

**Assessments to Thrive! Chapter 3**

**Assessment and Evaluation for the Visual Arts**

**My Name** ✅**:**

1. **CHAPTER SUMMARY**

**Overview**: I can summarize what I learned from this chapter of *Teaching and Learning in Art Education (TLAE)*. I can identify which learning contexts, theories, and practices have the greatest meaning to me as an educator and use key terminology throughout my response. I will include evidence that I have read and applied content from the textbook and include at least one quote, example, or page citation to support my understanding. My response will address all of these components in a structured, coherent paragraph format.

**A. Chapter Summary (200 – 250+ words)**

I can summarize the main ideas and insights I learned from this chapter, using key terms throughout my response to demonstrate my understanding of essential concepts. My response will describe my plans to apply chapter insights.

**Key content includes:**

Assessment; Developing an Art Assessment Action Plan; Setting Curricular Goals and Writing Objectives; Selecting Assessments; Informal Assessment; Formative Assessment; Summative Assessment; Simplified Numeric Scoring; Rubrics; Rating Scales and Checklists; Art Journals; Portfolios; Managing and Analyzing Performance Data; Validity and Reliability; Quantitative and Qualitative Methods; Evaluation; Evaluative Grading; Teacher Evaluations; ***Spotlight on Student Art;* and *Teaching Tips to Thrive!***

**My response ✅:**

**B. Personal Meaning and Relevance (150 – 200+ words)**

I can identify the concepts from this chapter that resonate most with me and reflect on how they shape my beliefs and goals in teaching art education. Drawing on these insights, I can explain how my plans embody TLAE’s Transformative Art Education (TAE) framework by using the visual arts to express knowledge, strengthen teacher and student agency, and foster growth, empathy, and understanding through critical reflection and heightened awareness.

**My response ✅:**

1. **EXPANDING *ARTISTS’ LESSONS TO THRIVE!* 3.1 on Michael Shane Neal**

**Overview**: I can build upon this chapter’s *Artists’ Lesson to Thrive!* 3.1 on **Michael Shane Neal** to explore how its teachings can inspire transformative actions in my own curriculum, teaching practices, and student learning. Building on concepts from **Model 1.4: Weaving Big Ideas into the Transformative Art Curriculum**, I can identify ways to extend this lesson to teach (a) life skills through art, (b) specific artistic concepts, media, and techniques, and (c) holistic arts and STEAM integration. My response will demonstrate how I can meaningfully adapt and expand this *existing Artists’ Lessons to Thrive!* to deepen students’ learning through multimodal art inquiry and creation tasks. My response will address all of these components in a structured, coherent paragraph format.

**Part A: Lesson Expansion and Transformation (150–200+ words)**

* I can identify how I am building upon this *Artists’ Lesson to Thrive!* instructional resource with the aim of igniting transformative actions that can positively impact my curriculum, teaching practices, and/or student learning.
* I can describe how I would utilize or extend this lesson to teach:
  + **(a) life skills through art**
  + **(b) artistic concepts, media, and techniques**
  + **(c) holistic arts and STEAM integration**

**My response ✅:**

**Part B: Integrating the Artistic Behaviors (75+ words)**

* I can explain how my lesson will support one or more of the **artistic behaviors**.

**My response ✅:**

1. **LESSON SNAPSHOT: TEACHING WITH A CHAPTER ARTWORK**

**Overview**: I can select an artwork from this chapter (excluding ones from the *Artists’ Lessons to Thrive!*) and use it as an inspiration to design an original lesson concept. I can write a rationale, develop objectives, and plan quantitative and qualitative assessment ideas. My response will demonstrate my thoughtful application of concepts from *TLAE* and show how I can translate ideas from the textbook into classroom practice. My response will address all of these components in a structured, coherent paragraph format.

**Part A: Artwork Selection**

* I can identify the artwork I have selected from this chapter.  
  **Artwork Figure Number** ✅**:**

**Part B: Lesson Plan Rationale (100+ words)**

I can write a well-developed rationale that explains the main idea and purpose of my lesson. My rationale will include the following:

* Explain the **lesson concept** and its **big idea**.
* Identify the **need or relevance** for teaching this lesson.
* Include **one essential or guiding question** that relates to the big idea and connects to an enduring understanding.
* Provide relevant **context or background** about the lesson’s inspiration, such as the artist, culture, or community that informed it. (If the artwork is a child’s piece, I will consider how to integrate related teachings from adult artists, folk artists, craftspeople, or cultural traditions.)

**My response ✅:**

**Part C: Studio Art Objective**

Using my selected artwork and rationale (Parts A and B), I can write an **original studio art objective** that includes the following components:

* **Measurable student behavior**
* **Stimulus**
* **Criteria**

**My response ✅:**

**Part D: Daily Learning Targets for My Studio Art Objective**

I can transform my studio art objective into **specific daily learning targets** that align with its art creation focus and fully describe what students will know and be able to do. My response will be presented in a bulleted list with complete sentences.

