

# Arts Assessment For Learning

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VISUAL ARTS — 5<sup>TH</sup> GRADE

## REFLECTION: GRAPHIC DESIGN: CEREAL BOX

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

The peer assessment was dependent upon a protocol. Each group followed *the Ladder of Feedback*. When the students were working they kept the ladder flat on the table, and when they were giving feedback the ladder was standing. This enabled the teacher to recognize who was giving feedback. Before each lesson of the unit, the class discussed criteria for the design lesson of the day. We began with the title design, and moved onto drawing of the cereal. Next, the class did characters and/or other objects on the box design. The criteria was printed and placed on the tables for each group to use. The criteria were in checklist form.

### **What went well?**

The actual process of using the *Ladder of Feedback* as each group was working went very well. The students independently knew when to use the ladder, which automatically prompted them to give actionable feedback. This has always been a concern of mine. I have felt that the advice given could sometimes be ambiguous, but when there is written criteria with a feedback process, it enables each student to get familiar and become confident with the process.

### **What was so-so?**

The part that went so-so was the actual revision process. The students were able to give feedback, but after they revised their work once, the subsequent discussions had no effect on their work. I am thinking of creating a different ladder of feedback for a revision discussion. The questions are different and the students need guidance.

### **What was the most challenging part of trying this?**

The most challenging part of peer assessment was keeping the students on task at all times. Some students were very involved using the *Ladder of Feedback*, and didn't need any help. However, there were some students who had difficulty, and their attempts were feeble at best. It is difficult in a class of approximately 27 students, to keep them on task at all times. I continued to remind them about the *Ladder of Feedback* and the criteria throughout the lesson.

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## **What was the impact of this strategy on student learning?**

When we began using the assessment in the unit, students were very dependent on the teacher as a determinant of quality and success. As we have been using peer feedback students, have been more aware of their own work as it relates to the criteria and their peers opinions on their work. When they are giving feedback to each other, revisions are based on their peer's advice. In the video, you can see students listening and responding to the advice given. In addition they are taking more responsibility for their work, whether it is correct or not.

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

As a result of my implementations, I have come to realize that unless the process is embedded into the curriculum, and the criteria is clear, it will be hard to sustain formative assessment throughout the years. When a teacher has 700 students, there needs to be a way to incorporate formative assessment, without re-teaching it. One way I believe is to start young. Lower grade students should become aware with how to use formative assessment, not only in the art room, but also in their classroom. A standard process, which has been studied, could be created and used across the board. This will enable the teacher to spend more time on criteria and rubrics (rubrics do take a long time to complete) for each lesson.