

### A.Reaching Consensus about Proficiency

Read the assessment prompt and/or rubric and explain: What are the students expected to do?

Students are expected to write a brief, but thoughtful, reflection after going through the sandwich critique lesson I taught. On paper, respond. Will you be making changes to your piece based on the critique experience? Why or why not?

“I will/will not be making changes to my piece because...”  
Explain what changes you will or will not be making and your reasoning for those changes. How did critique influence those decisions?

Which standards (CCSS or content standards) or curriculum expectations are being assessed?

Standard 2 Envision and critique to reflect. Grade Level Expectation: 1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. Grade Level Expectation: 2. Articulate a personal philosophy of art, understanding various philosophies that have come before.

Standard 3 Invent and discover to create. 1. Establish a practice of planning and experimentation to advance concepts and technical artistic skills.

What do you consider to be a proficient response on this assessment?  
Exactly what do students need to say or write for you to consider their work proficient?

There isn't exactly a right or wrong answer for these responses, My goal is to understand the students' thought processes about their work and see if they can defend their decisions. A proficient response would be a student telling me if they plan on making changes to their artwork,, what the changes are, and why they decided to make those changes or not based on critique. **Example:** I plan on making changes to my painting because Sarah mentioned that the bright blue sky didn't fit with the rest of the realistic landscape I painted. I am making this change because I agree that something looked off about the painting but I didn't see it was the color of the sky until it was brought up in critique.

Did the assessment give students a good opportunity to demonstrate what they know?

This assessment gave students a great opportunity to show what they know about receiving feedback and evaluating their own artwork. As an artist, people will critique you if you ask for it or not. Learning how to sort through and process those critiques is important. Sometimes it's good to listen to people and make changes but other times artists need to stick to what they feel is right no matter what other people say about their work. This assignment gives students the ability to sort through their feedback and make decisions about their own art pieces without fear of making the wrong choice.

### B.Diagnosing Student Strengths and Needs

After reaching consensus, read student work and without scoring, do a “quick sort” of students’ work by the general degree of the objectives met, partially met, not met. You may need a “not sure” pile. After sorting, any papers in the “not sure” pile should be matched with the typical papers in one of the other existing piles. Student names should be recorded in the columns in order to monitor progress over time.

HIGH (Objectives met)

Student J.K

Student E.J

Student E.K

Student K.S

Student W.B

\_\_\_71\_\_\_% OF CLASS

EXPECTED (Objectives partially met)

Student J.M

\_\_14\_% OF CLASS

LOW (Objectives not met)

Student K.R

\_\_14\_% OF CLASS

C. Choose a few samples to review from each level (low, expected, high) and discuss and identify the prerequisite knowledge that students demonstrated that they knew

High:

Student J.K wrote that they had been thinking about adding different shades of grey throughout their piece and since that was one of the critiques they received, that solidified that decision. They showed the prerequisite knowledge that the piece needed a larger variation of shades.

Student W.B wrote that they would be changing their piece by adding more shades and different colors. This student showed prerequisite knowledge that adding new colors and shades would help the piece stand out.

Student E.K wrote that they would be changing their piece's color palette because somebody mentioned that it was blending together. This student showed prerequisite knowledge that similar colors can blend together and changing the color palette can help prevent that and make things more clear.

Expected:

Student J.M wrote that they did not plan on changing anything about their piece because they believe that everything will fall together. This student had the prerequisite knowledge that sometimes art doesn't have a plan and you just have to experiment and see what happens

Low:

The only student who got a low grade did not show any prerequisite knowledge.

D. Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

High: None of the students who discord a high wrote any misconceptions or wrong information. All students who scored high demonstrated all of the expectations.

Expected: Student J.M wrote that they will not be changing their project because they love their subject matter and believe that everything will fall into place. While sometimes this can be true and it's good to experiment and go with the flow, sometimes it can be very beneficial to have a plan. Believing that everything will just fall into place is nice but indefinitely be a misconception

Low: Student K.R said that because they don't have much of a pace to critique that they didn't really have a critique and wouldn't be changing their piece. This is wrong information. I went up to the student after this and asked them why they felt like they didn't have a critique. I was confused because I was there watching them have their critique. The student just seems slightly frustrated that other classmates had more developed projects to be critiqued. I gave them a few compliments and tips on her piece to try and help. This student did not follow directions on assessing the feedback they were given or explaining their plan for the future of their piece.

E. Identifying Instructional Next Steps After diagnosing what the student knows and still needs to learn, discuss as a team the learning needs for the students in each level considering the following questions: Based on the team's diagnosis of the student's performance:

What patterns or trends are noted for the whole class?

I noticed a lack of detail in all of the students' answers. I told the students that it didn't have to be a long response but I wanted to be able to understand the thought process they were having about their piece. A few students used terms like shades and color but there weren't very many art terms used in the responses. Art is a very visual thing and I believe it's important to be able to use specific descriptive words when talking about your art especially when somebody can't see it when they are reading about it.

What instructional strategies will be beneficial for the whole class?

I believe the step-inside strategy could be beneficial to the students to help them practice talking and writing about their art and others' art in more detail. I could have the students pretend to be an art dealer trying to sell a piece that the buyer can't see before

they purchase it. I would print out different pieces of art or hand out art for them to describe and try to sell.

Another strategy I think would be fun to use is games and gamification. I want students to focus on describing visual things orally and written. It would be entertaining and a great learning opportunity to partner students up by giving one student a simple image like a pineapple and their partner a pen and paper. It would be one student's job to describe the image step by step in as much detail as possible and the other students' job to listen and try to draw what their partner is describing. To add to the game idea, I would set a time limit and at the end have all students put up the picture they were describing and the picture their partners drew. Then the class could vote on the pair that got their drawing the closest to the reference image

Based on the team's diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from?

I think that journaling could be a great strategy for students at the expected and low levels. Writing or talking about art for other people to read or hear can be very nerve-wracking. I think students may feel more comfortable talking about details at first if it's just practice and nobody is actually going to see or read it.

Scaffolding is another strategy that would help the students who scored at a low or expected level. Starting with learning about different art terms and then using them in conversation. Not all students have had experience talking about art or hearing other people talk about art and it's important to start from the beginning to learn those foundational skills that visual literacy builds upon. I think the step aside and game and gamification would help all of the students and could be really fun for the students who scored at the high level.