# Connecting Objectives to Assessment

Developed and Facilitated by Stephanie Heriger, KID smART

stephanie@kidsmart.org
**www.kidsmart.org**

KID smART | Education through Imagination

# ASSESSMENT VOCABULARY

**Objective**: Specific knowledge and skills a student will be able to demonstrate after instruction.

## Formative vs. Summative Assessment

Formative: On-going assessment, often seen as a partner with instruction. These assessments are embedded into units of study and give the teacher a chance to improve instruction and aid struggling students.

Summative: Assessment that is given as a culminating "event." This is a semester, unit, or year-end collection of student progress.

## Pre- vs. Post-Assessment

Pre-Assessment: Gathered before learning activities or strategies begin to collect information related to your objectives that can be used in conjunction with the post-assessment to analyze growth.

Post-Assessment: Gathered after the duration of time dedicated to the objective or set of teaching standards. The method and approach to the post-assessment must mirror that of the pre-assessment.

## Forced Choice vs. Performance-based Assessment

Forced Choice: Students demonstrate knowledge on true-false, multiple choice, fill in the blank, and matching tests that force the selection of "correct" answers.

Performance-Based: Students demonstrate learning through constructed responses. These are activity-centered assessments where they perform or produce a product such as portfolios, essays, performances, experiments, journal, etc. Rubrics are used most often to translate work into grades.

## Checklist vs. Rating Scale vs. Rubric

Checklist: A specific type of assessment observation tool where a student's performance is marked as "completed" or "not". The student has demonstrated the task/information, or they have not.

Rating Scales: There are two types: "Frequency" and "Qualitative." These are not rubrics. They communicate how often, or to what general level of excellence a student is achieving.

Rubric: A scoring scale that specifies major concepts, skills, and/or knowledge (referred to as criteria or traits) on which a student's performance will be assessed. There is a descriptor written for each level of the scale.

## Analytic Rubric vs. Holistic Rubric

Analytic Rubric: Distinguishes components of instruction with descriptions written for each criteria. This type of rubric allows a rater to gather separate scores for different traits.

Holistic Rubric: Gives a single score based on overall quality of student's work. Simpler to read. Does not let a student know their particular strengths and/or weaknesses, but gives a larger picture of their accomplishment.

# DISCOVERING UNIT OBJECTIVES

| QUESTIONS | NOTES |
|---|---|
| **What art skills are you teaching in this unit?** | |
| **Why are you teaching these skills?** | |
| **What do your students already know about these art skills?** | |
| **What new knowledge or abilities do you want them to have by the end of this unit?** | |
| **What skills would they need to get there?** | |

# DISCOVERING ASSESSMENT CRITERIA

| QUESTIONS | NOTES |
|---|---|
| **What might it look and sound like if the students are "getting it"?** | |
| **How about the opposite? What do you see and hear from students who haven't developed the skills or understanding?** | |
| **What overall qualities do you notice you're looking and listening for when they're "getting it" and "not getting it"?** | |

# ASSESSMENT EXAMPLES

## HOLISTIC RUBRIC

| Expert Performer | Performer | Undeveloped |
|---|---|---|
| You used multiple tableau skills: levels, shapes, facial expressions, focal point, and remained frozen. | You used some skill variety in levels, shape, facial expression and/or focal point, but not enough to make it different from other presenters. You were not entirely frozen for the duration of the performance. | You showed difficulty creating a clear, contrasting level, shape and facial expression. Performance was not frozen. |

## ANALYTIC RUBRIC

*Bolded vocabulary is covered in curriculum and defined throughout unit.*

| | Master | Artisan | Apprentice | Novice |
|---|---|---|---|---|
| Listening | Artist demonstrates **active listening** (eye contact and non- verbal responses) when receiving feedback. | Artist listens without interruption when receiving feedback. | Artist interrupts peers or sometimes disengages from listening to feedback. | Artist does not listen to peers, interrupts, and/or stops peers from responding. |
| Giving Feedback | Artist uses ladder of **feedback** to respond to peer's work. | Artist gives **feedback** to peers in their group. | Artist talks about peer's work in group. | Artist does not respond to peer's work. |
| Reflecting on Feedback | Artist gives **written reflection** on feedback noting **key points** from peers and **possible changes** based on advice. | Artist gives **written reflection** related to feedback. | Artist is quiet and present during reflection and/or is unable to connect feedback to reflections. | Artist is disruptive while others are reflecting or is unable to identify personal reflections. |

*Bolded vocabulary is covered in curriculum and defined throughout unit.*

KID smART | Education through imagination

# FORCED CHOICE + OPEN-ENDED QUESTION

## PEER-ASSESSMENT: COLLABORATIVE ROLE-PLAY

Did everyone in your group share an idea?        YES            NO

Describe one idea someone shared that helped make your role-play interesting. _____

_____

Describe one idea someone shared that your group didn't use. _____

_____

Why didn't you use that idea? _____

_____

## SELF-ASSESSMENT: MATH COLLAGES

$$A = B + C$$

1. Each of my collages represent the equation above
   (I have the right amount in each)                    YES     NO
2. The math symbols on my collage are correct           YES     NO
3. "A" collage is made up of warm colors                YES     NO
4. "B" collage is made up of cool colors                YES     NO
5. If I could make this again, one thing I would do differently would be _____

_____

_____

# RATING SCALES

# ARCHITECTURE UNIT

| I used a ruler to draw a straight line | All of the time | Some of the time | None of the time | |
|---|---|---|---|---|
| I used a protractor to create geometric shapes | 3 times | 2 times | 1 time | 0 times |

| I was prepared for learning today | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| I was willing to participate and contribute | 5 | 4 | 3 | 2 | 1 |

How I feel about my work today:

| Excellent | Okay | Needs Work |
|---|---|---|

*Example assessments developed by KID smART Arts Coaches*

| KID smART Objectives | | | | |
|---|---|---|---|---|
| **Increase Depth of Learning** | **Improve Critical Thinking & Problem Solving** | **Develop Creativity & Imagination** | **Enhance Social/Emotional Growth** | **Improve Connection & Engagement through Joyful Learning** |
| **Create.** I can use _____ (arts techniques) to make _____ (art) that shows _____ (a specific idea). | **Problem Solve.** I can use problem-solving skills when _____ (making art) | **Transform.** I can turn a written *text, picture,* or *sound* into a _____ (*work of art*). (*specify*) | **Collaborate.** I can create _____ (*art*) when working in a group. | **Consider.** I consider others' points of view when making or viewing _____ (*art*) (*specify*). |
| **Understand.** I can explain what an artist might be trying to say through their artistic choices. | **Observe.** I look and listen closely to get better at _____ (making art). | **Express.** I can express my *ideas, thoughts* and/or *emotions* through _____ (*art*).(*specify*) | **Respond.** I listen and share to reflect and/or give useful feedback to others. | **Engage.** I understand participation leads to joyful learning. |
| **Reason.** I can explain the reasoning behind my creative choices. | **Persist.** I continue making _____ (*art*) even when it is hard. | **Explore.** I can explore ideas through _____ (*art*) without trying to find a "right" answer. | **Care.** I am caring and helpful when *making, observing* and/or *talking* about artwork. (*specify*) OR I am safe and respectful with my *materials, space* and/or *body*. (*specify*) | **Connect.** I understand how the arts are part of my life. |

KID smART | Education through Imagination