

A Few Formative Assessments of Learning in the Art Room to try

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**Adapted from Donna Kay Beattie Assessment in Art Education
from Davis' Art Education in Practice Series*

Muddiest Point:

A good check at the end of a lesson day but you can do this at any time. Ask students “What was the muddiest point? They can discuss in small groups each person’s mud and then help each other clear it up, then report back to the whole group points still unclear. Or they can turn in their muddy point individually on an exit ticket with or without names and teacher can start the next class with clarifications.

Chain Notes:

Put a series of numbered questions in a hat. As students are working (so that it doesn’t really impact creating time) pass the hat around and have them draw a numbered question and respond to it being sure to number their response the same as the question. Encourage the students to be brief but thoughtful in their comments. Put the question back in the hat; keep their answer to turn in at the door on the way out as an exit ticket – with their name or not depending on what you want to use this for. Examples of questions to hit at those elusive metacognitive skills in the new standards:

- What are you learning about your work?
- What connections are you making at this moment between your work and something else?
- What are your next three possible plans concerning your artwork?
- What possible resource will you use next to help you with this artwork?
- What do you think about your working process at this moment?
- Are you considering using any information that you have gained from feedback from the teacher or other students at this moment?
- Have you evaluated something about your artwork in the last fifteen minute? What is an example of your process in doing this type of self-eval?
- What is your level of commitment to this art work?

Plan of Attack:

Present a visual problem. Give students a card/paper for them to write steps, draw procedures or otherwise show how they could solve the problem, or create a solution. Put them away or turn them in. Use a few sample plans (*not from kids in the same class*) and discuss as a class what they think will work, or not. Give plans back to students and allow them to make changes as necessary. Collect plans with the end of the project and have students note or reflect how their plan of attack changed along the way. (Huge for new standards!!)

Half-Minute Notes:

Students are given one half-minute to write 1) the most important thing they learned during class or know about a particular topic and 2) what crucial question still needs to be answered. Names are optional depending on how you want to use this. Can be used as a warm-up, wrap-up formative assessment and can relate to homework, field trips, lectures, group work, class activity, art process, etc. After students turn in their paper/card and the teacher reviews them, a few minutes of class time should be set aside for feedback.

The Most...

Another way for students to share what info they recall and what information has the most significance (perhaps an unexpected outcome). This can be implemented any time and is focused on actual student learning outcomes from various instructional experiences. Give them a card/paper and choose a question. IE: What is the _____ that you have learned in this lesson? Give a reason. Possible prompts for the blank:

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- Most important idea
- Most disturbing idea
- Most significant point
- Most unforgettable artist
- Most appealing theory
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- Most surprising thing
- Most powerful image
- Most memorable fact
- Most convincing argument
- Most successful part

