



ARTS & CREATIVITY EDUCATION

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Assessment in the Arts

(Excerpt modified from February 2014 Newsletter)

The origin of assess is the Latin term assidēre, which means to sit by as an assistant judge. This suggests our role as a partner in our students' education. I've witnessed incredible learning partnerships in fine arts classrooms across Wisconsin. These have included rehearsals and art studio time where assessment is used to inform learners with on-the-spot specific feedback to master skills. Students and educators work together, asking thoughtful questions, offering ideas, and sharing applications to enhance the journey in the art form. These learning opportunities often culminate in a student performance or exhibit which offers additional feedback from peers, parents, and others. These examples highlight a partnership and distinguish two specific purposes of assessment: a tool **for** learning, as well as a tool **of** learning. Assessment "**for**" means it can be an integral part of instruction and inform the learners and teacher of next steps; assessment "**of**" provides a snapshot of the learning accomplished at the end of a task or period of time.

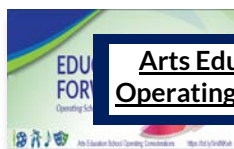
Consider one more type of assessment: Assessment "**as**." This third assessment provides learning that builds student opportunities to self-reflect and use their journey to shape their learning. **For**, **of**, and **as** are valid assessment approaches. In our work to support students in their mastery of the arts, we have a multitude of assessment options. Examples of assessment activities and tools are provided within the learning module on page 2. Please continue to investigate assessment opportunities to support learners, and to contact me with your ideas for learning.

- Julie Palkowski, PhD, WI DPI Arts and Creativity Education Consultant

WI DPI ARTS RESOURCES



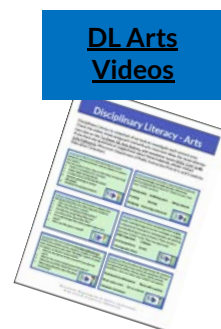
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Conferences WI DPI Letter

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Arts Assessment- OF-FOR-AS

Visit the module for arts assessment. This module will review three types of assessments and investigate application to the arts areas of dance, art and design, music, and theatre. Click on the image to participate in the interactive slides. The module encourages participants to share ideas by writing, drawing, and sharing. If you have any questions about the modules or have suggestions for future learning tools or topics, please email me at julie.palkowski@dpi.wi.gov.



Scan the QR Code or click/type in the link to participate in the Arts Assessment OF-FOR-AS learning module.
Link- <https://app.peardeck.com/student/tuyfejggb>



Assessment Ideas

Assessment Tools

- [56 Assessment Activities](#)
- [Charts](#)
- [Portfolios](#)
- [Student critiques](#)
- [Portfolios: Assessment Across the Arts](#)
- [Teaching Students to Critique](#)
- [\(Story Frame\)](#)
- [Rubrics \(art article\)](#)
- [Table Tents \(Art, Music\)](#)
- [Student Goal Sheets - Art, Dance, Music, Theatre](#)
- [Practice of Skills](#)

Assessment Videos

- [Art and Design Video](#) (4+ min.)
- [Art Assessment & EPortfolios](#) (5+ min.)
- [Blooms Taxonomy in the Music Classroom](#) (6+ min.)
- [Formative Assessment in ES Music](#) (2+ min.)
- [Jazz Technique: Peer Assessment](#) - Dance (5 min.)
- [Music Teacher Formative Assessments](#) (3+ min.)
- [Steps to Formative Assessment in Art](#) (2+ Min.)

More Assessment Tools

This is a sample of tools you may consider to collect evidence of student skills and knowledge in the arts.

- [Glossary](#) of assessment terms
- [Bell Ringers](#)
- [Checklists](#)
- [Constructed/ Unconstructed Responses](#)
- [Learning Profiles](#)
- [Observational checklists](#)
- [Performance skill demonstration](#)
- [Portfolio of work](#)
- [Rating scales](#)
- [Rubrics](#)
- [Student critiques of self/others](#)
- [Question collection](#)
- [Verbal sharing of skills using arts vocabulary and technique descriptions](#)

CONTACT US

Julie A. Palkowski, PhD – Arts and Creativity Education Consultant; Arts Education Website – dpi.wi.gov/fine-arts
Address: 125 South Webster Street, Madison, WI 53703; (608) 261-7494; Email - julie.palkowski@dpi.wi.gov