



Planning for Quality 101

*Part I: So, You Want to Work in
Schools: the Big Picture*

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WHAT ARE SCHOOL CONDITIONS RELATED TO THE ARTS?

Arts education can be a challenge. Bringing the arts to, and keeping them in schools, has become a matter of proofs.

*We must now
provide
evidence of
learning!*





What does providing evidence of learning mean with regards to arts education?





Generally, providing evidence of learning means that we provide information in a form that stakeholders can understand.



Because arts learning is revealed through process as well as product, it can be difficult to prove.

And, even products that clearly demonstrate learning to an arts professional, can be truly mystifying to people outside the arts.



HOW DO WE SOLVE THE PROBLEM?

We use the same tools (academic language and structures) to make learning transparent.



QUALITIES OF LANGUAGE

This language of stakeholders has several qualities:

- It is interdisciplinary.
- Mainly, it is made up of words and numbers.
- And, it is based on academic language and structures.



CREATING AND USING STRUCTURES

Today, we'll be talking about how to create and/or use the structures and academic language of three such tools:

1. Standards
2. Logic Models
3. Assessment Criteria



WHAT IS A STANDARD?

- A meter is the distance at 0°C between the axes of the two median lines engraved on a platinum iridium bar.
- International Meter Commission (30 countries) agreed 1875.
- Now - The meter equals the distance travelled by light in a vacuum during a time interval of $1/299792458$ of a second.



STANDARDS OF MEASUREMENT AND STANDARDS OF JUDGEMENT?

Performance in the arts requires judgement (agreement) rather than measurement against an absolute standard.

Qualitative not Quantitative Assessment





HISTORY OF ARTS STANDARDS

National Standards for Arts Education were first developed in 1994 stating achievement expectations for 4th, 8th, and 12th grade.



In June, 2014, the National Coalition for Core Arts Standards released the recent version (255 standards!).

These were adopted by Illinois State for implementation Spring, 2018.

The new standards were designed to complement the Common Core Standards in English/language arts and math.

