

Authentic Assessment

(A quick look at a big topic)

EVERYTHING in the art room is data!!!

My non-technical definitions & explanations:

- x Assessment measures students growth and learning
 - o Numerical data (Ex–worksheet or quiz)
 - o Observations of student artist
 - o Conversations with student artists
 - o Student reflections
 - oand more!
- x Grading quantifies the assessment data
- x The challenge is to translate assessment data into grading data that is then translated on a report card.
- x Documentation is your BFF in bridging the translation gap.



Authentic Assessment

The idea of using open-ended creative problem-solving experiences to test students' skills and knowledge that allows for multiple personal solutions to demonstrate learning.





1.

Turn Creativity Into Data with Studio Trackers

Name: _____

Class Code: _____

Qtr. 2 Studio Tracker

Circle the studio(s) you worked in during class and fill in the boxes using only a pencil.

Weeks	Studio I Used Today	Describe what you made today.	What will you do next time?
Week 10	Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____		Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____
Week 11	Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____		Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____
Week 12	Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____		Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____
Week 13	Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____		Drawing Construction Collage Painting Printmaking Fibers Recycled Art Idea Station Other: _____

Get Student Buy-In





“Why do we have to do this?”

--any student in school somewhere
in the world

What is the purpose of this
tool? How will it help them
become better artists,
learners, and critical
thinkers?



“How is this
advantageous to me?”

--overworked, underpaid teacher

How will this tool make me a
better teacher? What
information from the
tracker will help me guide
student learning?



“What is my child learning in art class?”

--curious parent

How will this tool communicate to parents the complex learning happening in art class? How can this tool help parents talk to their children about their art?

Studio Trackers

Student Responsibility

- × Track the center they went to every class
- × Set a simple goal for the next class
- × Respond to assessment or reflection questions at the end of the quarter

Studio Trackers

Teacher Responsibility

- × Provide 5 min at the end of class for trackers
- × Confirm that trackers were filled out--exit ticket
- × Support students with incomplete trackers---more time to write, answer student questions, scribe for the student
- × Collect trackers at the end of the quarter (...and art)
- × Give detailed and specific feedback to students about their progress

Links to Studio Tracker Examples

You can make a copy and add to your Google Drive so that you can edit these.

[K-1
Studio
Tracker](#)

[2-3
Studio
Tracker](#)

[4-5
Studio
Tracker](#)

I've noticed you have created many drawings this quarter. This seems to be your favorite center! In the future, you might challenge yourself to Engage & Persist by slowing down and developing an idea that takes more than one class to create. Or you might go a different direction and switch to a new center.

This year I am really impressed with your abstract drawings and paintings. You have written about how you are expressing feelings through line and color. You might enjoy researching some Abstract Expressionist painters for more inspiration. Let me know if you would like help.

Kindergarten Tracker for Kindergarten
Name: _____ Class Code: _____

After 9 weeks, answer these questions:

Which center did you go to the most? Drawing

Which center was your favorite? Drawing

Were any centers hard for you? Which one? None

What center will you try next? Collage

Teacher Compliments and/or Future Challenges:

I love your seasonal pumpkin paintings! Artists often ~~are~~ are inspired by the world around them such as changing seasons. Great observing!

Teacher Compliments and/or Future Challenges:

Grant, you are doing an excellent job expressing ideas, feelings, and stories through your art. I've enjoyed listening to you explain your imagery and color choices to express a feeling of calm or peace. 😊









Example Comments

2. Student Self- Assessments

- x The ability to reflect is a powerful metacognitive tool.
- x Provide opportunities for students to formally and informally reflect on their art, process, and behaviors.
- x Reflecting will motivate successful students to continue to challenge themselves. It can also help refocus students struggling to engage.









Name: _____
Class Code: _____

Quarter 2 Student Self-Assessment

Understand Art Worlds	Rating: Strength or Area for Growth		Supporting Evidence/ Comments
1. <u>Community Connection</u> : I am respectful and responsible for myself, my classmates, and the materials that I use.			
Stretch & Explore			
2. I can experiment, ask questions, and challenge myself.			
Observe			
3. I look carefully at the world around me and use what I see in my artwork.			
Express			
4. My artwork communicates (shows) ideas that are challenging and interesting to me.			

Quarter 2 Teacher Feedback

 **Mrs. Kudrle fills out this side.** 

Understand Art Worlds	Rating: Strength or Area for Growth		Supporting Evidence/ Comments
1. <u>Community Connection</u> : You are respectful and responsible for yourself, your classmates, and the materials that you use.			
Stretch & Explore			
2. You can experiment, ask questions, and challenge yourself.			
Observe			
3. You look carefully at the world around you and use what you see in your artwork.			
Express			
4. Your artwork communicates (shows) ideas that are challenging and interesting to you.			









