

# Arts Assessment For Learning

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VISUAL ARTS — 5<sup>TH</sup> GRADE

## **ACTION PLAN: GRAPHIC DESIGN: CEREAL BOX**

**Who (the class or group I will focus on):**

Grade 5

**Inquiry question:**

Can peer feedback become an integrated and effective part of a 2-D design unit, in order to improve student work on a cereal box design?

**Student learning goals:**

I am interested in seeing how the questioning and feedback process will improve and clarify design, when creating a cereal box.

**Identify indicators from the *Blueprint* aligned with the student learning goals:**

- Students will learn what the design process is, and how to apply it in order to create a cereal box design.
- Students will learn the difference between design and art.
- Students will learn what is important in the design of a cereal box and why.
- Students will learn how color, subject and font size are critical to design.

**What formative assessment strategy I will put into practice:**

I will be using peer assessment through checklists, rubrics, and the “Ladder of Feedback” for protocol.

**Why this strategy will help my students achieve or improve the above goals:**

The goal is to make peer assessment an integrated part of all lessons in the unit. It begins with teaching the students how to use the “Ladder of Feedback” at each part of the creative process. When a student has finished one part of their project they should automatically open the “Ladder of Feedback”, follow the prompts, revise using criteria and move on to the next part of the unit. Eventually the process should become a natural part of all lessons. The only thing that changes will be the criteria.

**How I plan to implement this assessment strategy in my practice and/or lessons:**

Throughout the lessons students will be paired up, and continuously use peer assessment through a teacher created “Ladder of Feedback” at each stage of the unit. Students should initiate the feedback when needed, not when prompted by the teacher. Before the process

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can be embedded into the unit, the teacher should model peer assessment using the “Ladder of Feedback” at the beginning of each period, until the students are comfortable doing it on their own. The “Ladder of Feedback” is a guide for the students to use to give feedback to each other during art making. It literally is a picture of a ladder with questions. The questions start from the bottom of the ladder and the students read them upwards.

The questions are as follows:

1. Clarify: Ask questions to help you understand the design better.
2. Value: Say something the designer did well.
3. Concerns: Say something the designer can improve in the design.
4. Suggestions: Tell the designer what they should do to improve their design.

The questions in the ladder can be modified for different units. An example of that might be changing the word designer to artist, when doing a painting or drawing unit. When using the “Ladder of Feedback”, the criteria for the lesson should be placed in front of the ladder for the students to refer to. It is best to clip the ladder onto a trifold card stock. When the students are not giving feedback it is flat on the table. When the students are giving feedback, the ladder is placed upright. This informs the teacher as to who is giving feedback and who is not. The most important part of this process is that the students use the criteria (which they should be familiar with) to inform their discussion, and revise, to make their work the best it can be.

**When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):**

See HOW TO and RESOURCES.

**Evidence of effectiveness of this assessment strategy:**

The evidence will be visible in the practice work, more than in the final product. Each student’s work will have multiple sketches; each one will be a revision, resulting from a discussion using the “Ladder of Feedback”. The evidence also will be that this process can be transferred to other lessons without instruction. This can be documented by the work being produced. All of the video being taken is another form of evidence.