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Principles of Assessment for Effective Teaching/Learning

1. Focus: Emphasize important elements (essential and enduring content/core abilities)
2. Application: If the assessment focuses on new knowledge, the application should use already developed skills. If the assessment focused on new abilities, it should require the student to apply them in new but familiar kinds of situations.
3. Explicit: Clearly communicate the intended outcomes, the kind of work to be done, and the criteria or standards to be met
4. Flexibility: Use a variety of formats to assess
5. Developmental for the learner: Provide opportunities for learners to improve based on clear and explicit response to their work products
6. Formative for the educator: provide a basis to analyze and improve instruction.
7. Transfer: Evaluate learner's ability to apply what has been learned to other contexts
8. Independence: Evaluate the degree of independence with which a learner uses the knowledge and skills

Learning Report: What did you learn?

Learning Report Prompt:
What did you learn about _____?

Examples:

...about how an artist communicates an idea

...about how a painting tells you about individuals in history

...about what was important to people in America in xxxx (insert year)

...about how to interpret a painting

Language Arts Standards and Art Integrated Learning

The following standards can apply to interpreting a work of art as well as to interpreting a text.

- ___ 1A apply word analysis and vocabulary skills to comprehend selections
- ___ 1B apply reading strategies to improve understanding and fluency
- ___ 1C comprehend a broad range of reading materials

- ___ 2A understand how literary elements and techniques are used to convey meaning
- ___ 2B read and interpret a variety of literary works

- ___ 3A use correct grammar, spelling, punctuation, capitalization and structure.
- ___ 3B compose well-organized and coherent writing for specific purposes/audiences
- ___ 3C communicate ideas in writing to accomplish a variety of purposes

- ___ 4A listen effectively in formal and informal situations.
- ___ 4B speak effectively using language appropriate to the situation and audience.

- ___ 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- ___ 5B analyze and evaluate information acquired from various sources.
- ___ 5C apply acquired information, concepts and ideas to communicate in a variety of formats.



Learning/Thinking Report

To create a learning/thinking prompt, choose a kind of thinking. Then construct a question that asks students to apply that kind of thinking to the content and activities of the lesson. Here are some examples.

Compare

How was the painting you interpreted today like another one you have seen?

Contrast

How is the painting you interpreted today different from another one you have seen?

Evaluate

What makes today's painting a good work of art?

Synthesize

How does what you learned today relate to what you knew before?

Strategy/Skill: _____

Question: _____

Comprehensive Learning Report

This example could be completed at the end of a multi-part lesson.

What I liked:

What I learned:

- About the artist

- About the painting

- About how to read a painting

- About...

ACTIVE LEARNING: ASSESSMENT THAT CLARIFIES AND EXPANDS LEARNING

Which of these activities would both:

1. develop abilities
2. expand student knowledge

• Illustrate the topic.	• Make a glossary .	• Write a children’s book .
• Write a summary .	• Write and exchange questions—then answer	• Based on what you know and what you learned, write about the topic .
• Create or complete a “ web ” diagram .	• Create or complete a chart .	• Organize information for a debate on this topic.
• Create or complete a timeline .	• Create or complete a map .	• Write a letter from someone in this situation.
• Create or complete a graph .	• Each student writes one page in a chapter about the topic .	• Revise a textbook chapter to add illustrations and captions
• Write a booklet about the topic.	• Write a diary as if you were a person in the situation.	• Make a top ten fact list .
• Make an exhibit .	• Draw a sketch .	• Make an alphabet chart about this topic.
• Write/draw what’s next.	• Outline the topic	• Write a guide .
• Present a lesson to the class	• Write a poem about the topic.	• Use pictures or symbols to communicate the topic without words.

All of these activities can be used as assessments if done independently by students.

Assessment Approaches

Start with a standard—describe what your student should know and be able to do.

Choose a way for the student to demonstrate that competence.

Here is a list of different ways to assess. It is best to use more than one kind of assessment so that students have a fair chance to demonstrate competence and also so that teachers can figure out what students' strengths and needs are.

- a) ___ Students solve problems applying skills and concepts
- b) ___ Students write explanation of steps to solve problems
- c) ___ Students write questions (and answers)
- d) ___ Students read text independently, write summary
- e) ___ Students write explanation of why they choose an answer (multiple choice)
- f) ___ Students write independently
- g) ___ Students edit written material, correcting errors
- h) ___ Students list and define important vocabulary, use in sentences
- i) ___ Students write explanation of the topic
- j) ___ Students write letter to person in a history/story
- k) ___ Students write translation—restate in own words
- l) ___ Students write how to _____

You can use a rubric with some of these,

Or you can use a basic set of requirements:

Complete
Correct
Clear

Assess Art-Integrated Learning

Examples of prompts to involve students in communicating learning.

