


Arts Assessment For Learning


VISUAL ARTS — 4TH GRADE

STUDENT WORK: PRINTMAKING: COLLAGRAPH

Art Journal

Beginning Steps	
<p>1. Students make their own Art Journal</p> <p>Example: (Picture of Art Journal Cover)</p>	


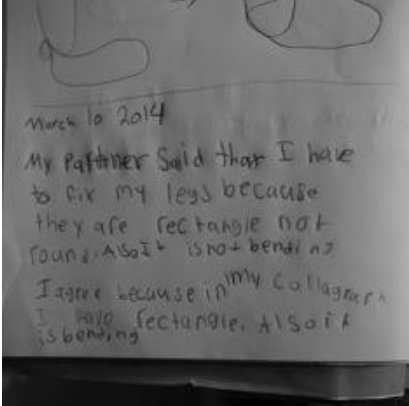
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<p>2. Students help write the goals in a checklist format. This is to help them understand the format of columns for the rubric. They are using previous knowledge from a drawing unit. There is room to decide if the wording is accurate. For example, students decide <i>Shapes</i> is a more accurate word than <i>Details</i> for how to cut the edges of the body pieces.</p> <p>Example: (Jeremy filled out goal sheet with Criteria and added more on the side.)</p>	
<p>3. Students receive check list with level 4 written out with descriptions (their word instead or criteria) so they can refer to the proper language. At first, students use vague language and may just be adding on so they don't write down exact details. They learn how to write the "goal of the day" through modeling and giving student examples that are clear and well written. If students are just adding on, they give a strategy for their goal. If they are revising, they use the word "because" and explain why they need to change something.</p> <p>Example: Karen writes a strategy for how she will get head and eye shapes</p>	<p>Word document in Assessment tool folder</p>
<p>4: Introduce written rubric with levels 1-4. Students start to give themselves a level in their journal</p> <p>Example: Teacher rubric</p>	<p>Word document in Assessment tool folder</p>

Comment [V1]: Q: Is the goal the level 4 criteria? If so, I think it would be useful to say "write the level 4 criteria (the goal)."

Comment [V2]: Q: Does *give themselves a level* mean determine where their work is using the rubric descriptions?

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<p>Examples of different assessment strategies used in the art journal.</p>	
<p>1. One day we made visual rubrics and made it a game to see which team could make good examples of level 1-4 out of construction paper. The next day, they used the examples to help them give them a level in their art journal. The best ones I copy small so they could use them at their tables.</p>	
<p>2. On some days, partners help establish goals.</p>	
<p>3. This year, on some days, I have added more drawing into the art journal.</p>	

Comment [V3]: Same question here.

Comment [V4]: I'm unsure what is meant here.

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Example: Anthony



4. Students are able to write goals based on revision or adding on.

Example: Karen writes about why she needs to revise and gives strategies

