

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

REFLECTION: DRAWING: GRADATION - ESL

Without judgment, describe what you did. Just the facts:

Students were given several lessons on how to create a gradation. Students learned a variety of drawing techniques: stipple, hatching and cross-hatching. They received instruction on creating a light source and what constitutes a great gradation. They used a variety of visual rubrics, peer-to-peer assessment and self-assessment during this process.

What went well?

Students started to peer assess without being told. Students were strongly encouraging each other to do the work correctly. This was especially true of my ESL students. They really benefited from the combination of peer assessment and the visual rubrics.

What was so-so?

Revising went slowly for students. For me- remembering to document what went on.

What was the most challenging part of trying this?

Keeping track of all the students' progress. Also - catching everything on video.

What was the impact of this strategy on student learning? (specific examples)

I believe that most students did a better job because of the peer assessment and visual rubrics. The more capable students wanted to stand out, so their work was really excellent. My less capable students showed amazing progress in understanding a light source and execution of the work. My ESL students had nothing to stand in their way of understanding the concepts and the way they should be executed.

What questions were raised for you as you implemented the assessment practice?

How can I make visual rubrics simpler and clearer for my students?

What new insights or understandings are forming as a result of this experience?

I am going to continue to figure out ways to help my ESL students. The students need a combination of their language and visual reinforcement (the visual rubrics). The students who speak English and a second language are a gift to be used. When they are paired up and peer assess with an ESL student, the difference in the work is very evident.

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This seems to be a winning combination—because even the stronger students are doing better.

How do the results of your action plan inform your inquiry question?

I think my action plan was right on strategy. My ESL students benefited from both the peer-to-peer assessment and visual rubrics.

Documentation to bring (student work, photos, writing, teacher journal, etc.):

I collected photos of student created baseline drawings. Progress of student work was photographed several times. Student wrote feedback on the back of the pieces. Students were also videoed during peer-to-peer assessment.