<p>Important Terms List at least three important words that are important to understanding this painting. Write or draw an explanation of the words.</p> <p>✓ <i>Make your explanations so clear that they could go in a guide to the painting.</i></p>	<p>COMPARE/CONTRAST PLACES Use a Venn diagram to compare and contrast the place shown in the painting and Chicago.</p> <p>✓ <i>Provide information about each.</i> ✓ <i>Identify at least one way they are alike.</i></p>
<p>Represent a story or history. Draw a picture that shows a theme or main idea from the story or history.</p> <p>✓ <i>Make your picture so clear that another student can tell your theme/idea.</i></p>	<p>How to learn from a painting Write a guide to “reading” a painting.</p> <p>✓ <i>Make your directions so clear that another student could learn a lot from a painting.</i></p>
<p>Interpreting An Artist’s Techniques Make a “key” to the painting. Draw or use words to tell about what the artist did to communicate.</p> <p>✓ <i>Include important events.</i> ✓ <i>Put them in correct order.</i></p>	<p>Write Expressively First, list what is in the painting. Then add adjectives to help someone think what your painting shows.</p> <p>✓ <i>Make your list so clear and complete that someone else can identify your painting.</i></p>

Outcome: Student will synthesize prior knowledge and current learning.
Assessment (ILS 3C: Communicate ideas in writing)

Topic: _____

What I Knew

- _____
- _____
- _____

What I Learned

- _____
- _____
- _____
- _____
- _____

What I Think

Take what you knew and what you learned and explain this topic in your own words and /or pictures.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
Exceed the Standard:
Write what you learned by
doing this project.

Outcome: Students will increase their knowledge of American art.
Assessment (ILS 5A: Organize information)

Complete this chart.

American Artist	
A Painting by this Artist	<p>Name It:</p> <p>Describe It:</p>
What You Like about The Painting	
What the Painting Communicates	
How the Artist Communicates it.	

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Outcome: Students will increase their ability to interpret a work of American art.
Assessment (ILS 2B: Interpret a variety of works)
 Make a guide to interpreting a painting.
 List the steps someone should take to “read” a painting.

First	
Then	
Then	
Then	
Then	

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Outcome: Ability to Infer Information from a Painting

Assessment (ILS 2B: Interpret a variety of works; ILS 1B: Infer)

Look closely at a painting.

Complete this chart based on what you see and what you think about what you see.

Painting: _____

Artist: _____

Observation	Inference	Reason for Your Inference

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Outcome: Ability to Classify Information about a Situation Shown in a Painting
Assessment (ILS 2B: Interpret a variety of works; ILS 5B: Classify information)

Look closely at a painting.

Complete this chart based on the painting.

Note the things you observe. You can sketch things, too.

Painting: _____

Artist: _____

The Place It Shows

The Time in History It Shows

How People Lived Then and There

Meet the standard:
Check your work—is it
✓ complete? ✓ correct? ✓ clear?
Exceed the Standard:
Write what you learned by doing this project.

Outcomes: Ability to Classify Information; Ability to Research to Find Information
Assessment (ILS 2B: Interpret a variety of works; ILS 5B: Classify information)

Look at a painting.

Classify what you see.

First, complete the second column based on what you see in the painting.

Then read to find information. Add that information in the third column.

	What I Notice in the Painting	What I Learn from Research
The Place		
The Time in History		
How People Lived Then and There		

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Outcome: Ability to Analyze an Artist's Technique

Assessment (ILS 2B: Interpret artist's use of technique; ILS 1B: Infer)

Look at a painting. Figure out what how the artist uses techniques to help you understand the painting's message.

Painting: _____ Artist: _____

Technique	What You Notice	Why do you think the artist did this?
colors		
shapes		
sizes		
layout		

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Outcome: Ability to transfer strategies of interpreting art to interpreting a text.
Assessment (ILS 5A: Classify information; 5B: combine information from different sources)

First, look at a painting about America.

Painting: _____

Artist: _____

Then read a story or history about America at that time.

Then note what you learn from “reading” both.

