

ASSESSMENT TECHNIQUES: STUDENT RESPONSIBILITIES

Sample of Productive Work - These samples result from projects and assignments in which the student creates a final product (e.g., dance composition or repertoire, monologue, original play, costume or set design, vocal or instrumental repertoire, musical composition, or visual artwork.) Productive work means all the work done by the student, including preliminary work (written notes, reportorial worksheets or notebooks, sketches, mock-ups, models discarded examples), in-process works, and any variation of the final product. The student's work could result in an exhibition or performance of the in-process works and final products.

Student Journals - Journal entries chronicle a student's thoughts, reactions, and observations about class activities and assignments, as well as experiences outside the class which influence arts learning. The use of journals encourages self-reflection and provides evidence of student involvement in projects and assignments. When kept on a regular basis, journals can provide a record of student growth in attitude, affect, or disposition regarding learning in the arts.

Research Papers - Research papers can be a valuable resource in determining student comprehension and integration of arts concepts. The written format offers some students another avenue to present their learning.

Group Presentations/Performances - Group presentations or performances can take visual, written, or oral form (e.g., visual displays, written reports, panel discussions, dramatic or musical performances). Students work together to conceive, develop, and implement a project that could involve a wide range of learning goals such as the production or performance of works of art, the investigation of questions about the historical or cultural heritage of an art form, or the analysis of works of art.

Peer Critiques/Interviews- Individual and group peer critiques of student works are useful for evaluating, not only the works being critiqued, but also the conceptual understanding of the students who participate in the critique. Valuable insights may be gained from students' assessment of, and responses to, the work and views of their peers. By engaging in the critique of in-process works, as well as finished products/performances, students learn to value the creative process. Though the analysis of the work of their peers, students also learn to value the contributions of others.

Self-Evaluations - A self-evaluation is a student's verbal or written record or critique of the processes, techniques, and problem-solving strategies used in the execution of a given work. Through self-evaluations, students can investigate their strengths and weaknesses, become aware of their personal growth and creative potential, and consider their relationship to the artistic process.

Student Contracts - A contract is an agreement between the student and teacher that designates their expectations and roles relative to a given task or project. The student and teacher agree jointly on the parameters of the task, but the student assumes responsibility of meeting the details of the contract. As part of their contractual arrangements, students may help develop the assessment guidelines for specific assignments. For example, if a point system is used to evaluate the mid-semester portfolio or a final project, the class may decide upon the criteria to be evaluated and the maximum number of points to be designated for each criterion. In this way, students can become actively involved in their own assessment and more aware of the importance of assessment criteria.

Student Portfolios - A portfolio is a collection of student works (preparatory, in-process, and finished products/performances). Depending on the nature of the particular art form, the format of the works in the portfolio may vary: for example, videotapes, audiotapes, written work, drawings, paintings, or photographs may be found in a student portfolio. Portfolios can also include journals, reaction letters, research papers, self-evaluations, tests, and other types of work. The portfolio provides a method for combining a variety of assessment strategies and, over time, provides a comprehensive view of student progress in the arts.

A Look at Performance Assessment for Art Education by the National Art Education Association.