



# *Planning for Quality 103*

## *Part I: Why Assess the Arts?*

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# WHY ASSESS THE ARTS?

Is assessment good for arts learning?

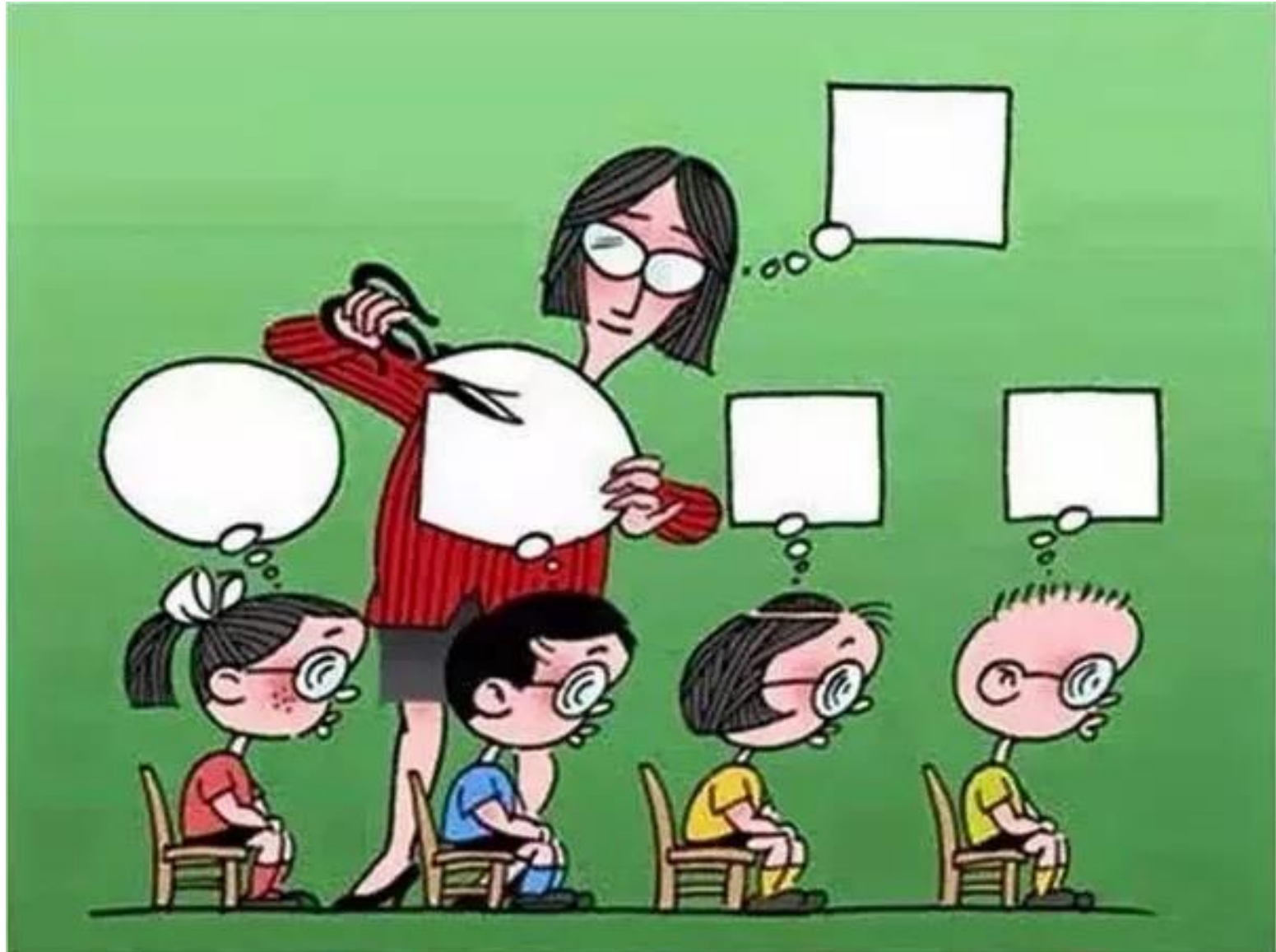
Why assess the arts anyway?

Experimenting  
testing  
**EVALUATING**  
Monitoring Judging  
reviewing moderating  
blog commenting Hypothesizing collaborating posting  
refactoring Detecting Critiquing  
networking Testing Checking





# ASSESSMENT SKEPTICISM





Assessment per se is not the problem in the arts.  
The problem is inappropriate assessment!



