

THE ULTIMATE GUIDE

TO

ASSESSMENT IN THE ART ROOM

WHAT YOU'LL FIND

IN THE RIDICULOUSLY RELEVANT AND RAPID ART ASSESSMENTS GUIDE



FORMATIVE ASSESSMENTS

- Peer feedback methods
- Student self-reflection prompts
- Exit slips
- Critique guides
- Foundation worksheets
- Teacher-student conference guide

SUMMATIVE ASSESSMENTS

- Self-assessment checklists
- Student observation checklist
- Self-assessment rubric
- Artist statement template and guide



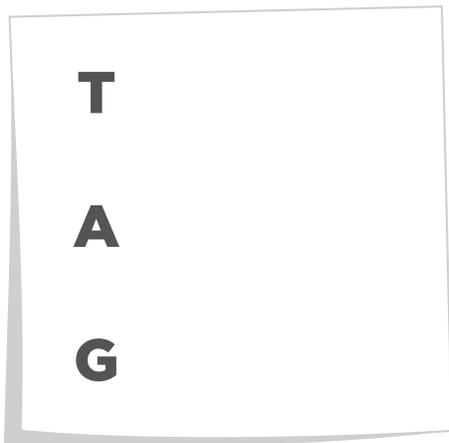
PEER FEEDBACK:

TAG Sticky Notes

This TAG peer feedback activity is a great way to encourage efficient and authentic feedback between peers before completing a project.

- 1 Have students start the process by writing the word “TAG” down the left side of a sticky note. If needed, students should write their names on the backs of the sticky notes to ensure positive interactions.
- 2 Have students place their in-progress artwork on their work areas.
- 3 Play music as students walk around the room, viewing the artwork as they pass by.
- 4 When the music stops, students should sit down at the closest artwork, being sure not to choose their own.
- 5 Students should then respond to the three letter prompts on their sticky notes according to the artwork that is in front of them (see prompts below).

This activity provides the entire class with a short peer critique that not only gives them positive compliments but also constructive criticism to use moving forward.



TAG is short for:

- T** - **Tell** something you like about the artwork.
- A** - **Ask** a question about the artwork.
- G** - **Give** a suggestion on how to improve the artwork.



PEER FEEDBACK:

Fill-in-the-Blank

Peer feedback can be difficult for some students if they are not given prompts to follow. Use this mini feedback form to assist students with providing clear, descriptive and relevant feedback. Younger students may benefit from the prompts being read aloud to them and then discussing orally with a partner.

Artist's Name:	Peer Reviewer's Name:
.....	
The best part of your artwork so far is...	
.....	
Can you tell me how you...	
.....	
One thing you may want to change...	
.....	
Your artwork makes me think of...	
.....	

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STUDENT SELF-REFLECTION:

2 Stars and a Wish

- 1 Begin with giving each student a copy of the rectangle below. Better yet, laminate them and re-use them over and over!
- 2 Explain to students that the “2 Stars” are aspects of their work that they are most proud of. The “Wish” is something that they would like to improve upon or change for next time.

2 Stars and a Wish Name: _____







2 Stars and a Wish Name: _____









STUDENT SELF-REFLECTION:

Artistic Behaviors

Use the list of prompts below to encourage meaningful student reflection. The list also serves as an outline for universal artistic habits. It's perfect for both choice-based art rooms and more traditional methods of art education.

- 1 **"I create original art."**
 - How did you use your own unique ideas in your work?
 - Did you use a source for inspiration, then combine it with your own ideas to make it original?
- 2 **"I developed my art making skills."**
 - Did you learn new techniques or processes as part of the work for this project?
 - Did you gain skill with familiar materials?
- 3 **"I communicate through my work."**
 - What is this artwork intended to say?
 - What issues are you examining through your artwork?
 - How is this artwork about who you are or what you like?
- 4 **"I take risks."**
 - Did you try something that you were not sure about as part of this project?
 - Did you pick a material or technique that was new or different over something that was familiar?
- 5 **"We collaborate."**
 - Did you ask another student for feedback during your work process?
 - Did someone help you understand important information or inspire you?
- 6 **"I solve problems."**
 - How did you respond to challenges that occurred as you worked?
 - Did your work take an unexpected turn due to a mistake or did something happen that was unplanned?
- 7 **"I reflect."**
 - When did you step back and analyze your work during this project?
 - Did you consider how ideas would work before you tried them?
- 8 **"I have a global awareness of art making."**
 - Did you find inspiration from another artist or culture?
 - Did you use technology as a tool?
 - Did you participate as an art community member?