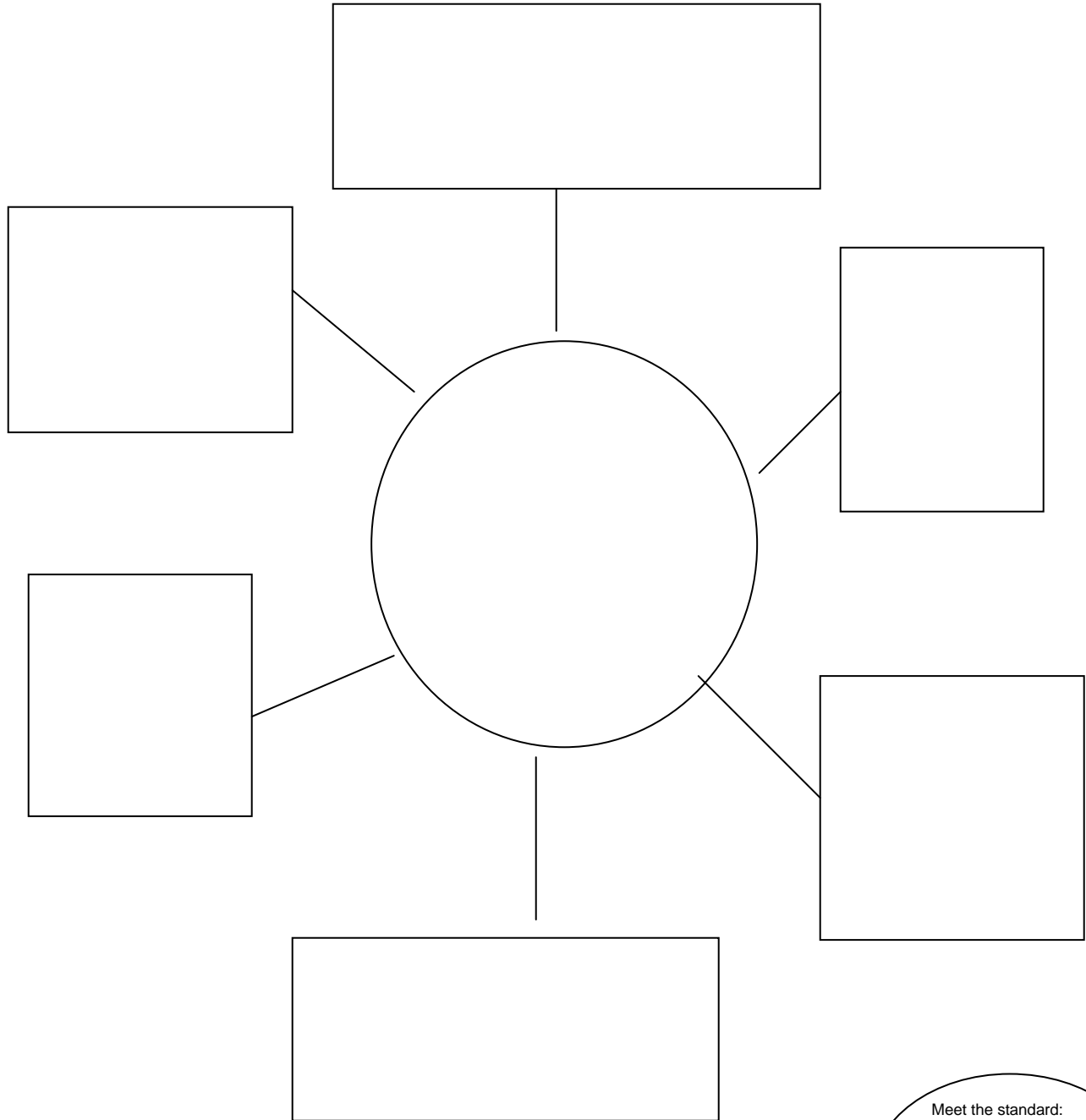
<i>What I Learn About America from the Painting</i>	<i>What I Learn about America from the Text</i>

How is interpreting a painting like reading a book?

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?
 Exceed the Standard:
 Write what you learned by doing this project.

Get It Together: Show What's Important Assessment (ILS 1B--identify a main idea.)

Complete this diagram.



Think it through.

Write your idea in the circle.

Draw a picture in each box.

Show things that are part of the painting that help make the idea clear.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

YOUR ASSESSMENT

Outcome:

Assessment:

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*