

Meri Lau's Assessment Tools and Methods

FOUR LEARNING TARGETS for K-2 ART

1) STUDENTS CAN MAKE **CONNECTIONS** TO WHAT THEY LEARNED IN THE PREVIOUS LESSON.

2) STUDENTS CAN **CREATE** ART.

3) STUDENTS CAN **RESPOND** TO THE ART MAKING PROCESS

4) STUDENTS CAN **PRESENT** ARTWORK TO PEERS, TEACHERS OR FAMILIES

My summative assessment involves grading students in four general areas (also called “learning targets”) that align with the National Core Art Standards.

	Emerging	Developing	Meeting	Exceeding-Advanced
CREATE	An introduction to new skills, materials, tools and concepts in the art room.	Students practice and apply what they have learned in a previous art experiences. Concepts, ideas, tools and skills.	Students work independently in making creative decisions and understand the art making process.	Students are independent in making choices, complex plans and creative decisions during the art making process to peers, family or teacher.
RESPOND PRESENT	Students are learning art vocabulary for the first time.	Students learn new art vocabulary and practice learned art words.	Students use art vocabulary.	Students transfer their knowledge about art with others and home. Students reproduce or make art that are related to the topic in art and present it to art teacher or others.
CONNECT	Introduction to REAL art and artists.	Introduction and Review of artists and their work.	Students make connections to the concepts and ideas of artists and their work.	Students make connections in art/artists through reflection and presentation.
CREATE	Students learn about how an artist works in an art room.	Students discover how to work in the art room.	Students understand and show how to work in the art room.	Advanced learners are able to navigate the art room without art teacher direction.

When I complete report cards for the quarter, I assesses students according to the four learning targets using this rubric that describes degrees of mastery from emerging to advanced. “Meeting” means the child has met the level of competence expected of a child at this grade level.

Formative Assessment

A k-2 art teacher has to manage assessments efficiently so more time can be spent with relationship building. I have a clipboard with all students names in a table like the one below and on the next slide. I list the unit learning objectives across the top. I observe students at work and ask them questions, then document my assessment (+, -, 0 or ✓) while they are working independently.

Student Name	Identifies basic shapes and cuts them out.	Assembles 3D works of art.	Connects art with book and personal experience.

CHECKLISTS

- I use a + sign to record that the student participated and worked independently.
- A ✓ checkmark indicates a student worked steady but needed some prompts from me.
- A - minus sign indicates behavioral challenges that interfered internally or externally and the child needed significant support.
- The letter A in a circle means absent.

Using this formative data, I determine the student's level of mastery at the end of each quarter (emerging, developing, meeting, or advanced).










Checklist Art Grades 2020 Quarter 1

9/8 9/14 9/21 9/28 10/5 10/12 10/19 10/26 11/2

[illegible]

Circle your answer

During distance learning, I also created simple assessments like this one for students to complete through the Seesaw app.

Which artist is Frida Kahlo?			
I made one of these to make my action figure move!			
	Zip Line	Catapult	Sling Shot
Which one is a still life?			
What is the most important tool you will need to make a self portrait?	