Questions adapted from the work of Melissa Purtee and Ian Sands, Apex High School, Apex, NC.



STUDENT SELF-REFLECTION:

Reflection Taxonomy

Self-assessment is an important growth concept that should take place on a regular basis in the art room. Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) can provide a hierarchy outline of self-reflection prompts for students to use at any time in the art making process.



Questions adapted from: Pappas, Peter. "A Taxonomy of Reflection: A Model for Critical Thinking." 2010.

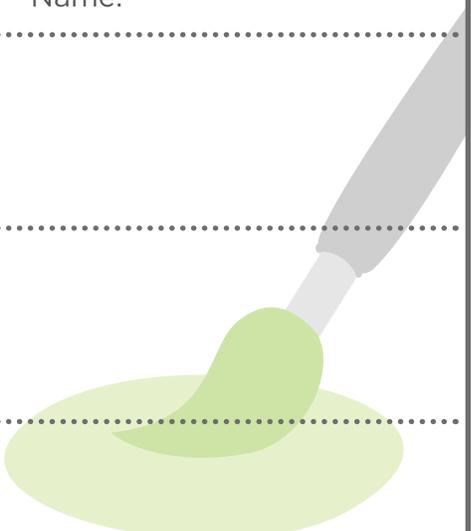


EXIT SLIPS:

Today, in the Art Room...

Exit slips are a simple way for teachers to quickly evaluate student learning at the end of a lesson. Prior to the end of class, allow students a few minutes to reflect on their learning. Use the completed slips to modify future lessons based on student reflection and feedback.

TODAY, IN THE ART ROOM...	Name:
I discovered:	
I still need to work on:	
I am really excited for:	

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I discovered:	
I still need to work on:	
I am really excited for:	



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3-2-1

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Artist's Name:

3 >>> What are **three** things you discovered during studio time today?

⋮

⋮

2 >>> What are **two** things you are going to continue to work on?

⋮

1 >>> What is **one** thing that you still have a question about?



CRITIQUE GUIDE:

I Wonder...

Rather than a traditional critique process of students forming statements or opinions about an artwork, try limiting students to only writing questions. Although they may never find out the real answers, this activity promotes higher order thinking skills with its innovative response method.

I Wonder...

Name: _____

Take a close look at the artwork you'll be critiquing today. Write three questions about what you see in the artwork.

1

2

3

Notice any elements or principles? Write two questions about how the artist used E & Ps.

1

2

Finally, write two questions about the feeling the artwork gives you or the meaning behind the artwork.

1

2



CRITIQUE GUIDE:

Observation Think Sheet

Closely observing historical and contemporary artworks encourages critical thinking skills. Use this “think sheet” to promote students’ examination of artwork with the four domains of art criticism: Description, Analysis, Interpretation, and Judgment.

DESCRIPTION

What kind of things do you see in the artwork? How would you describe them? What information can you get from the credit line?

ANALYSIS

What Elements and/or Principles did the artist use? Where do you notice them? What makes you notice them first?

INTERPRETATION

What do you think this piece is about? Does the title fit? Pretend you can climb inside. How does the painting feel? How does it make you feel? Do you agree with the choice of medium?

JUDGMENT

What should other people notice about this work? What would you do with it if you owned it? What is worth remembering about this picture?



CRITIQUE GUIDE:

Visual Literacy

Being visually literate is as important in art education today as any other skill. It is essential that students are able to utilize their visual literacy skills and be able to understand, analyze and critique the visual environment surrounding us.

Use this guide below as prompts for students to view images carefully and critically. See the printable student copy on the next page.

Choose an artwork/image/artifact that you are interested in (your teacher may have already selected one for you). Just about anything visual and man-made can be used for this activity. This includes famous artwork, graffiti, product package, architecture, car design, fashion design, and more.

A critique of:

Artist/maker/creator:

Medium:

Time period:

- 1 Describe what you see in the piece. What kind of information can you get from the credit line (if there is one)?
- 2 What elements and principles are the most important in the work and why? How do you know this?
- 3 What do you think this work is about? Is there a particular message that the artist is trying to get across?
- 4 If there is a title, does the title fit?
- 5 What do you think other people should remember about this piece?
- 6 Is this piece successful? Why or why not?
- 7 What is the possible impact of this piece?
- 8 What other questions do you have about this work after viewing it?



