Assessment in Art Education Part II

Pratt Institute
Art Assessment & the Artist Process

A study by Jeannie Monico
Art Assessment & the Artistic Process

Teacher

Informal Assessment - Dialogue Reflection

Student

Formal Assessment
Rubrics Portfolios
Methodology

- Methodology: Narrative Analysis
- Methods:
  a. Textual research and analysis
     - Literature review on art assessment
  b. Interviews
     - 2 public school teachers
     - 3 college professors
  c. Action Research
     - Implementing assessment methods
Analysis & Interpretation

FINDINGS

- Misconception about what art education should teach students
- Focus on product vs. process impacts experience of students
- Artistic process can be used to inform art assessment

ARTISTIC PROCESS

1. Impulse/Desire to Make/Problem to solve
2. Exploration, Experimentation, Dialogue, Decisions
3. Reflection
4. Repeat
Conclusions

- Engage in dialogue while students are making art
- Encourage students to discuss art together
- Ask questions at the end of art-making that require reflection on process
- Dedicate entire class periods to reflection
Interpreting Art

Terry Barrett
Methods

- **Seeing** - describing what we see but also making connections between an artwork and our own personal experiences
- **Telling** - writing and speaking about what we see and experience builds meaning (quick-writes)
- **Interpreting** - understanding context, connecting past to present, and future
Asking Good Questions

What do you see?

What does it mean?

Descriptive

Listening Skills
Observation
Verbal Articulation

Criteria:

Analytical

How do you know?

Interpretive
Personal interpretation
● storytelling
● writing reflections
● drawing exercises

Communal Interpretations
● art history
● group reflection
● visiting artist or community member
The goal of interpreting is not to seek one, true, eternal interpretation but rather to construct interpretations that are insightful, original, interesting, provoke new thoughts, expand meaningful connections...
Inclusive Assessment

1. Maintain high expectations
2. Promote communicative competence
3. Use the principles of Universal Design for Learning
4. Know how to select and use appropriate accommodations for individual students
5. Make use of evidence-based practices
6. Target instruction and use formative indicators of student performance

Source: NAEA
publications

Each year, the SDS publishes two newsletters (fall and spring) to apprise members of its projects and commitments and to share good news.

SDS also sustains a number of listservs, one universal and several dedicated to particular member caucuses. Listservs are purged of non-renewed members each year in February; renewing early ensures continuous access to the wealth of knowledge and connections that the listservs provide.

SDS also supports the oldest peer-reviewed, interdisciplinary journal devoted to disability studies, Disability Studies Quarterly. Thanks to the generous support of the Knowledge Bank initiative at The Ohio State University, DSQ is open-access and fully accessible to a varied readership.

new works in disability studies
NVAS Connection: Creating

- Participate in the IEP development process
- Modify tools and materials for use by students with disabilities.
- Use assistive technology such as grips + fasteners
- Present information in a variety of formats
- Use the ABC Model: augment abilities and bypass, or compensate for (dis)abilities.
- Organize workspace by arranging materials to be identified by touch rather than sight.
- Modify painting approaches to include the use of stencils, or thicken paint with sand to differentiate color
- Adjust timelines to provide additional time for students to complete work.

Source: NAEA
NVAS Connection: Responding/Connecting

- Provide varying ways students can express what they’ve learned.
- Allow for:
  - instructional pacing variation
  - kinesthetic strategies
  - peer teaching
  - sequencing processes into small components
  - role-play/tactile and manipulative methods
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of sophistication in interpretations
- Create social and instructional supports that include all stakeholders, particularly all students in the art class who are working with special educators, to discuss strategies for inclusion.

Source: NAEA
# Arts Values Cited For Special Needs Students

by Classroom Teachers, Arts Specialists, and School Administrators

## The Arts Increase
- Communication
- Engagement
- Discovery
- Focus
- Time on task

## The Arts Develop
- Self-confidence
- Sense of self-worth
- Sensory skills
- Fine and gross motor skills
- Social skills
- Turn taking skills
- Sense of community

## The Arts Can Increase
- Intrinsic Motivation
- Positive risk taking
- Abstract thought and expression
- Ability to synthesize and recognize connections
- Attendance, especially in high school

Source: The Center for Arts Education, 2009
### Professional Development Content (N=68)

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<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
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<tr>
<td>Applying Universal Design for Learning (UDL) Principles</td>
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<td>Co-teaching with Special Needs Teachers</td>
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<td>Working with/from Individual Education Plans (IEP’s)</td>
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<td>Differentiating Instruction (DI)</td>
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<td>Assessing Student Learning for Special Needs...</td>
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<td>Working in the Self-contained Classroom</td>
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<td>Modifying Behavior</td>
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<td>Understanding Special Needs Classifications</td>
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Source: The Center for Arts Education, 2009
How to Use Games for Assessment

from Institute of Play PLUS 11 months ago / via Final Cut Pro / NOT YET RATED
Learning Theories

- Formalism/Naturalism
- Creative Expressionism
- Constructivism
  - social constructivism
- Cognitive/Psychoanalytic
- Modernism
- Post-Modernism/Visual Culture

Pedagogy

Within Visual Arts Ed:

- Inquiry-based learning
- Project-based
  - problem solving
- Child-Centered learning
  - Interest Driven
- Experiential/Embodied pedagogy
- Critical Pedagogy + Democratic Education
Example Performance Tasks

- Discussion, Lecture
- Demonstration, Skillshare, Workshop
- Individual Performance Task (art making)
- Collaborative/Individual Project (art making)
- Reflection, Critique,
- Experience, Movement
- Real-World Application, Field Trip