# INAPPROPRIATE ASSESSMENT

- Hinders students' understanding of progress
- Diminishes interest in arts participation
- Inhibits creative thinking





# APPROPRIATE ASSESSMENT

Helps students to:

- Understand their progress
- Achieve goals
- Become effective critics
- Take risks & think creatively





# APPROPRIATE ASSESSMENT

Helps teachers to:

- Understand their students' progress
- Understand their teaching effectiveness
- Plan more effectively
- Provide evidence of student learning to administrators and parents





# APPROPRIATE ASSESSMENT

Helps parents, administrators, and other stakeholders to:

- Understand the nature of students' learning
- Understand the value of the program
- Support funding
- Protect the program







# *Planning for Quality 103*

## *Part II: Objectives, Criteria, Rubrics, and Benchmarking*

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Objectives



Criteria



Rubrics



Benchmarking



# HOW TO WRITE A GOOD OBJECTIVE

State the **condition**  
(instruments, materials,  
context, etc.).

State the **student behavior** that  
demonstrates learning (make,  
perform, play, etc.).

State **how well** the student is  
expected to perform the  
behavior.



# EXAMPLE OF A GOOD OBJECTIVE

Given graphite and color pencils students will use symbols to create a powerful personal message that is communicated *effectively* through the use of visual qualities such as line, color, texture, shape and composition.

THE CONDITION

WHAT THEY WILL DO


*HOW WELL THEY WILL DO IT*

# HOW TO EXTRACT THE CRITERIA FROM THE OBJECTIVE

- Identify key quality or qualities expressed in the objective.
- Keep it short and simple.



Ouch!



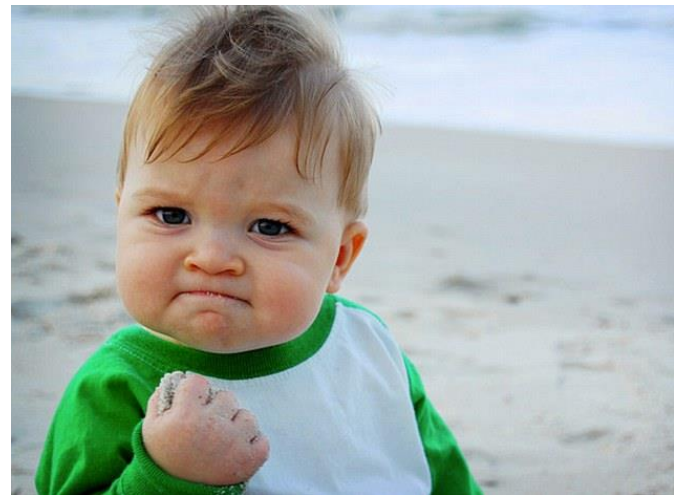
# AN EXAMPLE OF A GOOD EXTRACTION

**OBJECTIVE:** Given graphite and color pencils students will use symbols to create a powerful personal message that is communicated effectively through the use of visual qualities such as line, color, texture, shape and composition.

**CRITERION:** Effective visual communication of powerful personal message.

# QUALITIES OF A GOOD ANALYTIC RUBRIC

- Focus attention upon qualities sought.
- Facilitate RELIABLE judgment (agreement).
- Clarify the assessment task **EVEN FOR NOVICE JUDGES!**





# HOW TO BUILD A GOOD RUBRIC

A rubric describes the highest level of performance, the lowest level of performance and one to three steps in between.







# BUILDING A GOOD RUBRIC

- Each quality identified in the rubric should be referenced at each level of the rubric.
- No new qualities should be introduced at any level.
- Five levels maximum!





# EXAMPLE OF A GOOD RUBRIC

**CRITERION:** Effective visual communication of powerful personal message.

Level	Descriptor
1	The message is unclear and unconvincing, symbols used are inappropriate, and visual qualities are not employed appropriately to support the message.
2	The message is understandable with limited conviction, some symbolism is appropriate, and visual qualities are somewhat supportive of the message.
3	The message is clear and powerful, symbol use is highly appropriate and visual qualities effectively enhance the message.



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# CREATING BENCHMARKS

- Review student work.
- Select best samples of products, recordings, or videos that best exemplify each level of the rubric.
- Make available to those who will assess the work.