Studio Habits of Mind with Neutral Scoring System

Understand Art Worlds	Rating: Strength or Area for Growth		Supporting Evidence/ Comments
1. <u>World Connection</u> : I can find artists in the world and show how they connect to my artwork.			I made a connection with Georgia O'Keeffe's art
2. <u>Community Connection</u> : I am respectful and responsible for myself, my classmates, and the materials that I use.			I don't poke holes in to the eraser
Stretch & Explore			
3. I can experiment, ask questions, take risks, and challenge myself.			I don't really challenge myself while doing art
Observe			
4. I take the time to look carefully and use what I see in my artwork.			I took a picture to do my Georgia O'Keeffe post card.
Express			
5. I can use materials to communicate ideas that are challenging and of interest to me.			

Understand Art Worlds	Rating: Strength or Area for Growth		Supporting Evidence/ Comments
1. <u>World Connection</u> : I can find artists in the world and show how they connect to my artwork.			Once when I drew a flower I saw it looked like someone else's picture.
2. <u>Community Connection</u> : I am respectful and responsible for myself, my classmates, and the materials that I use.			I don't make holes in the eraser with my pencil.
Stretch & Explore			
3. I can experiment, ask questions, take risks, and challenge myself.			I experimented with paint and it was beautiful.
Observe			
4. I take the time to look carefully and use what I see in my artwork.			Once I didn't like one of my pictures but I looked at it and used it as a background.
Express			
5. I can use materials to communicate ideas that are challenging and of interest to me.			I found lots of random materials but I found out a really cool picture in it.









Understand Art Worlds	Rating: Strength or Area for Growth		Supporting Evidence/ Comments
1. <u>World Connection</u> : I can find artists in the world and show how they connect to my artwork.			I do a lot of media so it's easy find connections
2. <u>Community Connection</u> : I am respectful and responsible for myself, my classmates, and the materials that I use.			a use a lot of media so I have to respect materials
Stretch & Explore			
3. I can experiment, ask questions, take risks, and challenge myself.			I do a lot of the same media and
Observe			
4. I take the time to look carefully and use what I see in my artwork.			I look a lot at my art and that's what I do a lot of the same thing
Express			
5. I can use materials to communicate ideas that are challenging and of interest to me.			I do a lot of art that I see so what I see if it's a interest to me.

Student Responses

Understand Art Worlds	Rating: Strength or Area for Growth	Supporting Evidence/ Comments
1. <u>Community Connection</u> : You are respectful and responsible for yourself, your classmates, and the materials that you use.	 	Need lots of reminders to stop talking and listen to the directions and mini-lesson.
Stretch & Explore		
2. You can experiment, ask questions, and challenge yourself.	 	
Observe		
3. You look carefully at the world around you and use what you see in your artwork.	 	I am concerned that you are frequently off-task. You have not completed artwork from this quarter and you did not turn in your assignment connected to Georgia O'Keeffe.
Express		
4. Your artwork communicates (shows) ideas that are challenging and interesting to you.	 	









During Semester 2, re-set yourself. Listen to directions. You can talk while making art during studio time. Challenge yourself to complete the art you start, which means you need to begin with an idea that excites you. I believe in you!