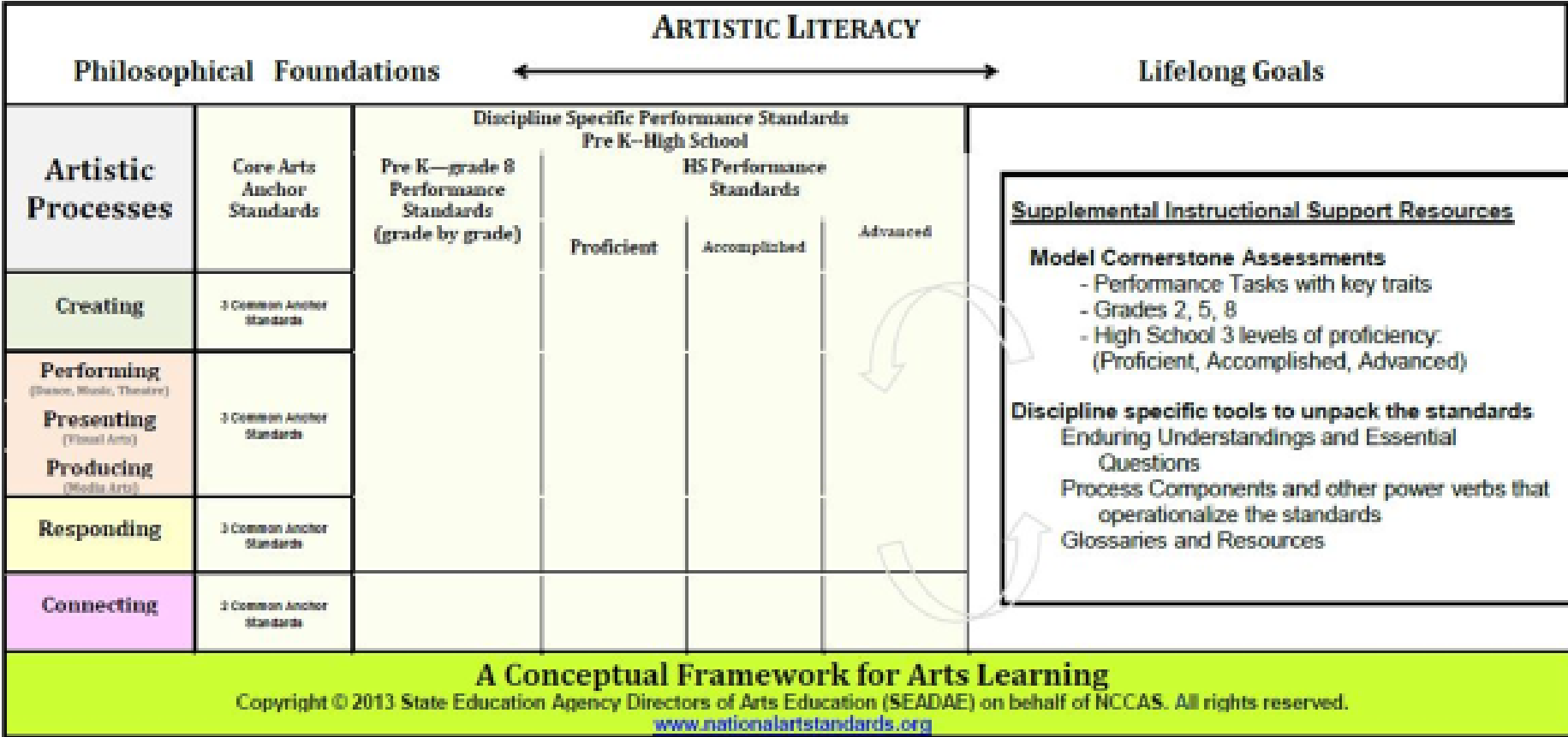


National Coalition of CORE ARTS Standards

National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014





STRUCTURE OF THE STANDARDS

- Standards Statements (250+)
- Year-by-Year, Pre-K through Year 8
- High School
 - ~~Proficient~~ Introductory
 - ~~Accomplished~~ Intermediate
 - Advanced





STATE STANDARDS CONSIDERATIONS

Confusion Between “Performance” Standards and “Content” Standards

Content Standard: A written description of what students should know and/or be able to do in a particular content or subject area. Expectations articulated outline the knowledge, skills, and abilities for all students in the subject area.



PERFORMANCE VS. CONTENT

Confusion Between “Performance” Standards and “Content” Standards

Performance Standards: The degree to which students have achieved mastery of the content standard. Expressed using criteria and rubrics that describe levels of performance from unsatisfactory to high levels of performance.

Performance Assessment: Tasks are often complex, including portfolio creation, reflective diaries, performance, etc. This concept is closely related to authentic assessment.



MUSIC “CONTENT” STANDARDS

...from the State Standards List

(Kindergarten MU:Cr1.1K) “With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.”

(Advanced HS Levels MU: Cr1.1.III) “Compose and/or improvise melodic, rhythmic, and harmonic ideas for compositions of increasing complexity and accompaniment patterns in a variety of styles.”

AN EXAMPLE OF A GENERIC ARTS “PERFORMANCE” STANDARD

Generate personal ideas in the work that show a very high level of originality and sophistication reflecting extensive research and experimentation.





THE NUMBER OF STANDARDS

The number of Arts Standards (255+) is overwhelming! If each standard is a duck, how many of the 255 ducks can you hit in 40 seconds? By the way all ducks are not equal in value!



The standards fracture the field.



DON'T LOSE SIGHT OF THE BIG PIC!



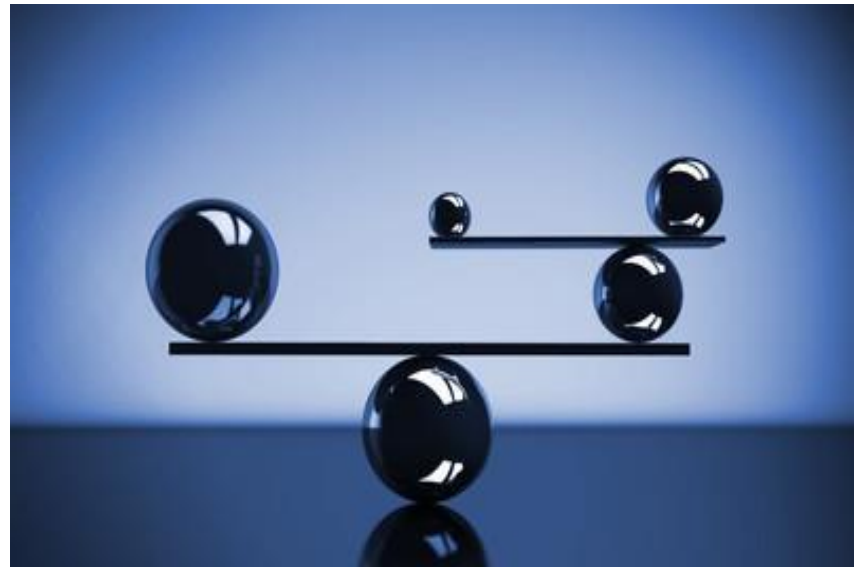
The best program is not necessarily the one that checks off the most standards.

Quality should not be confused with quantity!



HOW THE STANDARDS CAN INFORM PLANNING

- ✓ Provide guidance regarding the scope of the field
- ✓ Delineate increasing complexity of the discipline
- ✓ Assist with the maintenance of balance in planning learning experiences:
 - CREATING
 - PERFORMING/PRESENTING/PRODUCING
 - RESPONDING
 - CONNECTING





Planning for Quality 101

Part II: Logic Models and How They Can Help Us

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A LOGIC MODEL...

“is a tool used by funders, managers, and evaluators of programs to evaluate the effectiveness of a program.”



WHY LOGIC MODELS?

1. Schools and arts educational organizations must now provide *evidence of learning* in the arts.
2. To provide this evidence, the structures and supports of arts education programs must be evident.
3. Visible program structures can actually aid stakeholders in demonstrating learning.
4. Logic models help to make the structures and supports of programs visible.



LOGIC MODEL STRUCTURES

Logic models help to keep arts education in cultural institutions by aiding us in providing evidence of its importance and success.

When these structures do not help us work ‘outside the box,’ they can help us change the box.



THE LOGIC OF LOGIC MODELS

The 7 structures of a logic model:

Aims

Goals

Rationales

Inputs/Resources

Components (ex: Residencies)

Outputs

Outcomes (short, medium, long-term)

