



CRITERIA FOR QUALITY ARTS ASSESSMENT: EDUCATOR REFLECTION

| Quality Arts Assessments ... | How do your arts assessments currently reflect this best practice? | What challenges do you currently face in aligning your assessments to this best practice? |
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| <p>1) Are authentic. Assignments assess students' ability to apply standards-described knowledge and skills to <i>real world, real art-making challenges</i>. Emphasis is placed on what students are able to <i>do</i> (via art-making tasks), rather than simply what they <i>know</i> (via tests or quizzes).</p> | | |
| <p>2) Examine process and product. Assessment does not only focus on arts <i>knowledge</i>; it emphasizes evaluation of the art-making <i>process</i> (how students make the art) and the <i>product</i> (the artwork that students create).</p> | | |
| <p>3) Assess critical abilities. Most of the assessment tasks tap <i>higher-order skills</i>—critical thinking, complex problem-solving, research, planning, reflection, collaboration—rather than just tapping procedural knowledge and/or basic skills.</p> | | |
| <p>4) Emphasize continuous learning. Assessment is <i>ongoing</i> throughout the year and allows students to <i>regularly revisit and re-examine</i> ideas, products and/or processes to improve on the initial outcome (the way real-world artists do).</p> | | |

| Quality Arts Assessments ... | How did the assessments in the lesson / unit address this best practice? | If there were unaddressed best practices, should they be addressed? If so, how? |
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| <p>5) Include multiple forms. Assessment includes <i>diagnostic</i>, <i>formative</i>, and <i>summative</i> assessments. Each tool provides a new piece of information to broaden your (and their) understanding of a student's learning and artistic process.</p> | | |
| <p>6) Are equal, fair, and reliable. Student needs, learning styles, native language, backgrounds, and other considerations are taken into account to ensure <i>equity for all</i>. Student work is <i>compared to a standard or past performance</i> (rather than to other student work). Tasks <i>accurately and reliably measure</i> what they claim to measure.</p> | | |
| <p>7) Are clear and transparent. Directions, materials, questions, and tasks are clear and well-ordered, including examples and illustrations where possible. Students know the "<i>when, where, what, how, and why</i>" of the assessment, and what happens as a result of the outcome.</p> | | |