# BENCHMARKING

For the most effective results, it is advisable to have selected expert judges discuss the rubric and agree upon best examples to use as benchmarks for each level.





# USING ANALYTIC RUBRICS

Appropriate for:

- Short term projects or lessons.
- Inexperienced examiners.
- Heavily skill based lessons.





# USING ANALYTIC RUBRICS

## Some Cautions:

- Students may perform well in relation to one criterion and poorly on another.
- Some criteria are more important than others (Weighting may be necessary).

Whoops!





# HOLISTIC RUBRICS

- Individual criteria are written.
- All are considered in the judgment.
- Any qualities in the work not addressed by the criteria are considered as well.
- The rubric includes broad statements addressing all qualities expressed by the criteria.
- A single score is awarded.

an Elephant Look Like? **ARTIC VIEW** and Functional Perceptions







# EXAMPLE OF A HOLISTIC RUBRIC

Adapted from the International Baccalaureate

LEVEL	HOLISTIC DESCRIPTORS
5	<p>A very powerful collection of work has been produced which demonstrates an exceptional understanding of the conceptual and technical underpinnings of artistic expression representative of the cultural context and chosen artistic genre(s). The work overall illustrates a highly sophisticated exploration of ideas appropriate to the visual arts, and an outstanding resolution of concept, media, and technical expression.</p>



# EXAMPLE OF A HOLISTIC RUBRIC

Adapted from the International Baccalaureate

LEVEL	HOLISTIC DESCRIPTORS
4	A strong collection of work has been produced which demonstrates a very good understanding of the conceptual and technical underpinnings of artistic expression representative of the cultural context and chosen artistic genre(s). The work illustrates a comprehensive exploration of ideas appropriate to the arts, and a good resolution of concept, media, and technical expression in the majority of works.



# EXAMPLE OF A HOLISTIC RUBRIC

Adapted from the International Baccalaureate

LEVEL	HOLISTIC DESCRIPTORS
3	A reasonable amount of work has been produced which demonstrates an adequate understanding of the conceptual and/or technical underpinnings of artistic expression representative of the cultural context and chosen artistic genre(s). The work illustrates a reasonably focused exploration of ideas appropriate to the arts, and a good resolution of concept, media, and technical expression in many works.



# EXAMPLE OF A HOLISTIC RUBRIC

Adapted from the International Baccalaureate

LEVEL	HOLISTIC DESCRIPTORS
2	A small amount of work has been produced which demonstrates a limited understanding of the conceptual and/or technical underpinnings of artistic expression. The work illustrates a limited or diffused exploration of ideas appropriate to the arts, and a limited ability to resolve concept, media, and technical expression.



# EXAMPLE OF A HOLISTIC RUBRIC

Adapted from the International Baccalaureate

LEVEL	HOLISTIC DESCRIPTORS
1	An inadequate amount of work has been completed, and is lacking in evidence of technical skill or relevant knowledge of artistic expression.



# USING HOLISTIC RUBRICS

Appropriate for:

- Long term projects, residencies, or ensemble performances.
- Summative Assessments.





# USING HOLISTIC RUBRICS

## Some Cautions:

- Complex and demanding.
- Requires experienced examiners.

Whoops!