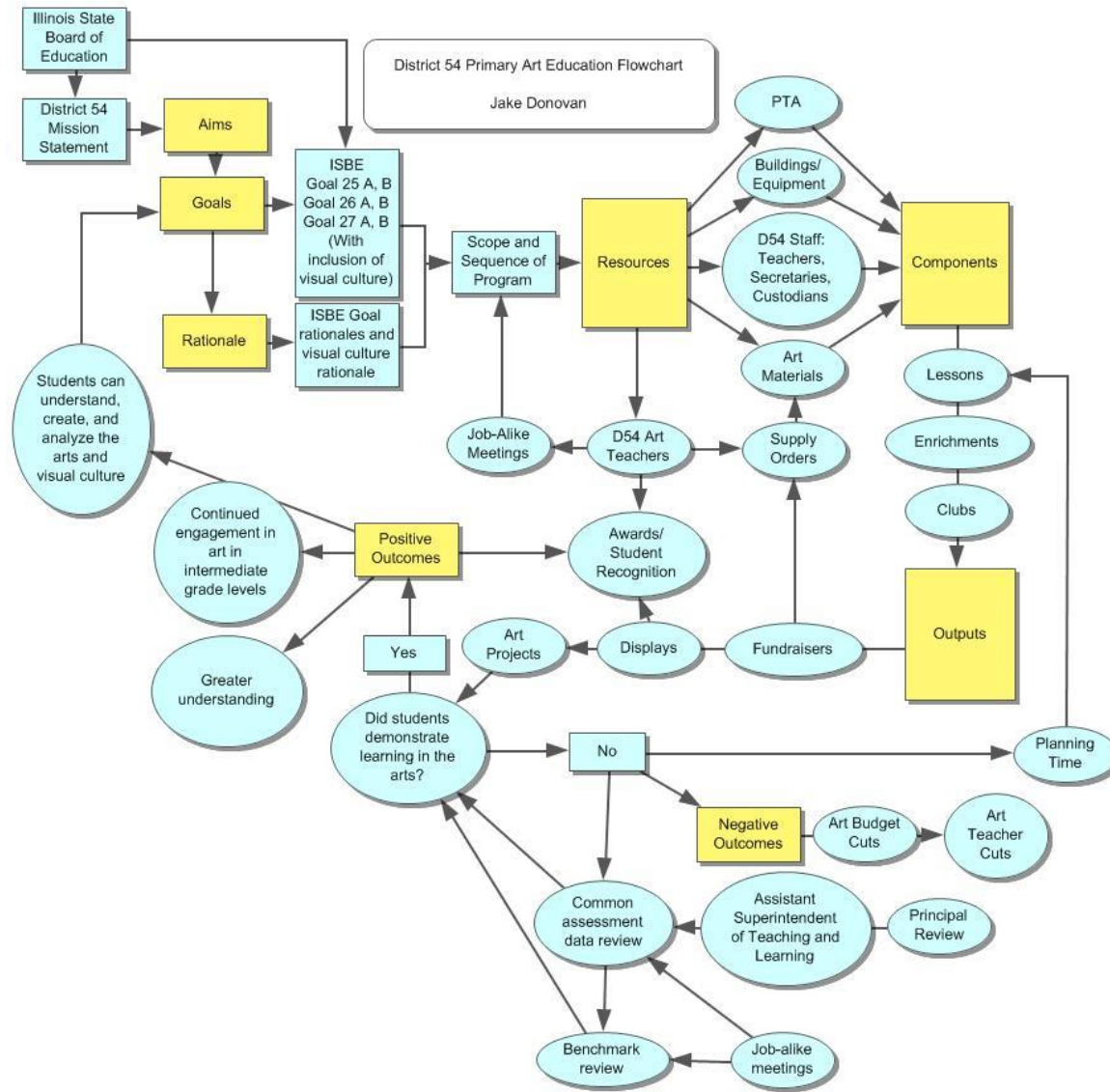


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START WITH A PROGRAM FLOW CHART





ELEMENTS OF CURRICULUM

AIMS: *Society level* - What are the social values and purposes of education?

GOALS: *Disciplinary level* - What knowledge should curriculum enable or promote to fulfill the above aims?

OBJECTIVES: *Student level* - What are the students to do in order to accomplish the above goals?



ARTS LEARNING AIMS

AIM #1: To promote mastery of human forms of expression.

AIM #2: To encourage the creation of new knowledge.

AIM #3: To support the development of a democratic population.



ARTS LEARNING GOALS

GOAL #1: Develop knowledge of and skills in the arts. (arts concepts and skills)

GOAL #2: Appreciate and support creative forms of production. (arts concepts and skills)

GOAL #3: Advance multicultural sensitivity through the arts. (interdisciplinary concepts and skills)



Planning for Quality 102

Part I: Assessment and Evaluation Terminology

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EVALUATION

Judgments of quality in any situation where determinations of merit are required.
Appraisal of the value of an object, performance, or process.



ASSESSMENT

In Europe, the UK, and Australasia it refers specifically to the determination of levels of student performance in national or centralized systems of education.



TERMS OFTEN CONFUSED WITH EVALUATION AND ASSESSMENT

Grading

The use of a letter or symbol to represent a level of achievement following an evaluative judgment. Grading is a reductionist exercise and is not the same thing as evaluation.





