

## 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 ☒: