

QUESTIONS THAT GUIDED THE TEACHER LEADER DISCUSSIONS during the  
BENCHMARKING SESSION

- When/how do you assess the MLR standards?
- What Enduring Understandings should students leave each level of schooling with when it comes to the arts?
- What does "authentic" assessment look like in the arts?
- How does assessment of Unit/lesson plan goals/objectives (or learning targets) relate to assessment of the MLR (or coming national) standards?
- Can standards be rephrased into "Essential Questions" that drive a course curriculum?
- Given the language in MLR's when is formative more appropriate? When is summative?
- What parts of MLR's seem to favor portfolio assessment as evidence?
- What are the implications for course design and grading if a body of work is needed before authentic assessment takes place?
- What types of criteria should be used to assess a portfolio that addresses many Standards?
- What parts of MLR seem to favor writing or oral assessment as evidence?
- What criteria should be used to assess student Learning of MLR's particularly the standards that involve making? How might AP/IB/Studio thinking Criteria be useful in assessing the MLR standards?
- How might the criteria from other countries inform our thinking about what to assess in artwork?
- How might a standard be rephrased into an essential question that drives course design?
- Using Backward design, what is the "end" for students in your course?
- What is important in the arts that is not reflected the language of standards? Are there aspects of the Arts that are not "measurable"?
- How are MLR standards embedded into your course design or curriculum?
- How does/can the ["Studio thinking" model](#) fit into assessment?