Hugs,
Mrs. Kudrie

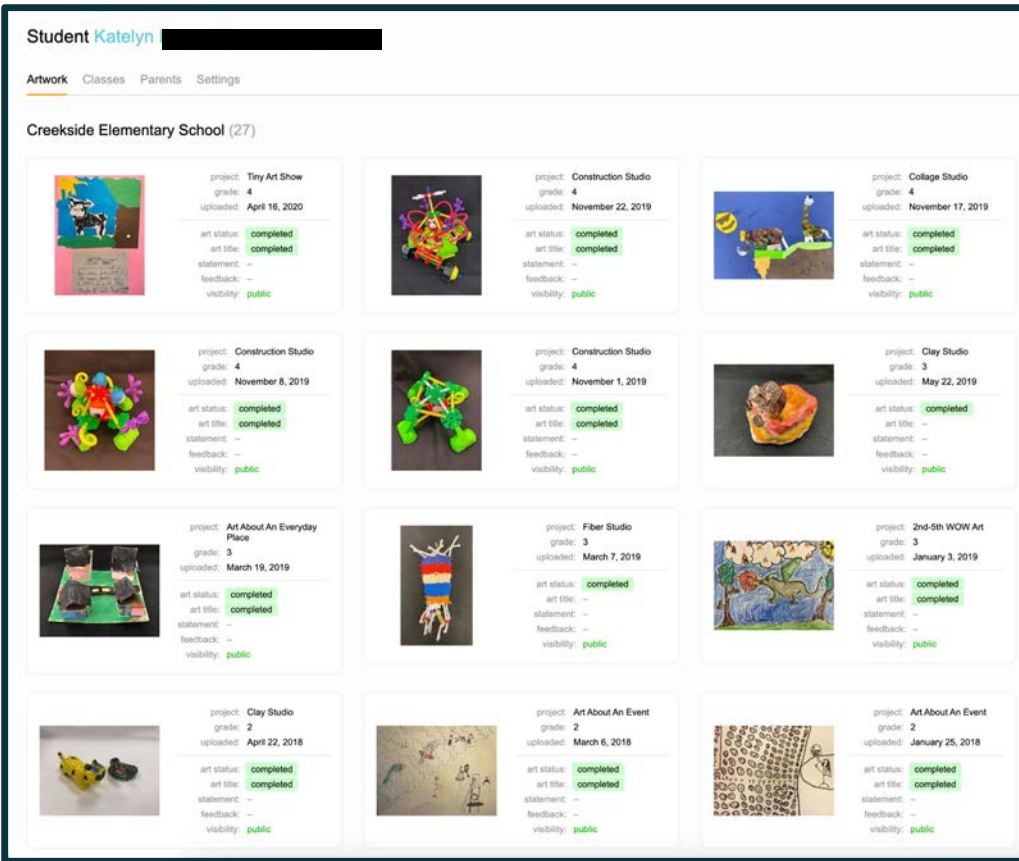
Understand Art Worlds	Rating: Strength or Area for Growth	Supporting Evidence/ Comments
1. <u>Community Connection</u> : You are respectful and responsible for yourself, your classmates, and the materials that you use.	 	In the last few weeks you have been talking over directions and refusing to follow directions. I know you can do better! Help yourself and everyone else learn by listening.
Stretch & Explore		
2. You can experiment, ask questions, and challenge yourself.	 	
Observe		
3. You look carefully at the world around you and use what you see in your artwork.	 	Your cat toy sculpture in Reycled Art was great!
Express		
4. Your artwork communicates (shows) ideas that are challenging and interesting to you.	 	Make sure that you are sticking with an idea long enough to finish it. You started lots of great ideas but did not finish much. You also did not turn in your O'Keeffe assignment.

During Semester 2, re-set yourself. Listen to directions, which take 5-8 minutes. You can talk while you create art in studio time. I know you do lots of sketching outside of art. I'd love to see you focus during art.

Hugs,
Mrs. Kudrie

Understand Art Worlds	Rating: Strength or Area for Growth	Supporting Evidence/ Comments
1. <u>Community Connection</u> : You are respectful and responsible for yourself, your classmates, and the materials that you use.	 	I love that you come to art with oodles of ideas, sketches, and even your own art supplies. You are struggling with listening to and following directions. You'll have time to talk in studios right after our 5-8 minute mini-lesson.
Stretch & Explore		
2. You can experiment, ask questions, and challenge yourself.	 	
Observe		
3. You look carefully at the world around you and use what you see in your artwork.	 	
Express		
4. Your artwork communicates (shows) ideas that are challenging and interesting to you.	 	I have observed you start many amazing ideas but you have not finished much art. I don't think you realize how distracted you can be with your friends. Challenge yourself to focus on an idea long enough to complete it.

S,
Mrs. Kudrie



Use teacher observations, studio trackers, student self-assessments and digital portfolios to provide meaningful feedback to students at the end of the quarter.

Utilize Technology

The content in the previous slides can also be created and completed in Google forms or other applications if you have access to technology and are able to train students on how to use it.

**I've stuck with old-fashioned paper printouts for reasons specific to my classroom setting.



3. Rubrics



Why use rubrics?

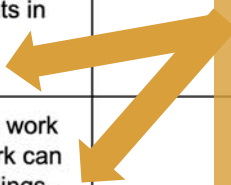
- x Communicates clear expectations to students
- x Helps students focus on key concepts, skills, or behaviors within a learning unit
- x Opportunity for students to formally or informally self-assess their learning
- x Helps teacher measure and monitor student growth and learning
- x Ensures consistency of assessment regardless of who is doing the assessment
- x Provides documentation of student growth and learning to student, teachers, administrators, and parents/Is a communication tool

Single-Point Rubric Template

National Visual Art Standards	Concerns Areas that need work Emerging: 0,1,2	Criteria Standard for this performance Proficient: 3	Advanced Evidence of exceeding standards Advanced Proficient: 4
[insert national standard]		[insert "I Can" statement of student expectations]	
[insert national standard]		[insert "I Can" statement of student expectations]	

VA.Re.7.2.4a

4th Grade: Analyze components in visual imagery that convey messages.