**My response ✅:**

**Part E: Art Inquiry Objective**

Using my selected artwork and rationale (Parts A and B), I can write an **original art inquiry objective** that includes the following components:

* M**easurable student behavior**
* **Stimulus**
* **Criteria**

**My response ✅:**

**Part F: Daily Learning Targets for My Art Inquiry Objective**

I can transform my art inquiry objective into **specific daily learning targets** that align with its inquiry focus and fully describe what students will know and be able to do. My response will be presented in a bulleted list with complete sentences.

**My response ✅:**

**Part G: Quantitative Assessment Design (75+ words)**

I can explain how I will utilize **summative (formal) quantitative assessment** for my lesson that results in a **numeric grade**.

**My response ✅:**

**Part H: Qualitative Assessment Design (75+ words)**

I can explain how I will utilize **qualitative assessment** to support **positive student dispositions**, **transformative actions**, and/or **growth mindsets**.

**My response ✅:**

1. **ANALYZING THE TEACHER AND STUDENT TRANSFORMATIVE GROWTH** **CHARTS**

**Overview**: I can analyze this chapter’s **Teacher and Student Transformative Growth Charts** and identify how I plan to use, adapt, and build on them to reinforce my understanding and application of *TLAE’s* **Transformative Art Education (TAE)** framework. My response will show how I can use these charts to guide both **teacher and student agency**, connect with **chapter teachings**, and strengthen the implementation of transformative practices in art education. My response will address all of these components in a structured, coherent paragraph format.

**Part A: My Understanding and Applications of Transformative Growth Charts** (100–150+ words)

* I can explain how I plan to **use this chapter’s existing Transformative Teacher and Student Growth Charts** and/or **adapt and expand them** to support my teaching practice and student learning.
* I can describe how these charts will help me put **Transformative Art Education (TAE)** and this **chapter’s teachings** into practice in ways that are personal to me and the students I teach.

**My response ✅:**

**Part B: My Reflections on Implementation** (100–150+ words)

* I can discuss which **existing or adapted growth chart performances and mindsets** seem **easiest** for me to implement and which seem **most difficult** and explain why. I can reinforce my answers by using **specific examples** or phrases from the chapter’s charts or the additional ones I created or adapted.
* I can reflect on how **time**, **mindfulness**, **scale**, **attainability**, and **social or systemic barriers** (such as stereotypes, biases, or constraints) might influence implementation.

**My response ✅:**

**Part C: Building Trust and Commitment to Transformative Growth** (100–150+ words)

* I can explain how I will apply **teachings from this chapter,** along with my own **knowledge and experiences**, to build **trust, authenticity, and investment** in the transformative process for myself and my students.
* I can describe specific **steps or strategies** I will take to foster an environment where transformative art education becomes a sustained, normative practice.

**My response ✅:**

1. **MY ORIGINAL CHECKLIST**

Referring to an artwork I selected from *TLAE*, I can use the table below to create eight original **checklist criteria** for students to follow in connection to learning tasks I envision for this artwork.

**Part A: Artwork Selection**

* I can identify the artwork I have selected from this chapter.  
  **Artwork Figure Number** ✅**:**

**Part B: Checklist Development**

|  |  |  |
| --- | --- | --- |
| **Checklist Criteria**  **Name and Description of Checklist** ✅: | Yes  ✅ | No  🚫 |
| **Directions:** Check Yes or No to indicate your performance on the listed criteria. |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |
| 1. ✅: |  |  |

1. **MY ORIGINAL ANALYTIC RUBRIC**

Referring to the same artwork I selected from *TLAE* for my checklist to answer Question V, I can use the table below to create an original **analytic rubric** for students to follow in connection to learning tasks I envision for this artwork. I will complete the sections with green checkmarks including its points values in the performance scale, criteria, and performance descriptors.

**Part A: Artwork Selection**

* I can identify the artwork I have selected from this chapter.  
  **Artwork Figure Number** ✅**:**

**Part B: Rubric Development**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analytic Rubric with Written Self-Assessment Template: Creating** | | | | | |
| **Criteria** | **Approaching Basic Proficiency**  (**✅** points) | **Basic Proficiency**  (**✅** points) | **Accomplished Proficiency**  (**✅** points) | **Exemplary Proficiency** (**✅** points) | **Scores**  Student (S)  Peer (P)  Teacher (T) |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **Point Value ✅:** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analytic Rubric Template: Presenting, Responding, and Connecting** | | | | | |
| **Criteria** | **Approaching Basic Proficiency**  (**✅** points) | **Basic Proficiency**  (**✅** points) | **Accomplished Proficiency**  (**✅** points) | **Exemplary Proficiency** (**✅** points) | **Scores**  Student (S)  Peer (P)  Teacher (T) |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **✅** | **✅** | **✅** | **✅** | **✅** | (S) \_\_\_\_\_\_  (P) \_\_\_\_\_\_  (T) \_\_\_\_\_\_ |
| **Point Value ✅:** | | | | |  |