



***And If You Don't
Know, Now You
Know:***

***Artistically Grounded Student
Assessment***

Dr. Rekha S. Rajan

*Visiting Associate Professor of Research
Concordia University Chicago*



WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi

Literacenter
WhereTheWiFiThingsR



INTRODUCTIONS

1. Prepare a text message to the number **22333**
2. In the body of the message type **rekharajan647**
(not case sensitive) and send
3. You will get a message from Poll Everywhere confirming that you have joined the session
4. Use the text thread throughout the morning



OUTLINE

- **Defining Assessment**
- Types of Assessment
- Creating Assessment
- Using Assessment

- **UNDERSTAND** discipline-authentic ways of critiquing art forms
- **GAIN** insights on how students can contribute to designing assessment rubrics and/or project benchmarks
- **PRACTICE** designing tools aimed at capturing evidence of student learning and documenting artistic processes and final products
- **Arts Partner Standards of Practice**
 - **ORG.** 1A & 2C
 - **INST.** 1A, 2C & 3A



DEFINING ASSESSMENT

(it's not as scary as it sounds)

The Creative Process

- A process of measuring learning
- Connecting goals and outcomes
- Identifying gaps
- Documenting and gathering data from multiple sources

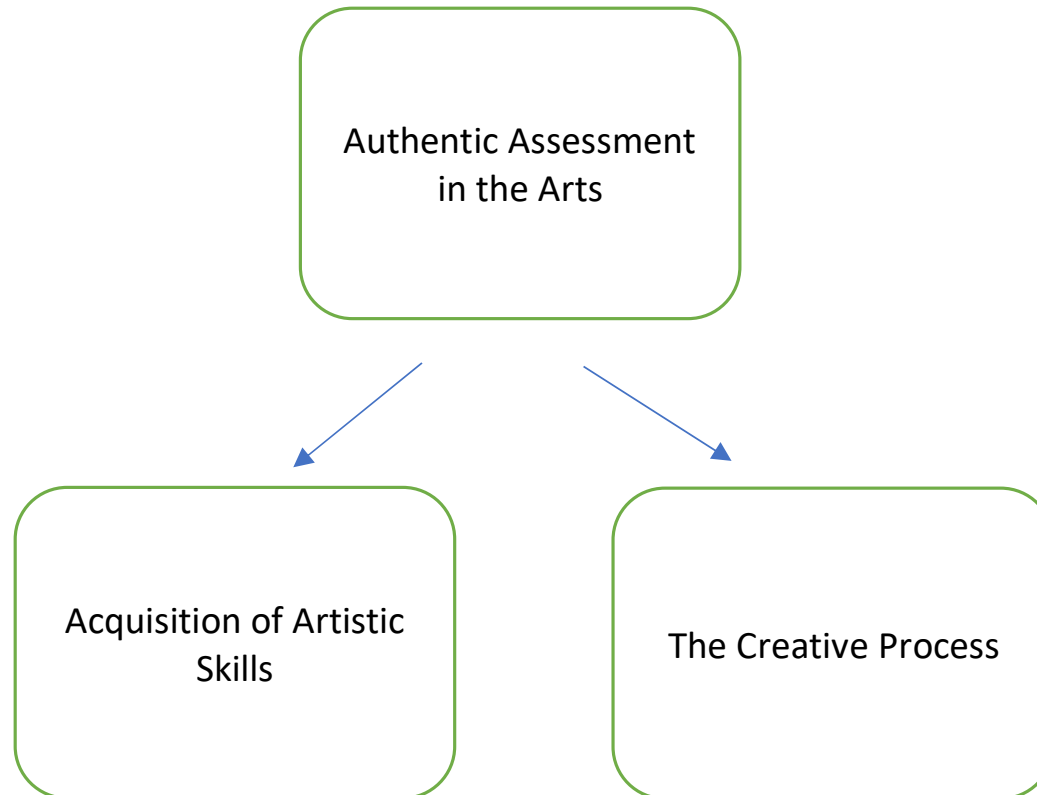


DEFINING ASSESSMENT

(it's not as scary as it sounds)

Question: What is authentic assessment in the arts?

