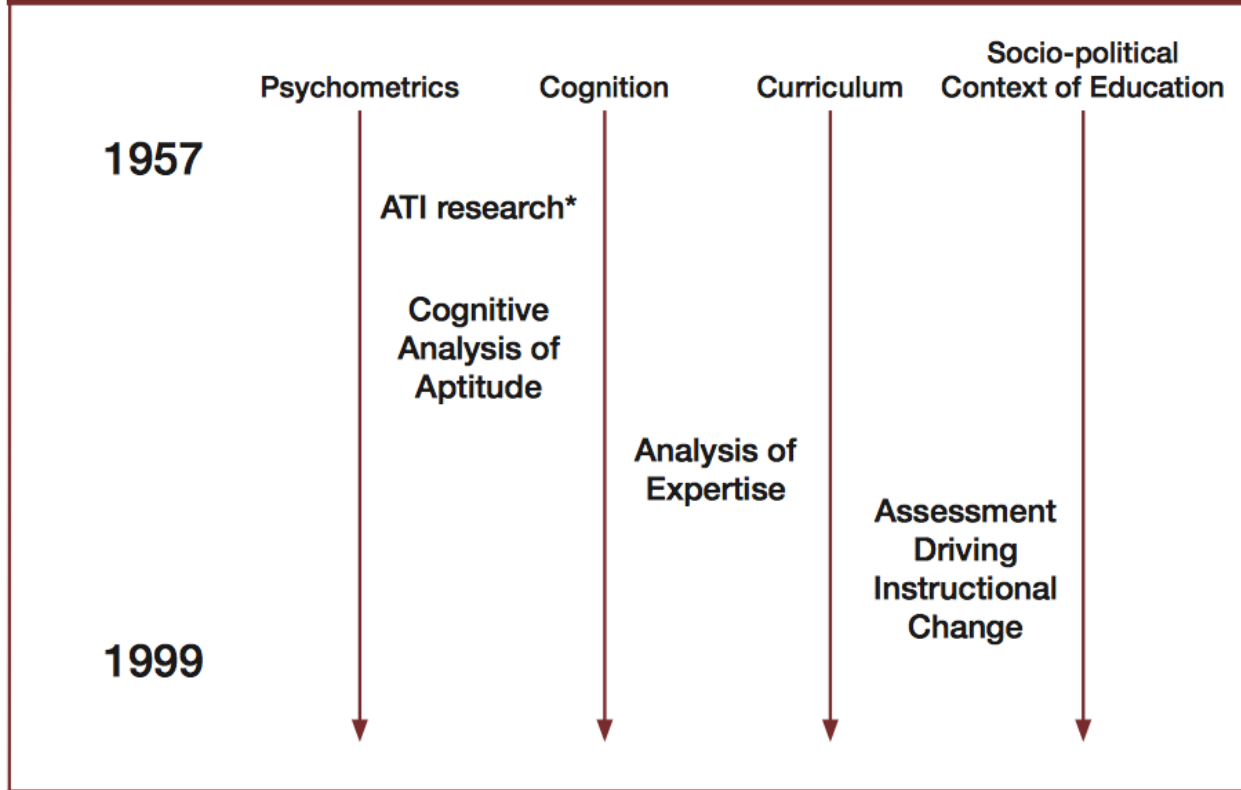
Otis-Lennon School Ability Test

- 7 different levels of the OLSAT designed for use from kindergarten to 12th grade.
- measuring individual progress and individual educational needs
- Can serve as an economical way to widely assess gifted and talented candidates in the early years

Peabody Picture Vocabulary Test (PPVT)

- Given verbally, takes twenty to thirty minutes to complete. No reading is required by the individual, and scoring is rapid.
- Provides an estimate of verbal intelligence - administered to groups who had reading or speech problems, had intellectual disability, or were emotionally withdrawn.

Figure 1. Four Major Forces That Have Influenced Educational Assessment Practice



*Aptitude treatment interaction

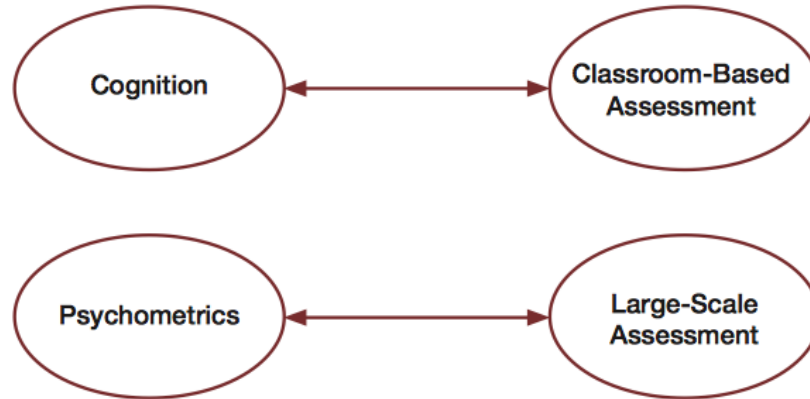
University of Illinois at Chicago
Educational Testing Service, 1999

