

Arts Assessment For Learning

VISUAL ARTS — 4TH GRADE

REFLECTION: PRINTMAKING- LANDMARK

Without judgment, describe what you did: (See HOW TO)

What went well?

- Discussing and creating a list of clear criteria kept the students focused and helped them use art vocabulary in the discussion. The clear criteria focused the self-assessment and/or peer assessment throughout the process.
- Students enjoyed expressing their opinion.
- Having students examine and think about the main shape of the collagraph (change the original shape of the cardstock) and write a few unique details kept students focused while planning and working.
- Students referred to the criteria in discussions.
- Students used art vocabulary.
- The majority of students worked with intention.
- Students collaborated with their peers and received suggestions.
- The written peer assessment form was insightful for instruction.

What was so-so?

- Students were at different points in the collagraph building, due to being pulled out for special services, schedule changes (2 different classes combined), and abilities. Some did not have enough work to assess using the written peer assessment at that time.
- Students over used the word “details”. Some of the feedback was not specific enough to be helpful or did not express the students opinion clearly.
- Some students did not complete the form correctly or completely.
- Some students needed high level of assistance to complete form.

What was the most challenging part of trying this?

- Different level of abilities, especially for the writing component.
- Students unable to clearly express their opinion with writing.
- Managing materials as students were at different parts of the process.
- Documenting those great moments.

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What was the impact of this strategy on student learning?

- Students used the criteria developed to plan and create a collagraph.
- Students used the criteria in discussions.
- Students used art vocabulary.
- Students collaborated and assisted one another to solve problems.
- Students assessed and improved their artwork by reflecting, focusing and revising their artwork.

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

- How can the written peer prompt be differentiated?
- How can I teach the students to complete the written peer prompt more efficiently or revise it to be simply

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

Having the students identify the unique features of their landmark and co-generating the criteria helped students apply skills and knowledge from the lesson to their artwork. Although all students did not complete the written peer assessment, they did stop, evaluate and improve their artwork.

Two students that did not complete the form collaborated verbally. One student (special needs) gave specific and valuable suggestions to the other student (general ed.). The student receiving the advice started to work with determination. In previous classes, she had started at least two collagraphs, but was unfocused and did not accomplish anything. Student collaboration whether written or verbal, positively impacts learning.

- Use form as differentiation – not all students may need – or differentiate form.
- Adjust form – using some pictures, vocabulary or specific prompts.
- Use written peer assessment in a more independent way – when students are at a particular point, find a partner and complete
- Use written peer assessment for teacher reflection of students understanding

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

- The purpose of using a written peer prompt form was to capture the evidence. It gave me insight into how my students apply the lesson and share their opinion,

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which informs me where they need assistance and clarification (the overgeneralized “add details” suggestion).

- My action plan now has me thinking of different types of written or verbal peer assessment to solve some of the challenges and assist the students. My peer assessment could be simplified and/or differentiated. Depending on the purpose I could have students use a post-it on the artwork for the partner suggestion and the artist could put the post it in their sketchbook and write a response for their next step.
- The partners could be paired up to assist one another. Students that find writing difficult would be paired with students able to scribe for them.
- Consider a form with pictures as the prompts for some students. Written peer form could be more specific – My shape needs to be --- because. My textures need to be... because. My lines....
- Art vocabulary and suggested descriptions could be on the form.
- A turn and talk peer assessment could be used focusing on one criteria at a time for specific feedback.

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

- Video clips of student discussion and comments
- Photographs of work in progress and complete
- Written peer assessment
- Writing in sketchbook