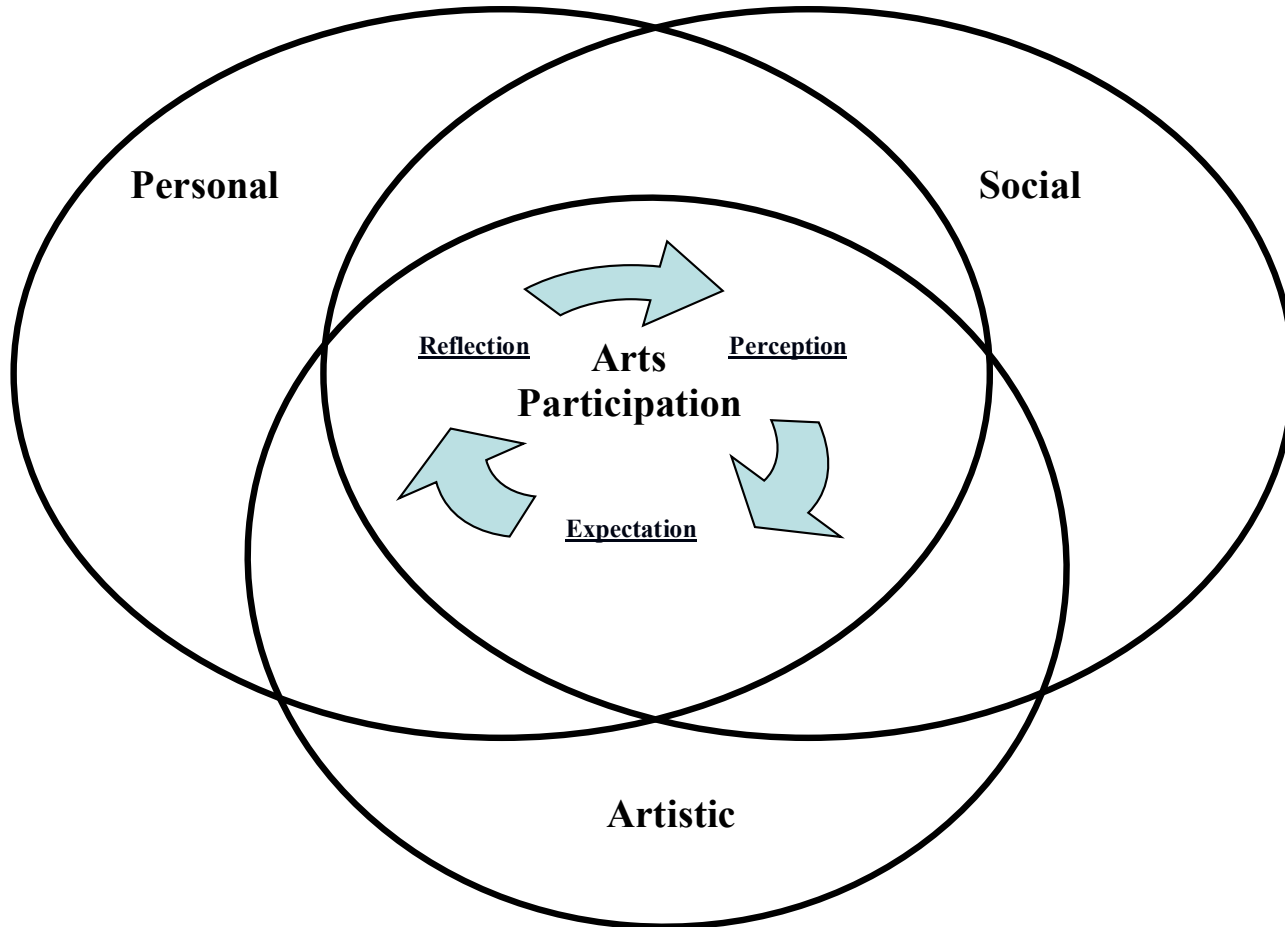
Answer: Ensuring that we measure learning in and through the arts.