CRITIQUE GUIDE: Visual Literacy

Name:

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CRITIQUE GUIDE:

Group Cheat Sheet

Critiquing artwork in a group setting among peers can become more meaningful and beneficial with a guide. After arranging students in groups, give each group a copy of this “cheat sheet” to assist with a dynamic and relevant critique process.

As a group answer: What was our learning goal for this project?

AND/OR

As an individual: What was my goal as an artist with this work?

As an individual answer: How did I achieve the goal through my art making?

State your artwork title, medium used and your goal for this work.

Choose three questions below that you would like your group members to comment on in response to your work.

1. What do you see in your classmate’s artwork? What makes you notice that right away?
2. What words would you use to describe this artwork?
3. Are there any elements or principles depicted in the artwork that you are drawn to immediately?
4. Do you notice any interesting techniques or processes in the artwork?
5. What is the most creative part of the artwork? How do you think your classmate came up with that idea or concept?
6. What do you think this artwork means? Why do you think so?
7. What does this artwork remind you of?
8. How is this artwork different than real life?
9. How does the artwork make you feel? What is it about the work that makes you feel that way?
10. What would you title this artwork?
11. What suggestions do you have for your classmate as they finish the artwork?
12. What questions do you have about the artwork?

One student at a time, present your work to the group.

Set a timer to ensure each group member gets equal time throughout the critique process.



FOUNDATION WORKSHEETS:

Elements and Principles

If you teach the elements and principles in your art room, then you know how crucial it is to review the concepts often. These worksheets can be used to introduce, review or practice the Elements and Principles of Art with little teacher prep. Consider using the practice sheets for a quick, formative assessment throughout the school year or even as a last minute substitute teacher activity.

Name:

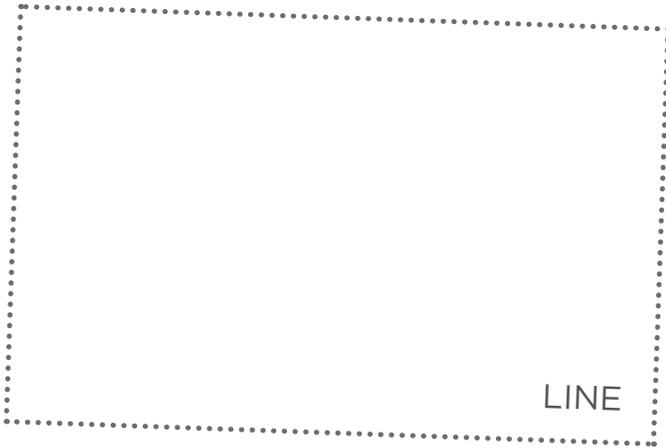
LINE	SHAPE
THE ELEMENTS OF ART The Elements of Art are the building blocks of all things visual. Use this practice sheet to sketch examples of each element.	
FORM	COLOR
VALUE	TEXTURE
	SPACE

Name:

PATTERN	BALANCE
THE PRINCIPLES OF ART The Principles of Art are the way the Elements of Art are organized in artwork. Use this practice sheet to sketch examples of each principle.	
EMPHASIS	
UNITY	MOVEMENT
RHYTHM	CONTRAST



Name:



LINE



SHAPE

THE ELEMENTS OF ART

The Elements of Art are the building blocks of all things visual. Use this practice sheet to sketch examples of each element.



COLOR



FORM



TEXTURE



VALUE



SPACE



Name:

PATTERN

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The Principles of Art are the way the Elements of Art are organized in artwork. Use this practice sheet to sketch examples of each principle.

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CONTRAST



TEACHER FEEDBACK:

Student Conference Guide

Leaving feedback for each project of every student can be a daunting and impossible task at times. However, research shows that teacher (as well as student) feedback is one of the most powerful influences on learning and student success (Hattie & Timperley, 2007). Use the form below as a guide to respond to students' work as a summative assessment or as a conversation outline for a teacher-student conference.

TEACHER-STUDENT CONFERENCE AND FEEDBACK GUIDE

Students: Fill out questions 1 & 2 prior to your conference with your teacher.

1 Where are our learning goal(s) for this project?

2 What was your goal as an artist for this project? Do you feel you achieved your goal?

Teacher's notes below (3, 4 & 5)

3 What did you do well within your artwork?

4 What could you do better within your artwork?

5 What could you do with future artwork?

CHECKLISTS:

Self-Assessment Checklist

Using complex rubrics for summative assessments is sometimes unmanageable and ineffective. Using a student-completed checklist, however, can be an efficient assessment at the end of a project. Determine the project requirements as a class activity before a project begins.

