Lisa Smoot

**Instruction and Assessment Statement**

I believe:

* In the arts, pre-assessment is necessary in order to differentiate and accommodate each lesson to the students’ needs and levels of understanding.
* Assessment informs instruction; formative assessment can guide a lesson to what information needs to be addressed again or in a new way to ensure students’ success.
* In art classes assessment, specifically summative assessment, can be very informative for students to reflect on their work and see areas in which they need to improve, which helps them to become better artists.
* Lessons that have objectives that are aligned with standards can be assessed in an informative way making the student learning visible.
* Through teaching art, students are learning more than just how to use materials to create but also new ways to think and express themselves. Assessments can address the specific skills learned but also be used to inform what comes next.
* Both teacher-centered and student-centered assessments should be used to evaluate the learning that has occurred and help students to address areas of confusion. These assessments inform the instruction that needs to occur.

Integrated

Teacher centered and student centered

Evaluation

Critiques

examples

**In a statement about instruction and assessment consider the following:**

* Be succinct and to-the-point. Consider providing a bulleted version
* Talk about art! Why is it important to teach art? (Being specific and providing examples can make a big impression.)
* Relationship between *understand*(big idea / transferable) ↔ *know* (content / not transferable) ↔ *do* (skill; not technique / transferable)
* Standards-based; depth of knowledge; Understanding by Design and concept-based teaching and learning; personal; experiential/inquiry based; role of reflection
* Consider the relation between instruction and assessment; one informs the other
* Types of assessment in art; authentic, formative, summative, etc. Refer to *Assessment in Art Education* by Donna Beattie.

Yes! Management is a part of assessment and instruction. Try to focus on assessment and instruction, but it is appropriate to discuss management (knowing you will talk more specifically about it in another statement).

**What makes teaching art important? Unique? Consider:**

* Learning that small differences can have large effects
* Learning to make judgments about qualitative relationships
* Thinking through and within a material
* Experiential learning
* Accepting Ambiguity
* Making decisions and, if necessary, embracing failure as a process for learning
* Using 21st century skills and inquiry to create (Blooms’ highest level in his order       of thinking) original and imaginative works of art!

**Look!** Advocay and Resouces: <https://csuartstudentteaching.wordpress.com/advocacy/>

Studio Habits Visual Poster: [Studio Habits Visual](https://csuartstudentteaching.files.wordpress.com/2010/11/studio-habits-visual.pdf) (pdf)

**Assessment:**

What is the role of assessment in art? Consider:

Who is assessment for? Why assess? When do you assess?

What types of assessment are appropriate for what needs?

* Formative
* Summative
* Performance assessments
* Scoring and Judging Strategies

How do you make accommodations for assessment?

How do you use assessment to get students to reflect on their learning?

How do you assess in relationship to standards?

Remember to keep you comments focused on assessment in art.

* For whose benefit?
* Is it a reflection of personal or school philosophy
* What if you are not in agreement?
* Is it a reflection of curriculum?
* How is it used? nWhat is done with assessment?
* What is the student’s role in assessment?
* What is the teacher’s role in assessment?
* Who will be assessing?
* What is being assessed? –Students –Teacher –Skills/Understanding –Creative ability –Work habits/Attitude?
* What is the range of assessment?
* What is the purpose of the assessment?

**[](https://cssueduc466art326.files.wordpress.com/2009/09/019.jpg)**

Elementary Sculptures

**Why Assess?**

“When learners establish their own goals they are likely to be much more concerned about reaching them because they understand why the goals are important.”

* Does the present system prevent students from becoming thoughtful respondents to and judges of their own work?
* Does the one-time nature of assessment—tests/grades for projects—prevent students from being thoughtful judges of their own work? Consider:
* Assessment comes from without; it is not a personal responsibility
* What matters is not the full range of your intuitions and knowledge but your performance on the slice of skills that appear on tests or projects.
* 1st draft work is good enough.

Achievement matters to the exclusion of development

Holly

* Assessment in the visual arts is the evidence behind a student’s growth.
* A strong pre-assessment can guide a teacher to any modifications and accommodations that need to be made in order to facilitate in the building of knowledge that will transfer over time.
* Performance assessment should arrive from the students’ reflective processes seen in sketchbooks, created works of art and critiques.
* Thoughtful assessments can be achieved when objectives are given a focus during the planning and preparation of lessons. This ensures both the students’ and art teacher’s goals are being recognized.

I also believe Formative assessment can back up and supports what summative assessment presents.