DEFINING ASSESSMENT:

The Creative Process





DEFINING ASSESSMENT:

Domains of Learning and Measurable Outcomes

Personal

Self-esteem
Taking Risks
Self-confidence
Pride
Identity
Formation
Competence
Memory
Focus
Engagement

Social

Cooperative Learning
School climate
Group contexts
Peer Influences
Family support
Socio-cultural

Artistic

Cognitive
Multiple
Vantage Points
Creativity
Artistic Skills
Layered
Relationships



DEFINING ASSESSMENT:

- Example: Children’s participation in community musical theater
- 20, 7 to 9 year-olds
- Community theater in a Chicago suburb
- Participation as ensemble in the musical Willy Wonka, Jr.
- Goal: Explore student engagement during musical theater participation (first-time performers)
- Data included: interviews, observations of rehearsals, student journals for self–reflections and stimulated recall and response through video clips

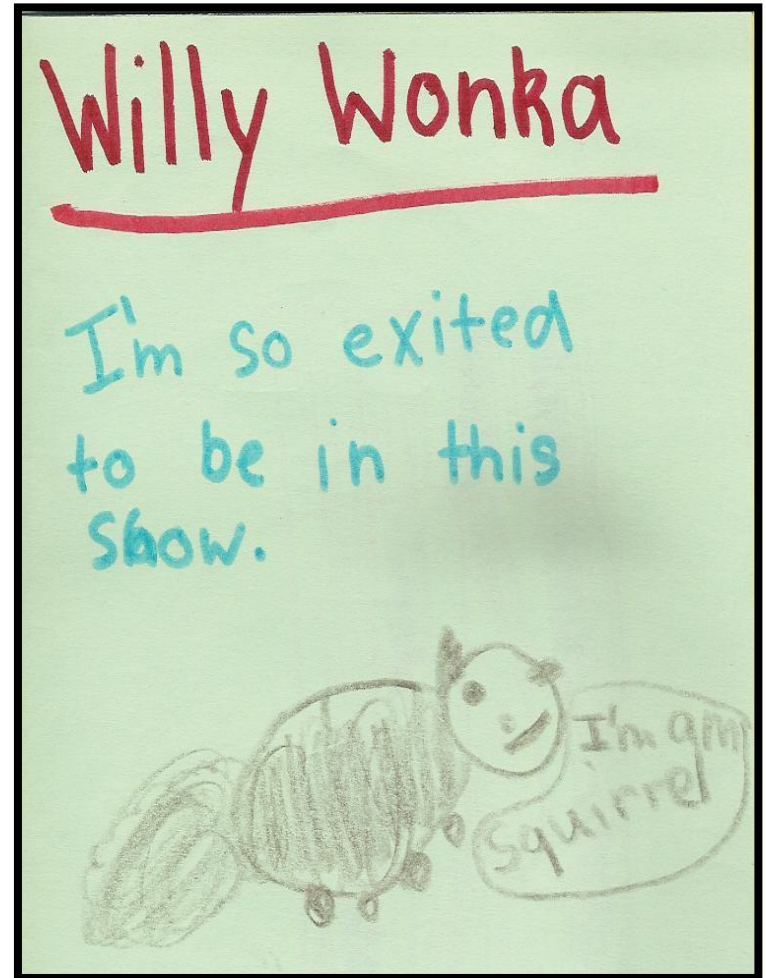
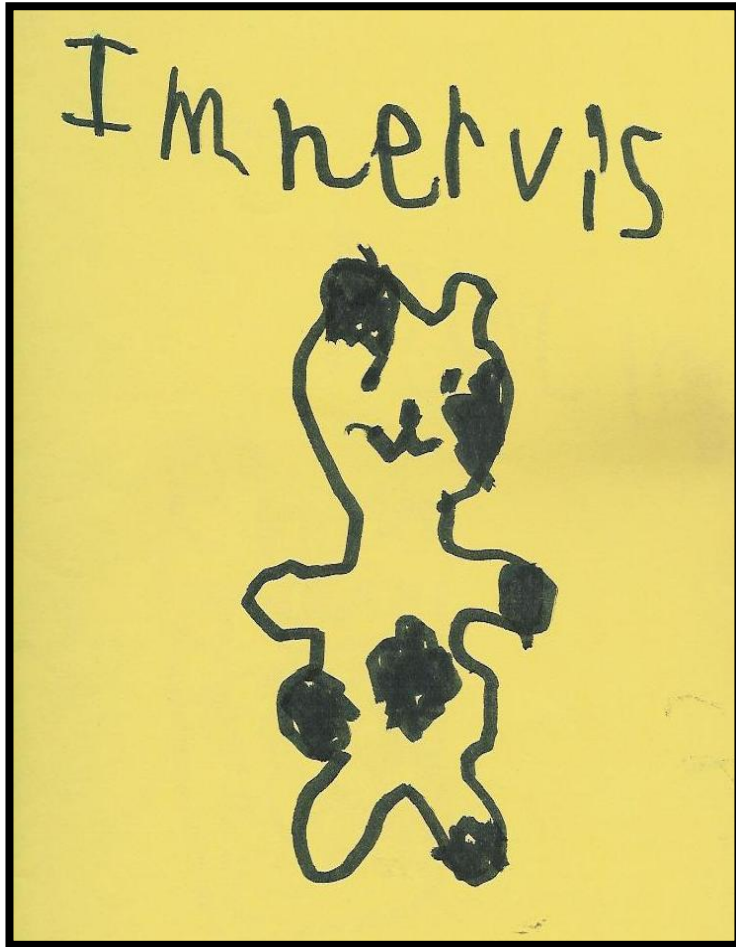


