

Model 3.1

Art Assessment Action Plan

Directions: Answer the prompts with narrative descriptions and check the appropriate boxes as applicable.

Timeline

Grading Period

Semester

Academic Year

Other

1. Setting Achievable Goals Through Learning Targets

The following explains how I have identified achievable student learning goals aligning with learning targets and standards as part of a transformative art curriculum that challenges students. They build on students' prior knowledge and life experiences in the following ways :

2. Selecting Assessments

Check all that apply:

<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Holistic Scoring Rubric	<input type="checkbox"/> Portfolio
<input type="checkbox"/> Formative Assessment	<input type="checkbox"/> Test/Quiz	<input type="checkbox"/> Self-Assessment
<input type="checkbox"/> Interim Assessment	<input type="checkbox"/> Essay	<input type="checkbox"/> Peer Assessment
<input type="checkbox"/> Summative Assessment	<input type="checkbox"/> Oral Exam	<input type="checkbox"/> Group Assessment
<input type="checkbox"/> Formal Assessment	<input type="checkbox"/> Rating Scale	<input type="checkbox"/> Discussion/Interview/Conference
<input type="checkbox"/> Basic Scoring	<input type="checkbox"/> Checklist	<input type="checkbox"/> Observation
<input type="checkbox"/> Analytic Rubric	<input type="checkbox"/> Journal	<input type="checkbox"/> Authentic Assessment
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Using multiple assessments, I plan to measure and appraise student learning targets and expressive outcomes in the following ways :

3. Managing and Analyzing Assessment Data

Check all that apply:

<input type="checkbox"/> Valid Assessment	<input type="checkbox"/> Class Critique	<input type="checkbox"/> Teacher Reflection Journal
<input type="checkbox"/> Reliable Assessment	<input type="checkbox"/> Student Self-Assessment	<input type="checkbox"/> Teacher Reflection Portfolio
<input type="checkbox"/> Ongoing Assessment	<input type="checkbox"/> Peer Assessment	<input type="checkbox"/> Summative Performance
<input type="checkbox"/> Monitor Student Behavior	<input type="checkbox"/> Group Assessment	<input type="checkbox"/> Reteach
<input type="checkbox"/> Accommodate All Students	<input type="checkbox"/> Teacher Self-Assessment	<input type="checkbox"/> Small Group Teaching
<input type="checkbox"/> Review Formative Tasks	<input type="checkbox"/> Observation	<input type="checkbox"/> Individual Teaching
<input type="checkbox"/> Discussion/Interview/Conference	<input type="checkbox"/> Photographs/Videos/Documents	<input type="checkbox"/> Curricular Change
<input type="checkbox"/> Authentic Assessment	<input type="checkbox"/> Other	<input type="checkbox"/> Other

I will regularly analyze quantitative and qualitative data from valid and reliable assessments to identify strengths and make necessary instructional and curricular changes/improvements in the following ways :