TERMS OFTEN CONFUSED WITH EVALUATION AND ASSESSMENT



Measurement

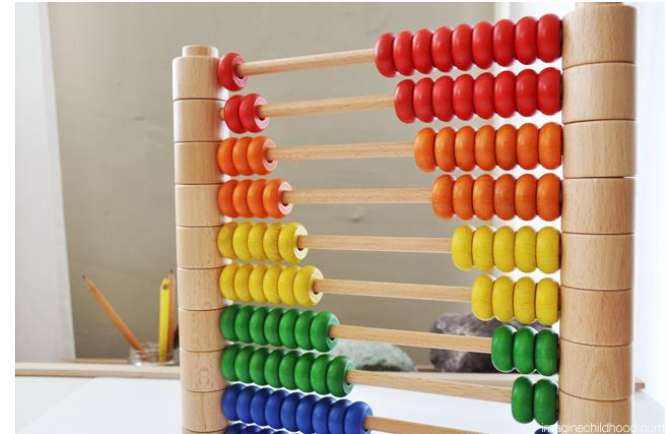
The process of quantification designed to determine the degree to which something is present in a object or performance relative to an agreed standard.



DIFFERENT FORMS OF ASSESSMENT

Quantitative Assessment

Assessing student achievement based on things that can be counted. e.g., the number of right answers in a test, or pieces completed. Measurement collects the data for assessment.





DIFFERENT FORMS OF ASSESSMENT

Qualitative Assessment

Making a judgment about the degree to which qualities are present in a performance, or object. e.g. technical skill, or imagination. Qualitative reporting uses language.

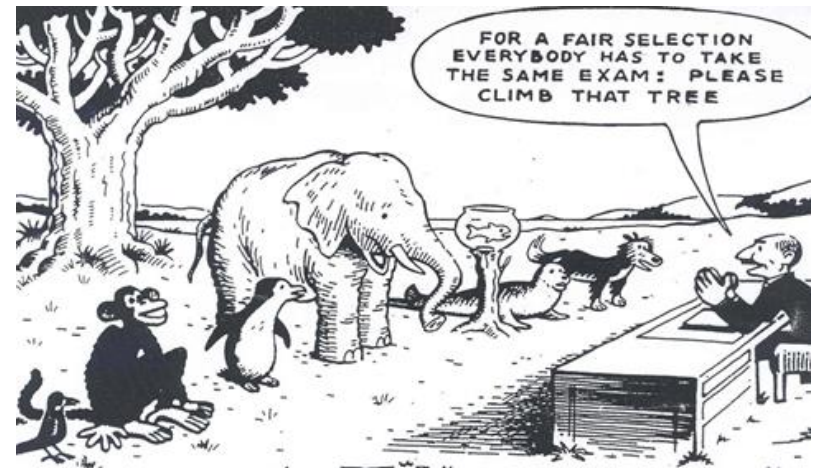




DIFFERENT FORMS OF ASSESSMENT

Authentic Assessment

The capacity of students to complete a real life performance task. e.g. demonstrate ability to make a realistic drawing of a toy from observation. Answering multiple-choice questions about how to draw the toy is not an authentic assessment task.