DEFINING ASSESSMENT:

- “I don’t think I did good at all.” - 7 year old boy
- “Oh, I remember that part, it was when we were dancing which made me feel amazing.” - 8 year old boy
- “I just float away when I sing.” - 8 year old girl



DEFINING ASSESSMENT:





OUTLINE

- Defining Assessment
- **Types of Assessment**
- Creating Assessment
- Using Assessment

- **UNDERSTAND** discipline-authentic ways of critiquing art forms
- **GAIN** insights on how students can contribute to designing assessment rubrics and/or project benchmarks
- **PRACTICE** designing tools aimed at capturing evidence of student learning and documenting artistic processes and final products
- **Arts Partner Standards of Practice**
 - ORG. 1A & 2C
 - INST. 1A, 2C & 3A



TYPES OF ASSESSMENT

And What We Use to Get What We Need

- Poll Everywhere
Text 22333
- rekharajan647



TYPES OF ASSESSMENT

Interviews

- Example: Interview children after they performed on stage
- Protocols (hand-out #1)
- Individual or Group
- Identifying open-ended questions



TYPES OF ASSESSMENT

Observations

- Example: Observing children at a music school in New York City

Student Indicators	Percent
Movement	
Children express non-locomotor movement (with and without adult)	
Children express playful responses to changes in tempo (chants/bounces)	
Children express responses to changes in dynamics	
Singing	
Children explore vocal capabilities	
Playing (Instrument or with hands)	
Children explore sounds and timbres on instruments	



TYPES OF ASSESSMENT

Portfolios

- What goes into Portfolios?
- Who decides?
- Why does it belong in there?



TYPES OF ASSESSMENT

Rubrics

SELF-PORTRAIT STUDENT RUBRIC	BEGINNER	ADVANCED	EXPERT
I used different art materials	1	2	3
I created different shapes and patterns for my face	1	2	3
I can define self-portrait	1	2	3
I can name three other artists who painted self-portraits	1	2	3



TYPES OF ASSESSMENT

Journals/Self-Reflections

- Distributing Journals
- Open-ended/free writing
- Prompts
 - My favorite part was...
 - Something new I learned was...
 - I would describe the performance as.....



OUTLINE

- Defining Assessment
- Types of Assessment
- **Creating Assessment**
- Using Assessment

- **UNDERSTAND** discipline-authentic ways of critiquing art forms
- **GAIN** insights on how students can contribute to designing assessment rubrics and/or project benchmarks
- **PRACTICE** designing tools aimed at capturing evidence of student learning and documenting artistic processes and final products
- **Arts Partner Standards of Practice**
 - ORG. 1A & 2C
 - INST. 1A, 2C & 3A