Figure 2. Four Spheres of Work in Educational Assessment Practice

A Schema for Appraising the Current State of Affairs

Theory & Research

Educational Practice



Assessment Driven Politics

- Goals 2000 Standards
- No Child Left Behind
- Race to the Top
- edTPA
- Common Core
- PARCC (College Readiness)



Claim

93% of studies on student testing found a "positive effect" on student achievement

*according to a peer-reviewed, 100-year analysis of testing research completed in 2011 by testing scholar Richard P. Phelps.

Response

Standardized testing has not improved student achievement.

*After No Child Left Behind (NCLB) passed in 2002, the US slipped from 18th in the world in math on the Programme for International Student Assessment (PISA) to 31st place in 2009, with a similar drop in science and no change in reading. A May 26, 2011, National Research Council report found no evidence test-based incentive programs are working

Claim

Standardized tests are reliable and objective measures of student achievement. Without them, policy makers would have to rely on biased tests scored by individual schools

*according to a peer-reviewed, 100-year analysis of testing research completed in 2011 by testing scholar Richard P. Phelps.

Response

Standardized tests are an unreliable measure of student performance.

*A 2001 study published by the Brookings Institution found that 50-80% of year-over-year test score improvements were temporary and "caused by fluctuations that had nothing to do with long-term changes in learning..."

Claim

Most teachers and administrators approve of standardized tests.

*Minnesota teachers and administrators interviewed for a study in the Oct. 28, 2005, issue of the peer-reviewed Education Policy Analysis Archives (EPAA) approved of standardized tests "by an overwhelming two-to-one margin," saying they "improved student attitudes, engagement, and effort."

Response

Standardized tests are an imprecise measure of teacher performance, yet they are used to reward and punish teachers.

*According to a Sep. 2010 report by the Annenberg Institute for School Reform, over 17% of Houston teachers ranked in the top category on the Texas Essential Knowledge and Skills reading test were ranked among the two lowest categories on the equivalent Stanford Achievement Test. The results "were based on the same students, tested in the same subject, at approximately the same time of year, using two different tests."

Claim

Most students believe standardized tests are fair.

*A June 2006 Public Agenda survey of 1,342 public school students in grades 6-12 found that 71% of students think the number of tests they have to take is "about right" and 79% believe test questions are fair.

Response

Standardized tests are not objective.

*A paper published in the Fall 2002 edition of the peer-reviewed Journal of Human Resources stated that scores vary due to subjective decisions made during test design and administration: "Simply changing the relative weight of algebra and geometry in NAEP (the National Assessment of Educational Progress) altered the gap between black and white students."

Claim

The multiple-choice format used on standardized tests produces accurate information necessary to assess and improve American schools.

*According to the Center for Teaching Excellence at the University of Illinois at Urbana-Champaign, multiple-choice questions can provide "highly reliable test scores" and an "objective measurement of student achievement."

Response

The multiple-choice format used on standardized tests is an inadequate assessment tool. It encourages a simplistic way of thinking in which there are only right and wrong answers, which doesn't apply in real-world situations. The format is also biased toward male students, who studies have shown adapt more easily to the game-like point scoring of multiple-choice questions.

*Peter Sacks, *Standardized Minds: The High Price of America's Testing Culture and What We Can Do to Change It*, 2001

Lingering Questions?

What is intelligence?

- How do we measure the accumulation and application of knowledge vs. understanding?

Why do we need Assessment?

- What is the difference between assessment and testing?

How do we consider multiple learning styles?

What are the social effects of testing culture?