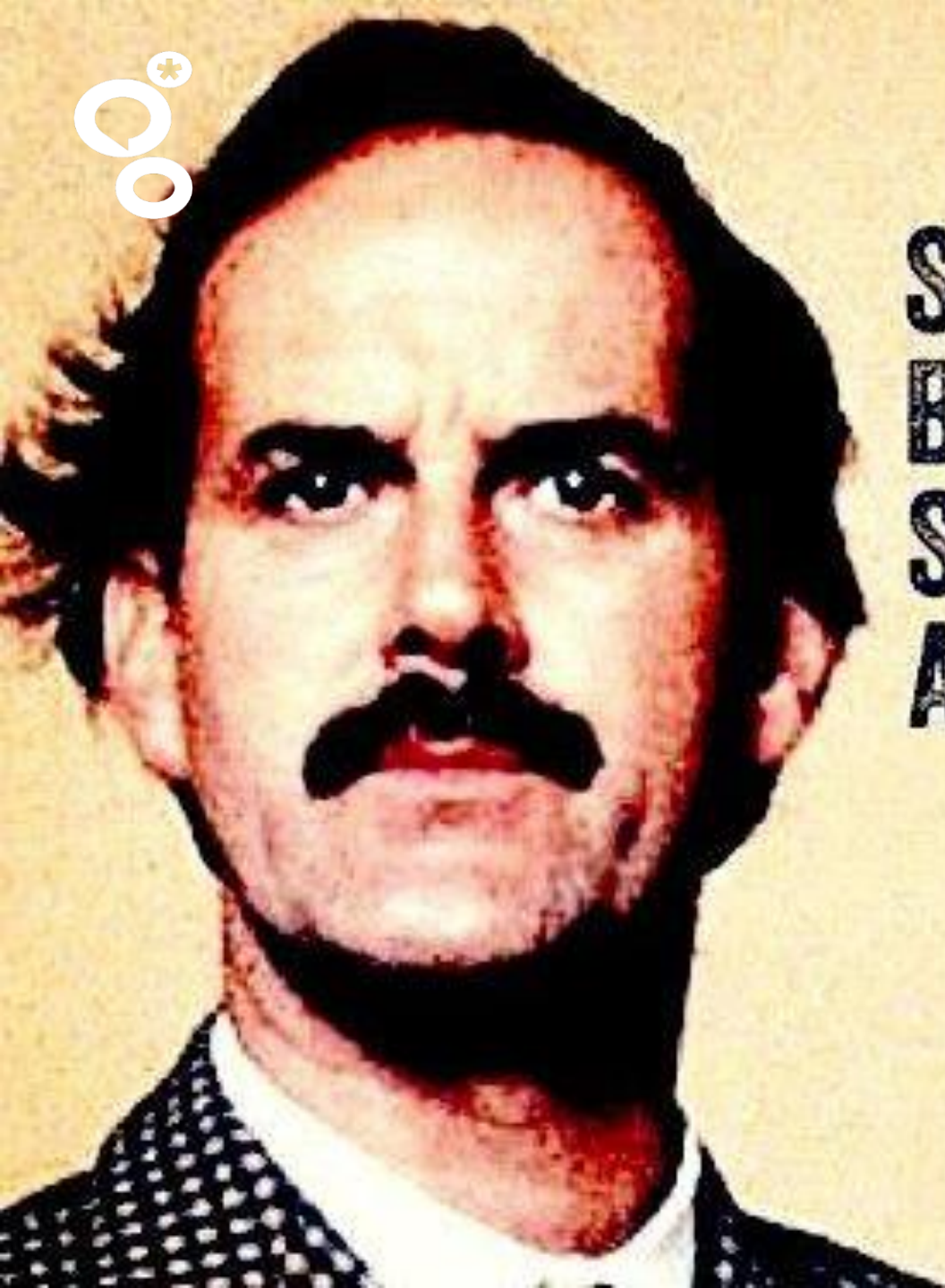


# *Implementing Quality 201*

*Promoting Creativity  
through Assessment, Risk-  
taking, Evidence and Tools  
Beyond Rubrics*

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**NOTHING WILL  
STOP YOU FROM  
BEING CREATIVE  
SO EFFECTIVELY  
AS THE FEAR OF  
MAKING A  
MISTAKE.**

**- JOHN CLEESE**

# RISK TAKING RESEARCH: A MULTI-NATIONAL STUDY

- Research conducted in USA, Ireland, The Netherlands.
- Do high school students understand the notion of risk taking?
- Under what conditions are they most likely to “risk”?





# RISK TAKING RESEARCH: A MULTI-NATIONAL STUDY

Arts students do understand the nature and significance of risk taking as part of the creative process!

“Mostly when I take risks it’s because I feel the piece is missing something, and there is more I can add. Sometimes it’s because the piece looked too plain and planned when most of my art is loose. Other times I just wanted to enjoy what I was making and doing something to help me feel that”

# \* UNDER WHAT CONDITIONS TO KIDS TAKE RISKS?

## At Home

“At home it is not a finished piece that will contribute towards my school exam results so I feel more freedom to express myself through mediums I haven’t used before”.

“Because your artwork at home is for yourself only and will not be judged or graded”.





# UNDER WHAT CONDITIONS TO KIDS TAKE RISKS?

**At the beginning of a project.**

“When I am not working on a finished piece of art there is more freedom. When you are in the middle of the piece and you have already put in a lot of time and effort you are less inclined to take a chance because you don’t want to mess up.”