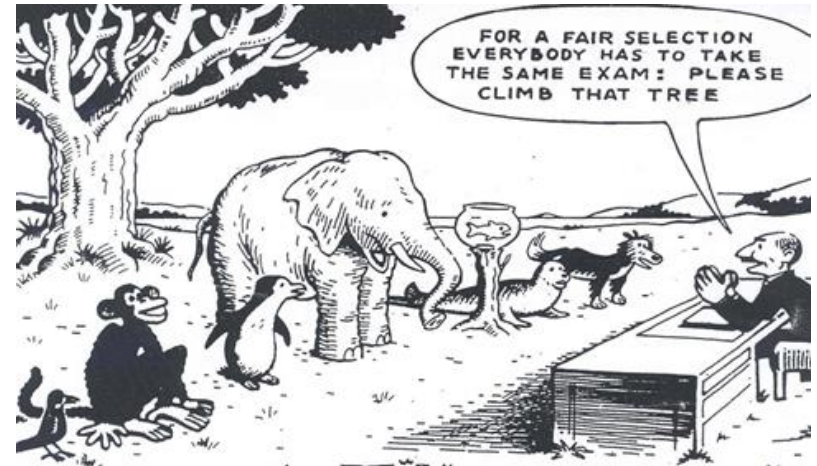




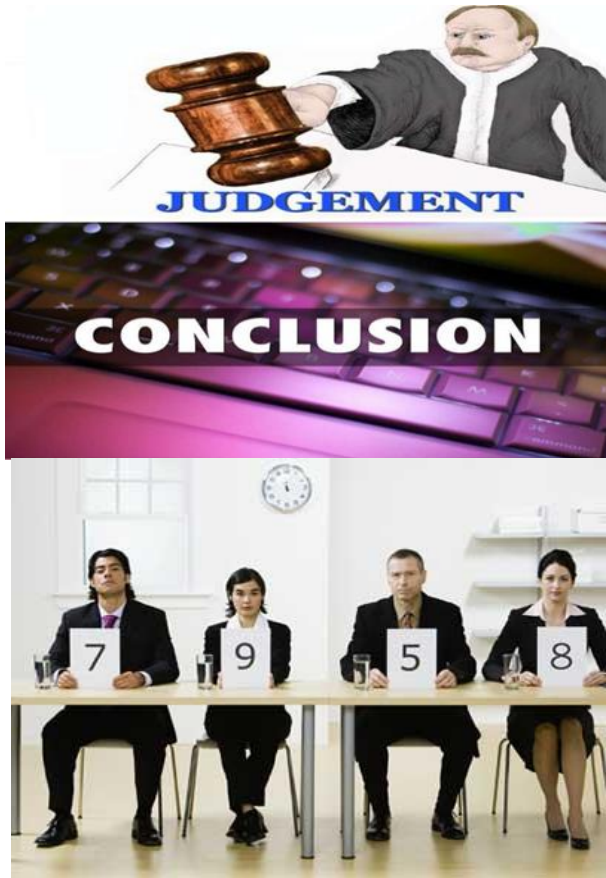
DIFFERENT FORMS OF ASSESSMENT

Authentic Assessment

The capacity of students to complete a real life performance task. e.g. demonstrate ability to make a realistic drawing of a toy from observation. Answering multiple-choice questions about how to draw the toy is not an authentic assessment task.



QUALITATIVE JUDGEMENT CAN BE QUANTIFIED!



Assumption: If a quality is present it is present to some degree!



DIFFERENT FORMS OF ASSESSMENT

Validity

Content validity is achieved when the measures used to assess an art product or performance interrogate the essence of the subject matter.

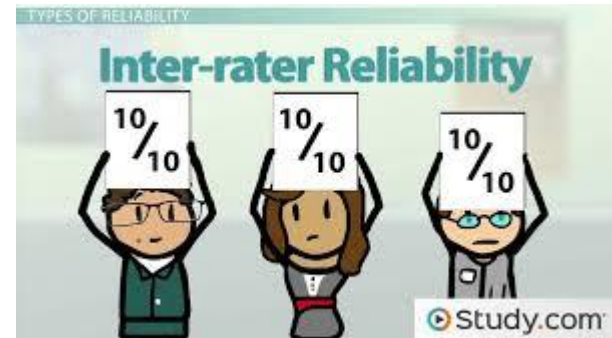
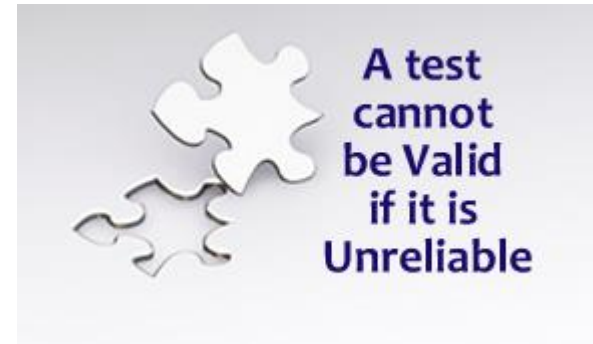




DIFFERENT FORMS OF ASSESSMENT

Reliability

Reliability has been achieved in qualitative assessment when multiple judges are able to independently assign equivalent value to the same work.





