

Arts Assessment For Learning

VISUAL ART — KINDERGARTEN

REFLECTION: PAINTING: A RAINBOW

Without judgment, describe what you did:

In my Kindergarten classes, we have been discussing the colors of the rainbow. I introduced the colors violet and indigo. Students were then asked to paint the red section of the rainbow onto a half of a paper plate. Then I created a visual rubric for this Kindergarten Painted Rainbow project. Next, I went over each section of the rubric with the class. Then, I asked students to paint the rainbow again, using their rubric as a guideline- trying to be at the “I Got It” (the highest level) portion of the rubric. We focused on staying inside the lines and holding the paintbrush the right way.

What went well?

Students were able to justify why they were at various sections of the rubric and what they needed to do to get to the “I Got It”. Students were able to peer assess with their partners, and explain where they were in the rubric.

What was the most challenging part of trying this?

Getting some students from “Trying to figure it out” to “I Got It” on the rubric.

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

The visual rubric and peer assessment allowed students to visually see where they should strive to be. Students were able to improve their paintings by staying inside the lines, and demonstrated more control in their brush strokes.

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

One question that I had while implementing the visual rubric was “How can I get my kindergarten students and ELL learners to use this rubric to give actionable feedback to their partner”?

What new insights or understandings are forming as a result of this experience? (share with group)

Visual Rubrics did help my students improve their precision and control when painting a rainbow.

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

Children as young as kindergarten age are capable of peer assessment, if you design the tools and protocols to be child-friendly and age appropriate. These can also be adapted for English Language Learners and Students with Disabilities.

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

Student work, photos, video and visual rubric