# UNDER WHAT CONDITIONS TO KIDS TAKE RISKS?

When it is NOT for the exam.

“If you are not going to be graded on it. Particularly for the leaving CERT you aren’t very likely to take any risks as your future does depend on it, like points are in the picture.”



# IMPLICATIONS FOR ASSESSMENT

- Don't assess everything students do.
- Value students' interests.
- Reward risk taking through assessment.





# ASSESSMENT EVIDENCE



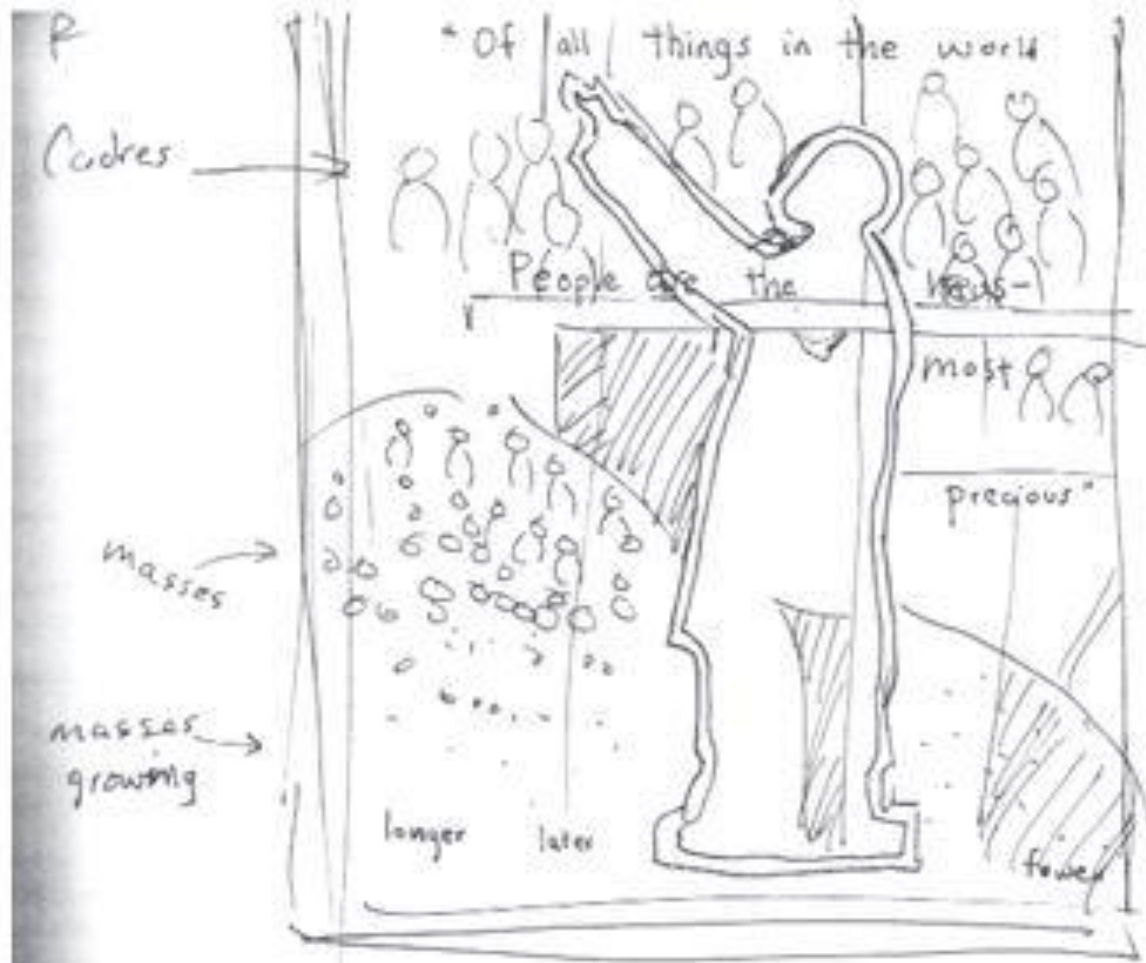
# ALTERNATIVE ASSESSMENT EVIDENCE

- Finished performances/pieces
- Portfolios - audio/video/visual
- Reflective (working) diaries
- Check lists
- Tests and Quizzes
- Interview notes
- Self-assessments

# ALTERNATIVE ASSESSMENT EVIDENCE: THE PORTFOLIO

- A collection of work over time
- Provides evidence of intellectual footsteps
- Contains reflective component





