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**Group Activity:
Creating a Work Plan for Arts Assessment**

You are part of an arts education management team. Your task: Prepare your staff to assess student work in the arts. Today, you will accomplish the task of writing a work plan specific to you and your staff.

A work plan can be facilitated by answering some initial questions. Before beginning yours, consult with your team and answer the following questions:

Who are the staff involved in assessment?

What do they need to learn about assessment?

What are the environments/conditions in which they work?

What is the timeframe?

- 1. Prepare staff and address skepticism they may have about assessment.** Discuss any issues that arise with sincerity and explain that such concerns are common in the arts. Focus discussion on contemporary requirements of schooling and the need for evidence of learning. How will you address their specific art form concerns? What will you say about assessment and creativity?
- 2. Establish agreed upon goals and objectives.** Assuming that you have taught your staff to write aims, goals, and objectives, ask your staff to compare their own example objectives against high quality exemplars to ensure that they are of high quality. Ask small groups to edit their objectives. What are some common problems encountered by the group when writing objectives?
- 3. Extract agreed upon criteria.** Have your staff pull the assessment criteria out of the example objectives. How will you explain the format of assessment criteria? How will you demonstrate pulling criteria out of objectives?
- 4. Teach staff assessment academic language, explain evidence, and judgement tools and strategies.** Determine what academic language concerning assessment your staff need to learn. How will you define and describe the importance of evidence to them? Which judgement tools will you need to demonstrate to them?
- 5. Decide on which tools and strategies will best facilitate assessment of your criteria.** Which tools will you need to create (or borrow) to assess the example objectives? Should the students create an individual portfolio or are you

assessing an ensemble? Should you use a rubric or checklist? What is the role of self-assessment?

6. **Collect samples of student work.** This can be done before beginning number #1 if staff have samples based on example objectives, or at this point. Were the instructors disappointed with the quality of any of the work? How can they improve their objectives and assessment criteria to ensure that students will learn more and produce better quality work?
7. **Establish benchmarks.** Discuss the quality of the samples as a group and come to an agreement about benchmarks that represent levels of quality. What types of work will you use for the benchmarks? What are the strengths and weakness of the samples?
8. **Construct your assessment tools, such as a rubric with levels of achievement to describe the benchmarks.** Determine which criteria you will use based on the benchmarks. Explain how to write levels of achievement. How many levels of achievement will you establish?
9. **To apply the assessment strategies, ensure that students understand the assessment tools early in each assignment.** To apply the assessment, have instructors assess new student work. How will instructors ensure that students understand the rubric?
10. **Apply the tools to new student work. Have staff bring the work back to the group and discuss applying the rubric.** Do you want your staff to come back and demonstrate how they have applied their rubrics?