Assessment in Art Education

Formative Assessment:

- Focuses on the process and students demonstration of understanding/learning
- Offers opportunity for improvement through reflection and critique

Formative assessment includes:

- questioning
- discussions
- learning activities
- feedback
- student conferences
- interviews
- student reflections

Formative assessment:

- occurs during instruction
- is process oriented
- provides descriptive feedback
- is continuous

Summative Assessment

- Used at the end of the course or learning segment
- Purpose is to summarize what students know and are able to do
- Measured through set tasks, criteria, scoring strategies

Assessment Tools

- Portfolios
- Journals, diaries, logs, sketch pads
- Integrated Performances
- Final Critique & Exhibitions
- End of Unit Performance Task

Assessment from Standards

1. National Core Arts Standards
2. New York State Standards
3. NYC Visual Arts Blueprint

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more](#) →



Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NVAS: Philosophical Foundations

The Arts as Communication

The Arts as Creative Personal Realization

The Arts as Culture, History, and Connectors

Arts as Means to Wellbeing

The Arts as Community Engagement

Strand 1: Creating

[OBJ·OBJ·OBJ·OBJ·OBJ] Definition: Conceiving and developing new artistic ideas and work.

Students will:

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing/Presenting/Producing

Performing: Realizing artistic ideas and work through interpretation and presentation.

Students will:

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work

Responding

Definition: Understanding and evaluating how the arts convey meaning.

Students will:

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

Connecting

Relating artistic ideas and work with personal meaning and external context.

Students will:

- 10. Synthesize and relate knowledge and personal experiences to make art.
- 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

New York State Visual Arts Standards

- Standard 1 - Creating, Performing, and Participating in The Arts
- Standard 2 - Knowing and Using Arts Materials and Resources
- Standard 3 - Responding To and Analyzing Works of Art
- Standard 4 - Understanding The Cultural Dimensions and Contributions of The Arts

Blueprint **Visual Arts**

For Teaching and Learning in

Grades PreK - 12

1. Art Making
2. Developing Art Literacy
3. Making Connections Through Visual Arts
4. Community and Cultural Resources
5. Exploring Careers and Lifelong Learning



New York City Department of Education

Content Areas:

Painting

Drawing

Printmaking

Collage

Sculpture

Two-Dimensional +

Applied Design

Media Technology

edTPA: Differentiation/ Planned Support

How will you provide pupils access to learning based on individual and group needs?

Justify your strategy.

edTPA: Assessment Strategies

What specific strategies will you use to support pupils so they can understand and use the academic language associated with the language function.

Assessment by Design

WHAT, HOW & WHY?

What are you measuring?

- Performance tasks, student knowledge, application of learning, process & product of art making

How will you measure?

- Portfolios, discussions, reflections, critiques etc.

Why are you measuring?

- To monitor student learning, differentiate instructions, cultivate important art skills/knowledge + understanding

Backward Design Strategy

If the desired result is for learners to...

Understand that...

Thoughtfully consider the questions (art history context)

...

Apply understanding to create...

Then you need evidence of student's ability to....

Explain

Interpret (works of art)

See from the points of view of....

Apply, by (art making)

Reflect on:

So the assessments need to require something like...

Step 1-2: Identify Purpose / Outcomes

What will you use the assessment to determine?

- What students already know?
- What they've learned?
 - enduring ideas, key concepts, art making techniques
- How they're learning and applying new knowledge?
 - process skills, final artworks, understanding content

Step 3: Brainstorm Ideas

- What instructional or assessment strategies will you use? What's been used in the past?
- What scenarios, activities or problems will allow students to demonstrate understanding?

Step 4: Design Assessment

Design an assessment plan that will best serve to elicit understanding or application of skills.

- connect to enduring idea/concept
- consider complexity, feasibility and levels of student participation
- Consider time/resources

Step 5: Determine Criteria

- What will count as a successful completion of the performance task?
- What should all performances contain in order to demonstrate understanding and skills?

Step 6: Create a Rubric

- Develop levels of proficiency - excellent, good needs work.
- Consider what will count as minimal, partial and advanced completion
- Use clear unbiased language to describe each level and criteria

example rubric:

Assignment: Art Production and Reflection	Excellent	Good	Needs Work
Personal Experience in Artwork	Artwork clearly displays a personal experience within the context of own culture.	Artwork somewhat displays a personal experience and somewhat references culture.	Slight or no reference to personal experience and culture.
Culture in Artwork explained	Culture represented in artwork is discussed with clear evidence and details.	Culture is discussed adequately with some evidence.	The writer does not discuss connection with his/her culture.
Compares/Contrasts artwork to Garza or Cisneros	The writer deeply explores the connection between the artwork and the work of Garza or Cisneros through comparing and contrasting.	The writer somewhat presents concrete connections between the two works of art.	The writer fails to adequately explore the connections between the two pieces of art.