Activity Choice	Advanced--4 Evidence of Exceeding Expectations	Proficient--3 Criteria	Basic or Minimal--2 or 1 Areas of Growth
Creating Activity		I can create work with meaning. My artwork is about expressing feelings, recording an experience, telling a story, or communicating a social message. I am able to identify and explain 3 components in my artwork that convey meaning.	 <p>Demonstrate the skill 2 different ways: creating and writing.</p> <p>Demonstrate the skill with your own art and apply the skill to artwork by others.</p>
Writing Activity		I know that artists create work with meaning. An artwork can be about expressing feelings, <u>record</u> an experience, <u>tell</u> a story, or <u>communicate</u> a social message. I am able to identify and explain 3 components in an artwork that convey meaning.	

Recycled Hangable Artwork Rubric

National Visual Art Standards	Concerns Areas of Growth Emerging: 0,1,2	Criteria Standard for this performance Proficient: 3	Advanced Evidence of exceeding standards Advanced Proficient: 4
Cr.2.3.2a Repurpose objects to make something new.		I used materials from The Recycled Art Studio or home to create a hangable artwork. The materials were transformed into a new idea/purpose. The artwork is functional. Materials are securely attached and it can be hung with a hook, loop, or clothespin.	
Pr.4.1 Categorize artwork based on a theme or concept for an exhibit.		My art idea visually answers the question "What brings you joy?" I can tell or write about what brings me joy and why.	



Purposes of Art: Why do people make art? Why do you make art?

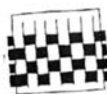
Think of a piece of art and why you made it. Check one or more of the reasons below.


☐

To show or teach others about my culture and identity.


☐

To express an idea, thought, or feeling. (Includes telling a story or making a gift.)


☐

To make something functional. I can use it or wear it.


☐

To make something beautiful or interesting to look at.


☐

To engage in the process of making art, experimenting, and trying new ideas.

Teacher Section:

Describe the child's artwork here and any relevant context.

Example: Drawing of family vacation.

☐

Check if photographed and uploaded to Artsonia.

Purposes of Art Rubric

National Visual Art Standards	Concerns Areas of Growth	Criteria Standard for this performance	Advanced Evidence of exceeding standards
	Emerging: 0,1,2	Proficient: 3	Advanced Proficient: 4
Cn11.1.1a Understand that people from different places and times have made art for a variety of reasons.		I created an artwork with a purpose. I am able to tell why I made this artwork to others.	

Students were assessed earlier in the unit on their ability to identify the purpose of art made by others using a similar rubric.

Ex-a woven textile from Guatemala and a self-portrait by Frida Kahlo.

The rubric on the left assesses their ability to apply this standard to their own artmaking.

W.O.W Checklist Wonderful, Original, Works of art

K-1st
Grade

Check each box that you have done. Check at least 3 items.

- ☐ I spent more than 1 art class on this. (Emission, Engage & Persist)
- ☐ I have made changes to improve this work. (Observe, Reflect, Develop Craft)
- ☐ This work is ready for display. It is my best work. (Reflect, Develop Craft, Express)
- ☐ I've shown this work to others and asked for feedback. (Reflect)
- ☐ I can write a quality Artist's Statement about it. (Reflect, Express)

Notes from teacher:

_____ 's Artist Statement Class Code: _____

The title of my work is: _____

I used _____ to make my artwork.

Artists create what they see, feel, imagine, and remember. I was inspired by what I:



See



Feel



Imagine



Remember

I want you to know this about my art:

W.O.W Checklist Wonderful, Original, Works of art

2nd-5th
Grade

Check each box that you have done. Check at least 4 items.

- ☐ I spent more than 1 art class on this. (Emission, Engage & Persist)
- ☐ I have made changes to improve this work. (Observe, Reflect, Develop Craft)
- ☐ This work is ready for display. It is my best work. (Reflect, Develop Craft, Express)
- ☐ I've shown this work to others and asked for feedback. (Reflect)
- ☐ This work shows my growth as an artist. (Engage & Persist, Develop Craft)
- ☐ I can write a quality Artist's Statement about it. (Reflect, Express)

Notes from teacher:

Class Code: _____

_____ 's Artist Statement

Title: _____

WOW Art Criteria

WOW Art comes from Barb Berry, a TAB teacher from Maine, who was having a difficult time with a specific group of 8th graders staying focused in her studio. WOW is not a cornerstone of TAB, but a tool to use with struggling students.

*Above are my WOW criteria modified to fit K-5 students and support the full creative process.

4.

Report Cards

Coming soon!



Thanks!

Any questions?

You can email me at:

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- × President-Elect of TAB Inc.
- × Admin of [Wisconsin TAB-Choice Art](#) on Facebook