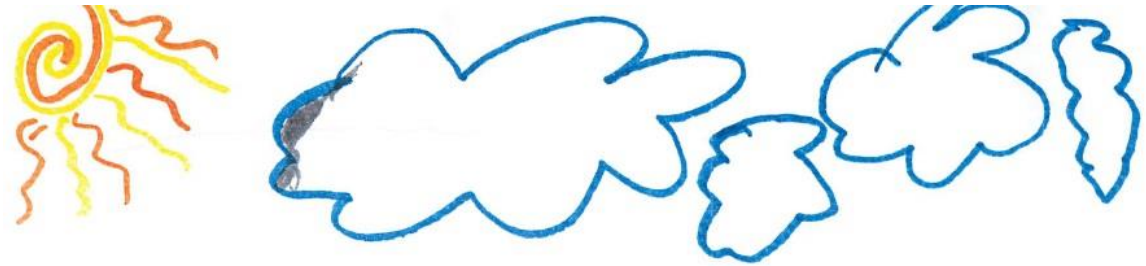
CREATING ASSESSMENT

Practice Makes Perfect

- Poll Everywhere
- rekharajan647

CREATING ASSESSMENT

- Student Driven Assessment
- Example: Pumpkin Farm





CREATING ASSESSMENT

[Play the Past](#)

ANNA'S BACKPACK

[Home](#)



Iron Mine



Sod House



Fur Post



The high-tech field trip that extends back to the classroom.

[BOOK A FIELD TRIP](#)

Anna's collection

[All Artifacts](#)

Fur Trade



John Sayer

John Sayer was a wintering partner at the Snake River fur post near current day Pine City. He spent most of his life in Canada, but in 1804 he came to Minnesota to create the Snake River trading post for the North West Company.

[edit](#)



Beaver Pelt

The pelt preparers readied the furs for trade. Dakota and Ojibwe women carefull cut the skin off the animal and turned it inside out. This protected the fur, which was the most valuable part to the Europeans.

[edit](#)

[About / FAQs](#)

[On Your Field Trip](#)

[In the Classroom](#)



CREATING ASSESSMENT

- Attending Live Performances
 - Observing students in the audience
 - Measuring student learning through participation
 - Post-performance student self-reflection



CREATING ASSESSMENT

Activity

List three questions you would ask students immediately **AFTER** they attend a live performance.



CREATING ASSESSMENT

Activity

My favorite part of the performance was:

Something I did not like about the performance was:

On a scale of 1 to 10, I would rate this performance a:

1 2 3 4 5 6 7 8 9 10



CREATING ASSESSMENT

Activity

- List three goals for a program in your organization
- List three outcomes (one for each goal)
- Use the self-assessment rubric (Handout #3) and create statements to which students will respond. These should be “I” statements



P.S. ARTS
FALL 2018

Date _____ School _____ Age _____

Circle a number from 1 to 5, to show **how much you agree** with each sentence.
If you circle a “5” that means you really AGREE with the sentence.
If you circle a “1” that means you really DO NOT AGREE the sentence.



1. I enjoy dancing	1	2	3	4	5
2. I am excited to have a dance teacher in my class	1	2	3	4	5
3. I want to learn something new from the dance teacher	1	2	3	4	5
4. I know what the word “choreography” means	1	2	3	4	5
5. I like to dance at home	1	2	3	4	5
6. I like dancing with my friends	1	2	3	4	5
7. I would like to perform on stage	1	2	3	4	5
8. I would like to see a live, dance performance	1	2	3	4	5
9. Dancing helps me in school	1	2	3	4	5
10. I want to keep dancing when I get older	1	2	3	4	5

What would you like to learn from the dance teacher?

What is your favorite part of dancing in school?

What is the hardest part of dancing in school?

How do you feel when you are dancing?



OUTLINE

- Defining Assessment
- Types of Assessment
- Creating Assessment
- **Using Assessment**

- **UNDERSTAND** discipline-authentic ways of critiquing art forms
- **GAIN** insights on how students can contribute to designing assessment rubrics and/or project benchmarks
- **PRACTICE** designing tools aimed at capturing evidence of student learning and documenting artistic processes and final products
- **Arts Partner Standards of Practice**
 - ORG. 1A & 2C
 - INST. 1A, 2C & 3A



USING ASSESSMENT





Using the Observational Protocol
VIDEO
(HANDOUT #2)