Elements of Art/Design

<p>Line</p> <ul style="list-style-type: none"> · Direction of lines · Type of lines 	<p>Line is a very important element. I note the following in regard to type of line, direction:</p>	<p>Line is important, but not the primary element. I note the following in regard to type of line, direction:</p>	<p>Line is not a very important element. I note the following in regard to type of line, direction:</p>
<p>Color</p> <ul style="list-style-type: none"> · Intensity · Color schemes · Neutrals 	<p>Color is a very important element. I note the following in regard to intensity, color scheme, etc.:</p>	<p>Color is important, but not the primary element. I note the following in regard to intensity, color scheme, etc.</p>	<p>Color is not important at all in this piece. I feel this is true because:</p>
<p>Shape</p> <ul style="list-style-type: none"> · Organic or geometric 	<p>Shape is very important to this piece. I note the following in regard to type (geometric, organic) shape</p>	<p>Shape is important, but not one of the primary elements. I note the following in regard to shape:</p>	<p>Shape is not very important. I note the following things that make me feel it was not an emphasized element in this piece:</p>
<p>Value</p> <ul style="list-style-type: none"> · Shading · Hatching · Crosshatching · Stippling 	<p>Value is a very important element in this piece. I see value created by:</p>	<p>Value is a very important element in this piece. I see value created by:</p>	<p>Value is not evident in this piece or is not well developed. I feel this is true because:</p>

Elements of Art/Design

Form	Form is well developed in this piece. Examples I see are:	Form is important to this piece, however I do not feel it is more important than other elements. My reason for feeling this is so is	Form is not evident in this piece or is not well developed. I feel this is true because:
Space <ul style="list-style-type: none">· Overlapping· 1-, 2-, or 3-pt. perspective	Depth is well developed in this piece by use of the following technique(s):	Depth is developed in this piece, but is either not a central element, or should be but has not been fully developed. I note the following:	Depth is not evident in this piece or is not at all successful in its achievement. I note the following:
Texture <ul style="list-style-type: none">· Implied· Real	Texture is well developed in this piece. I note the following texture type(s):	Texture is not a central theme in this piece, but is noted. I see the following type of texture utilized:	Texture is not evident in this piece or is not successful in its achievement. I note the following:

Principles of Art/Design

<p>Balance</p> <ul style="list-style-type: none"> · Symmetrical · Asymmetrical · Radial 	<p>This piece shows strong evidence of the following type of balance: It is achieved by:</p>	<p>This piece shows the following type of balance: I do not feel it is entirely successful because:</p>	<p>This piece shows no attempt at balance. I feel this is so because:</p>
<p>Rhythm</p>	<p>I feel the artist is very aware of rhythm and has repeated the following element(s) throughout the piece to give it visual movement:</p>	<p>I feel the artist has made SOME attempt at rhythm by repeating the following element(s) throughout the piece to give it visual movement:</p>	<p>This piece shows little or no attempt to create visual movement through the use of rhythm. I suggest the following:</p>
<p>Contrast</p>	<p>I feel the artist has used contrast very successfully to bring attention to a focal point. I see contrast used with the following element(s):</p>	<p>I feel the artist has made SOME attempt at contrast, but that it is not entirely successful because:</p>	<p>This piece shows little or no attempt to use contrast to demand the viewer's attention. I suggest the following:</p>
<p>Movement</p>	<p>I feel the artist is very aware of the viewer and has used the following elements to created a "visual pathway" for the eye to follow:</p>	<p>I feel some attempt has been made by the artist to create a visual pathway for the eye to follow. I note the following:</p>	<p>I feel there has been little or no attempt to create a visual pathway for the eye to follow. I suggest the following:</p>

Emphasis	I feel the artist has definitely created areas of emphasis by:	I feel some attempt has been made to create an area of emphasis by:	I feel little or no attempt has been made to create an area of emphasis. I suggest the following:
Pattern	I feel the principle of pattern is very obvious in the piece. I see pattern utilized in the following way:	Some pattern has been used in this piece. I see it being used in the following manner:	Little or no attention to pattern is evident in this piece. My feelings about it are:
Proportion	I feel this artist has paid close attention to correct proportion. I note this being done in the following ways:	I feel some attention to correct proportion is evident. However, I note the following:	Little or no attention to correct proportion are evident in this piece. My feelings about this are:
Unity	I feel that this piece is successful and feels “complete”. I believe the following use of elements and principles makes that so:	This piece has a feeling of unity but I am bothered by the following:	This piece lacks unity because:

Evidence of Understanding

- Can offer clear explanations
- Provides examples to support thoughts
- Able to Make Comparisons
- Can Apply knowledge to new situations
- Can Formulate and answer questions
- Make judgements about quality
- Can Synthesize information
- Represent a topic/idea in a new way