Name: _____

Project: _____

My goals for this artwork:

1

2

Requirements for my artwork:



RUBRICS:

Studio Habits Self-Reflection

Many times, rubrics put too much emphasis on concepts that impede authentic art making. Using a rubric that highlights studio-based behavior on the other hand, can not only provide meaningful assessment but can also serve as a guide for allowing more open-ended creativity within the art room. See the full printable version on the following page.

STUDIO HABIT	4	3	2	1
DEVELOP CRAFT	<p>The materials and tools I used were chosen intentionally and applied with care.</p> <p>I skillfully incorporated new techniques as well as made connections to my previously made artwork/experiences.</p>	<p>The materials and tools I used were chosen carefully.</p> <p>I applied new techniques as well made connections to other artwork/experiences.</p>	<p>I put some thought (with teacher help) into the choosing of the materials/tools.</p> <p>I attempted new techniques and tried to make connections to other artwork/experiences.</p>	<p>I put little to no thought (even with teacher help) into the choosing of the materials/tools.</p> <p>I did not try new techniques and there are no connections to other artwork/experiences.</p>
ENGAGE & PERSIST	<p>I challenged myself to embrace my art making problems and developed a distinct focus within my work.</p>	<p>I challenged myself to not let my art making problems hinder my work too much; I developed a focus within my work.</p>	<p>I let my art making problems influence my work and my focus lost clarity because of it.</p>	<p>I let my art making problems take over my artwork and my artwork lost focus as a result.</p>
ENVISION	<p>I imagined and practiced many ideas/processes before and during my art making.</p>	<p>I considered and tried out a few ideas before and during my art making.</p>	<p>I started and continued my artwork with little envisioning or practice.</p>	<p>I started and continued my work with no consideration of how it might turn out.</p>
EXPRESS	<p>My work clearly conveys an idea, mood, or place that expresses some part of me. My work shows an awareness of other viewers.</p>	<p>My work communicates an idea, mood or place. My work somewhat shows an awareness of other viewers.</p>	<p>My work somewhat communicates an idea. There is little awareness of other viewers.</p>	<p>It is not clear what my work is communicating or how it reflects me. There is no awareness of other viewers.</p>
OBSERVE	<p>I spent an extensive amount of time observing my subject matter, art making processes and/or the environment around me that I may have otherwise missed.</p>	<p>I spent time observing my subject matter, art making processes and/or the environment around me that I may have otherwise missed.</p>	<p>I spent limited time observing my subject matter, art making processes and/or the environment around me.</p>	<p>I spent no time observing my subject matter, art making processes and/or the environment around me.</p>
STRETCH & EXPLORE	<p>I took risks in my art making and learned from my mistakes. I taught my peers with new ways of art making.</p>	<p>I challenged myself to explore a new idea or try out a new media but I still "played it safe".</p>	<p>I experimented with a new idea or media but my finished work reflects what I always do.</p>	<p>I stayed with what I am familiar with and/or reproduced someone else's work or ideas.</p>
UNDERSTAND THE ART WORLD	<p>I spent time discovering aspects of artwork from other artists that I may have missed before.</p>	<p>I spent some time discovering aspects of artwork from other artists.</p>	<p>I spent just a small amount of time examining others' artwork.</p>	<p>I ignored any and all others' artwork.</p>
REFLECT	<p>I am very conscious of my art making process and my honest self-evaluations reflect that.</p>	<p>I am aware of my art making processes and my self-evaluations reflect that.</p>	<p>I am becoming more aware of my art making processes and my self-evaluations are starting to reflect that.</p>	<p>I am unaware of my art making process and/or I have no self-evaluations of my work.</p>

STUDIO HABITS OF MIND

Student Self-Reflection Rubric

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ARTIST STATEMENTS:

Template and Flow Chart

Artist statements can be a comprehensive summative assessment at any grade level. By allowing students to express their artistic outcomes in a reflective and personal way, demonstrating student growth can be authentic and meaningful. Below are two versions of artist statement guides, a template for younger grades and a flowchart for older students. Find both full page copies on the following pages.