DIFFERENT FORMS OF ASSESSMENT

Diagnostic Assessment

It's for the teacher!

Is conducted as part of the day-to-day routine of teaching for the purpose of identifying students' strengths and weaknesses. It's purpose is to inform and improve future teaching strategies.





DIFFERENT FORMS OF ASSESSMENT

Formative Assessment

It's for the students!

Provides feedback to students about their own progress to help them achieve intended learning objectives. It is personal (Idiographic) and does not typically reference the performance of others.





DIFFERENT FORMS OF ASSESSMENT

Summative Assessment

It's for the administrations, students, and parents!

Sometimes called “gatekeeping” assessment. It determines access for students to educational opportunities, such as continuance in a program, or university/college entry and references the performance of others (Nomothetic).





**AND NOW FOR
THE NEXT THING!**



Planning for Quality 102

Part II: Assessment Tools

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ASSESSMENT TOOLS

Criteria

(Criterion is the singular form)

- Describes the quality sought when a judgment is to be made about the work.
- A rubric describes the expected level of that quality
- Are derived from learning objectives.



CRITERIA ARE WINDOWS

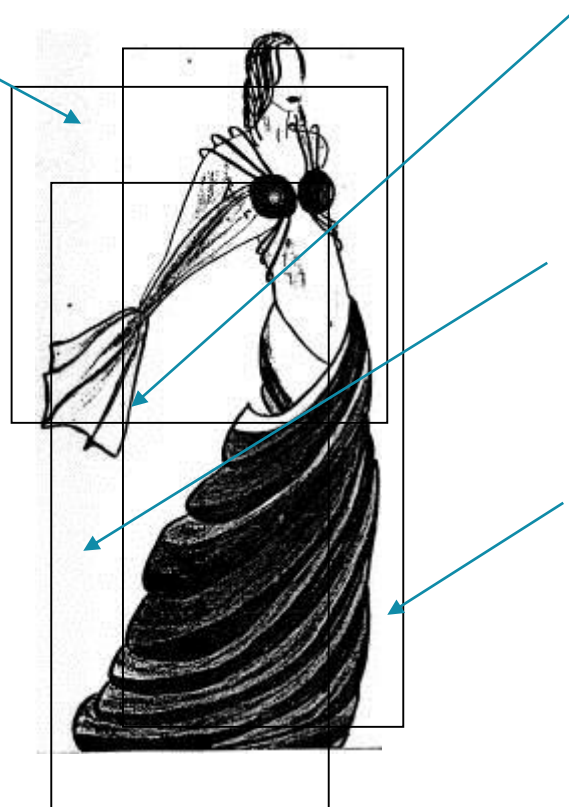
Art Product or Performance

Knowledge of the media

High level of Imagination



Judge



Expressive use of Formal Qualities

High level of Technical Skill



ASSESSMENT TOOLS

The Rubric

Assumes any qualities present in an object or performance are present to some degree.