Concept: Supreme irony of Mao's saying  
vs. population boom. I don't want  
the words to be too conspicuous  
I like the idea of the transparent Mao





I did some research on the use of replication by modern Chinese artists to satirize the cultural revolution. After the Tiananmen Square demonstration in 1989 many artists left China, but those who stayed took new artistic paths, using satire and irony to express disapproval of political, cultural, and social issues. Many reused propaganda images of the Cultural Revolution (1966-1976)



← Yu Youhan

"The Waving Mao" 1990

Acrylic on canvas

Many artists merged Pop style with revolutionary imagery. Here the profile of Mao is cut out

and decorated with brightly-colored floral designs. These designs are common in traditional Chinese folk art. The artist comments on the iconic reverence the Chinese people have toward Mao, their "Great Helmsman" that still somewhat exists. (compare to pg 57-58)

# ALTERNATIVE ASSESSMENT EVIDENCE: THE CHECKLIST

- Good for technical skill.
- Provides quantitative evidence.
- Not necessarily authentic.





# ALTERNATIVE ASSESSMENT

## EVIDENCE: TESTS AND QUIZZES

- A test is a response to a task.
- Useful for specific investigations.
- Is not necessarily multiple choice.





# ALTERNATIVE ASSESSMENT

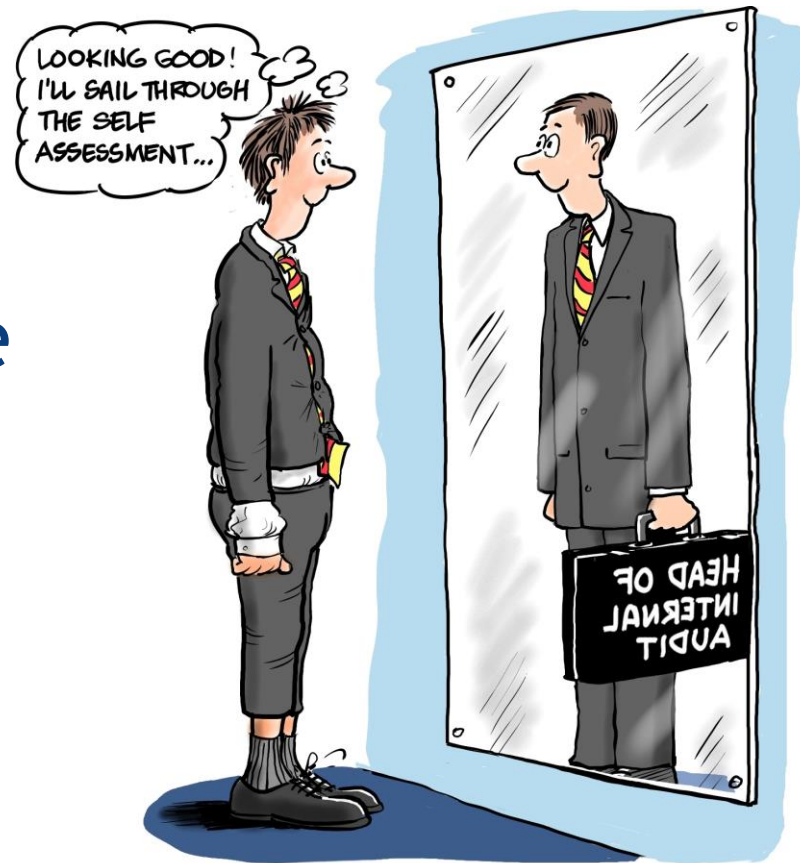
## EVIDENCE: INTERVIEW/VIVA VOCE

- An interview or oral exam.
- Useful to determine understanding.



# ALTERNATIVE ASSESSMENT EVIDENCE: SELF-ASSESSMENT

Can provide  
unexpected  
insights.





# COMMUNICATION WITH STAKEHOLDERS

- Electronic Benchmarks
- Portfolios
- Performances & Exhibitions
- Reports including assessment methods and evidence



# ELECTRONIC PORTFOLIO RESOURCES

Nicholas Leonard (Elementary)

<https://www.youtube.com/watch?v=LsYDGLm641E&feature=youtu.be>

Karen Popovich (Secondary)

<https://www.youtube.com/watch?v=rprHh4X5cNk&feature=youtu.be>