My Artist Statement

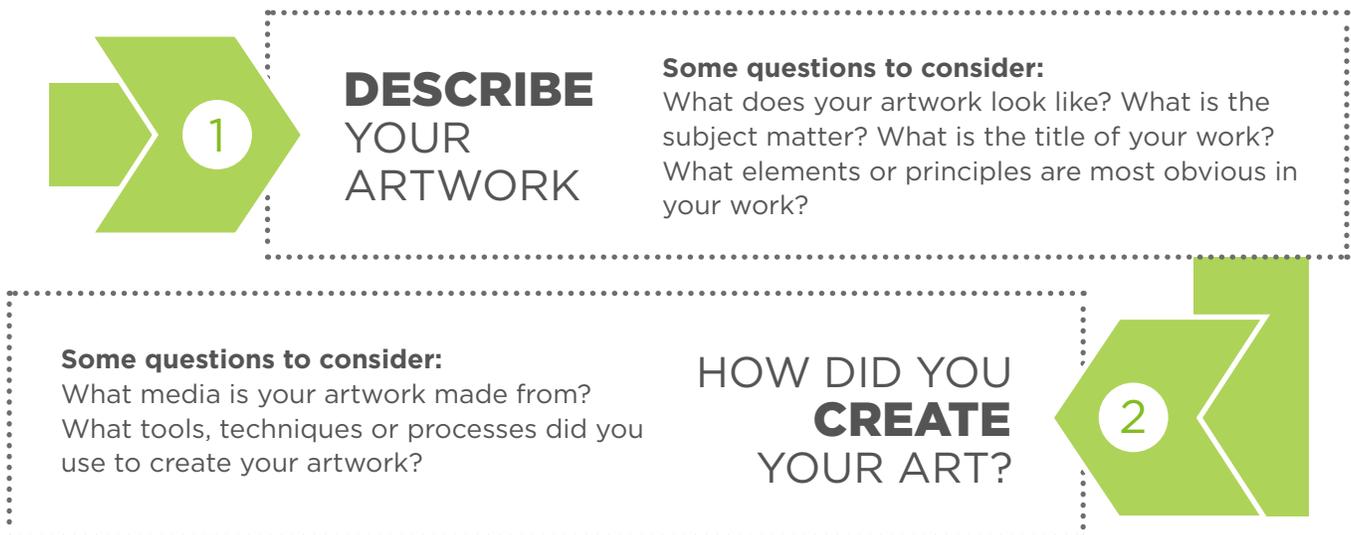
_____ 's Artist Statement

The title of my artwork is _____.

I created a _____ in my artwork.

Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.



My Artist Statement

_____ 's Artist Statement

The title of my artwork is _____.

I created a _____ in my artwork.

I used the following mediums to create my artwork:

Pencil	Crayon	Pastel	Colored pencil	Ink/Marker
Watercolor	Tempera	Clay	Collage paper	Other:

Some of the art making techniques I used in my artwork are:

Drawing	Tracing	Shading	Outlining	Painting
Carving	Printing	Gluing/Attaching	Cutting/Tearing	Other:

I used the following elements of art in my artwork:

Color	Line	Shape	Texture	Value	Space	Form
-------	------	-------	---------	-------	-------	------

This artwork is about _____.

My artwork makes me feel:

Happy	Excited	Calm	Proud	Awesome	OK	Other:
-------	---------	------	-------	---------	----	--------

I am an artist because _____

_____.



Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.



DESCRIBE YOUR ARTWORK

Some questions to consider:

What does your artwork look like? What is the subject matter? What is the title of your work? What elements or principles are most obvious in your work?

Some questions to consider:

What media is your artwork made from?
What tools, techniques or processes did you use to create your artwork?

HOW DID YOU CREATE YOUR ART?



WHAT IS THE BIG IDEA BEHIND YOUR ARTWORK?

Some questions to consider:

What or who inspired your artwork?
Does your work express a personal or social issue? What emotions did you try to show in your artwork?

Some questions to consider:

What are your goals as an artist?
Did this piece help you reach your goals? Why or why not?

WHAT WERE YOUR GOALS FOR THIS ARTWORK?



WHAT ARE YOUR OVERALL THOUGHTS OF YOUR ARTWORK?

Some questions to consider:

What did you learn in creating this artwork? Is the final piece what you imagined? How so? How will this piece influence your future artworks?

Way to go! You just wrote a reflective artist statement.

Please edit your statement for spelling and grammar.

Ask a friend to read it through and share their thoughts on your artist statement.



References

Anderson, Lorin W.; Krathwohl, David R., eds. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn and Bacon

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National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org