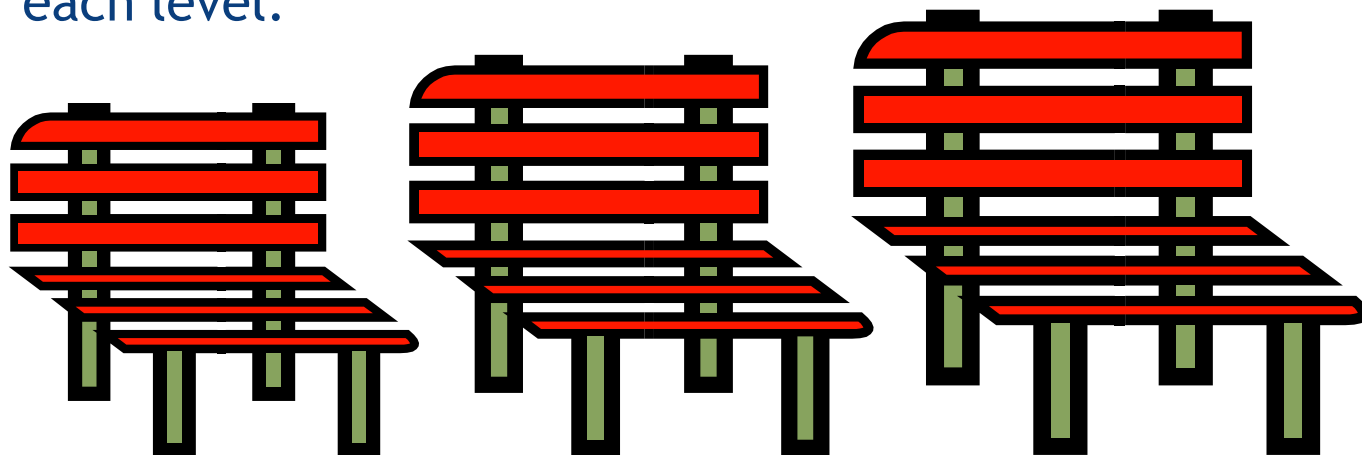
- Statements describing performance levels that may be achieved in relation to a criterion.
- Has two parts, a numerical scale and matching statements of performance levels.
- A 3 - 5 point scale is normally used.



MAKING EFFECTIVE QUALITATIVE JUDGEMENTS

Benchmarking

Used to clarify the meaning of rubric statements. Selection of work samples that exemplify the meaning of each level of the rubric. Best to have the selected expert judges discuss the rubric and agree upon best examples to use as benchmarks for each level.

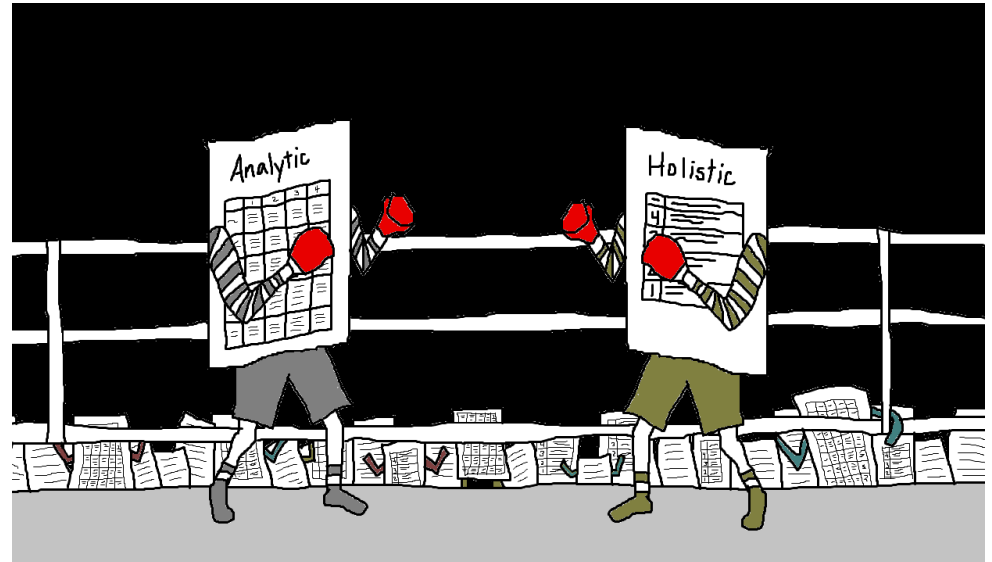




ASSESSMENT TOOLS

Analytic assessment employs separate criteria & rubrics which each provide a separate number which are aggregated to form a total score for the work/performance.

Holistic assessment requires a single overall judgment which expresses the overall quality.



Analytic and Holistic Rubrics



CONNECTING CRITERIA RUBRICS AND EVIDENCE

Clear behavioral learning objectives



Assessment criteria derived from the objectives



Rubrics describing expected performance levels for each
criterion



Visual benchmarks illustrating the rubric



Evidence of student performance