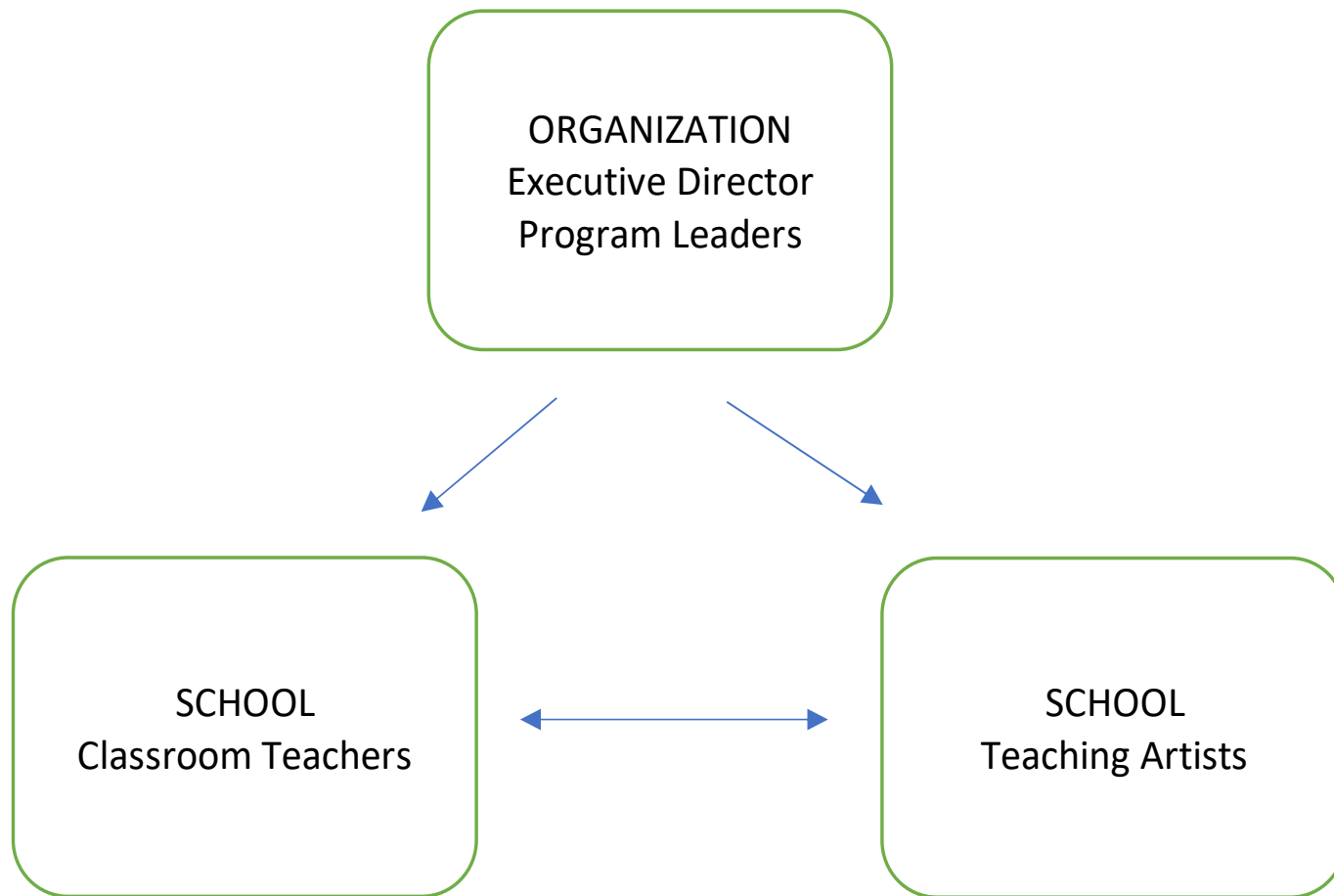
USING ASSESSMENT

How Do We Make This Work?

- Building Organizational Capacity
- Create a System
 - Individual or Team
 - Matching Goals to Outcomes



USING ASSESSMENT





USING ASSESSMENT

- Building relationships in schools
- Embedding the assessments into the program goals
- *What ways are you demonstrating evidence of student learning in the arts, through artistically grounded assessment?*



USING ASSESSMENT

A framework for Artistically Grounded Student Assessment

Collaborating: within your organization and across programs

Communicating: utilizing teaching artists as researchers to collect data and communicate with teachers

Creating: developing assessment that matches your program goals and outcomes and including assessments into the school curriculum

FEEDBACK, QUESTIONS, AND CONVERSATIONS





<https://www.surveymonkey.com/r/StudentAssessment18>





CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018-2019 School Year

ingenuity



DEPARTMENT OF ARTS EDUCATION



Thank You!