

Excerpts from an online discussion regarding Assessment in the Art Classroom.

*I think that it is really important to start critiques at a young age and have them be a part of assessment for students. I think that art shouldn't be simply your personal abilities, but also what you know about art. Critiques can really show what a student knows about process, media, content, goals, etc. Even though a student may struggle with completing a project the way we/ they would like it to be, they may still have an understanding of the other aspects of art. I also think that by assessing their understanding/knowledge during a critique, we can find out if the reason that they are struggling is because they don't understand the basics.*

The following excerpt is a response to a message posted by Annie, which I added below for reference purposes.

*Also, I definitely agree that grading should be reflective of a process. It is important that students intentions are also taken into consideration. A clear plan should be laid out in the beginning so that a teacher can get an idea of where the student is headed, and make suggestions along with an accurate grade based on where the student wanted to end up. While a student's plan may change, it is important to have one in place in the beginning.*

<<< Replied to message below >>>

Authored by: Annie

Authored on: Oct 2, 2009 7:53 AM

Subject:

I think that as far as objectives go it's useful for the student and teacher to come up with them together. During the class period when the assignment is introduced, the teacher should ask for students input into what they think they should get out of the assignment. Maybe students would come up with something that the teacher wouldn't think of. Ultimately it's an effective tool in making children active in the learning process, and gives them a sense of awareness when working on a project.

I've noticed that in our discussion for 302 a lot of the questions that come up are, how do you grade art? I think this chapter gives a nice overview on how to do so. On page 47 it says, "Where promising sequential, imaginative, and qualitative elementary-and middle-school art programs exist, the classroom or special art teacher is on the job organizing, coaching, motivating, questioning, demonstrating, evaluating, approving, and advising--in other words, teaching." I think that it's extremely important that the teacher takes on a hands on active role, rather than sitting at her desk while students work the entire class period. I think that if you are

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constantly observing your students working you'll be able to grasp the extent of their learning, instead of looking at their final piece and giving them a grade. Evaluation has to do with the process, not just the end.