

Option #1: “Examining student work protocol” What can student artwork reveal?

Use samples of student works from one project.

1. Teacher providing work says only what grade level the work is from and how often they meet with the students.
2. Everyone looks at work for 2 minutes without talking
3. After two minutes, everyone but the teacher who provided the work describes the characteristics they see in the work. “i.e. the artwork seems to deal with perspective.” Use evidence from the artwork to make descriptive statements.
4. Teacher who provided work then reveals what criteria they used to assess the work and what they learned from hearing the group speak about the work.

Option #2: Ranking student work

Use this option for a group of pieces from the same assignment. Each person picks which works they believe indicate the highest quality work, lowest, and middle. Group members share their ratings and try to come to agreement as to why.

Things to consider and discuss: do you rank the work differently if you are just looking at technical qualities? Creative qualities? Craftsmanship? What are the implications for assessment?

Does the work itself meet an MLR standard or is the artwork a step or a component/part of meeting an MLR standard? (see MLR’S)

Option #3: Summative Assessment. Evaluate-describe-rate artworks/ student work in reference to a Maine Learning Result Standard/Performance indicators and begin to construct or discuss criteria language and appropriate evidence around the standards themselves (in some cases, **may be best with a portfolio work from one student**).

Example:

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B2 Composition 9-12:

Students use *Elements of Art* and *Principles of Design* to create original art works that demonstrate development of personal style in a variety of *media* and visual *art forms*

What should be the evidence for meeting this standard?

What should be the criteria for “original” at the 9-12 level? What does original look like at each grade span?

What is Exemplary use of Elements and principles? What is proficient? Etc...

Personal style?

Variety of media and art forms?

B3 Making Meaning prek-2:

Students create art works that communicate ideas and feelings and demonstrate skill in the use of *media, tools, and techniques*.

What does the skill look like at the end of pre-K 2?

What types of artworks count as communicating ideas and feelings?

What should be the evidence for meeting this standard?