Assessment as Looking, Listening, and Learning

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What counts as knowledge, evidence, and data in research and assessment?

- Numbers
- Words
- Images

What do art teachers assess?

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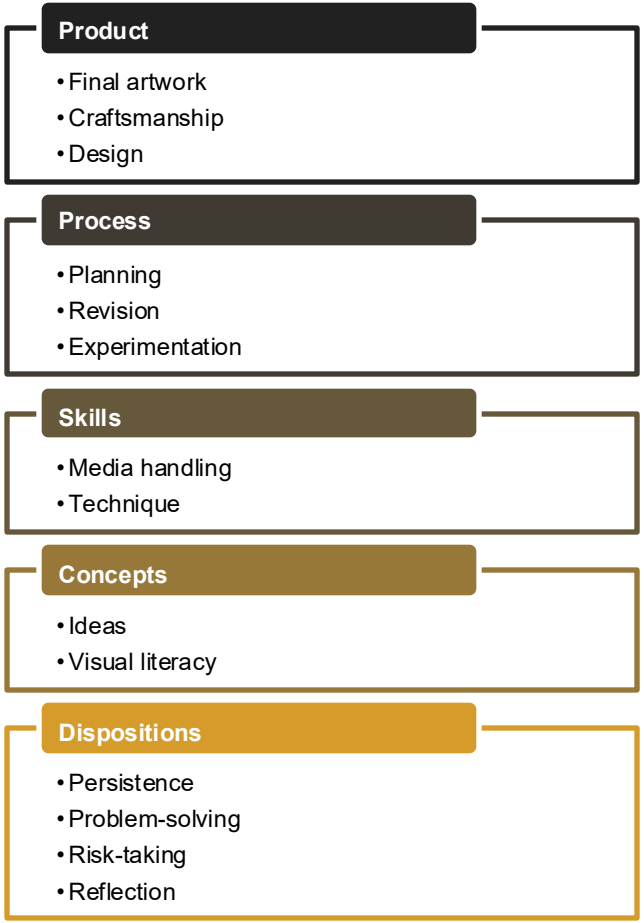

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WISCONSIN STANDARDS FOR ART AND DESIGN

CREATE

Students will generate, develop, and refine artistic work.

K-2

Investigate - Explore studio skills, techniques, materials, tools, and elements and principles of art and design.

Plan - Describe process and choices while creating art.

Make - Create works of art that introduce students to media, care of tools, and basic craftsmanship skills.

3-5

Investigate - Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice.

Plan - Brainstorm, discuss, and sketch ideas to solve an art problem.

Make - Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.

6-8

Investigate - Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design.

Plan - Generate original solutions through exploration and practice.

Make - Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.

9-12

Investigate - Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.

Plan - Formulate original concepts by practice, experimentation, and revision.

Make - Develop unique, well-crafted works of art utilizing deliberate choice of media, tools, and techniques.

PRESENT

Students will develop, refine, and convey meaning through the production and presentation of artistic work.

K-2

Develop Meaning - Explore and develop meaning by viewing personal, historical, and contemporary art.

Communicate - Explain artwork through verbal and/or written descriptions using art and design vocabulary.

Share - Share artwork through a presentation or exhibit.

3-5

Develop Meaning - Explore and make connections through comparison of artwork from personal, historical, and contemporary artists.

Communicate - Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions.

Share - Create, share, and exhibit pieces from an ongoing artistic portfolio.

6-8

Develop Meaning - Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.

Communicate - Communicate the contextual meaning of artwork in written and verbal statements.

Share - Curate and exhibit a portfolio of work to convey artistic importance or meaning.

9-12

Develop Meaning - Curate a body of work incorporating personal, historical and contemporary art to communicate one or more points of view.

Communicate - Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.

Share - Curate and exhibit artwork for presentation, portfolio development, and/or preservation.

RESPOND

Students will critically interpret intent and meaning in order to evaluate artistic work.

K-2

Describe - Identify details, basic elements, and subject matter of an artwork.

Analyze - Distinguish between reality and imaginary when describing a work of art.

Interpret - Use details and subject matter to interpret an artwork's mood or meaning.

Inquire - Determine the artist's intent by identifying the details and subject matter.

Evaluate - Use learned art and design vocabulary to express individual opinion of a work.

3-5

Describe - Describe details, subject matter, and the context of an artwork.

Analyze - Compare and contrast how the use of media can influence ideas.

Interpret - Use details, subject matter, and context to interpret an artwork's mood or meaning.

Inquire - Determine an artist's intent by identifying the details, subject matter, and context of an artwork.

Evaluate - Determine and apply criteria for evaluating artworks and practice constructive feedback.

6-8

Describe - Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.

Analyze - Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.

Interpret - Interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work.

Inquire - Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.

Evaluate - Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.

9-12

Describe - Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Analyze - Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

Interpret - Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.

Inquire - Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

Evaluate - Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

CONNECT

Students will relate their artistic work with prior experience and external context.

K-2

Interdisciplinary - Recognize and demonstrate relationships between art and design, and other disciplines.

Career Connections - Recognize art and design careers.

Cultural, Social, and Historical Awareness - Understand that people from different times and places have made art and design for a variety of reasons.

3-5

Interdisciplinary - Describe and demonstrate relationships between art and design, and their learning in other disciplines.

Career Connections - Identify art and design processes in a variety of careers.

Cultural, Social, and Historical Awareness - Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.

6-8

Interdisciplinary - Analyze works of art and design that illustrate interdisciplinary perspectives.

Career Connections - Analyze art and design processes in a variety of careers.

Cultural, Social, and Historical Awareness - Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures.

9-12

Interdisciplinary - Apply interdisciplinary perspectives in own artistic work.

Career Connections - Research or experience options in art and design careers.

Cultural, Social, and Historical Awareness - Compare purposes of art in a variety of social, cultural, and historical contexts.

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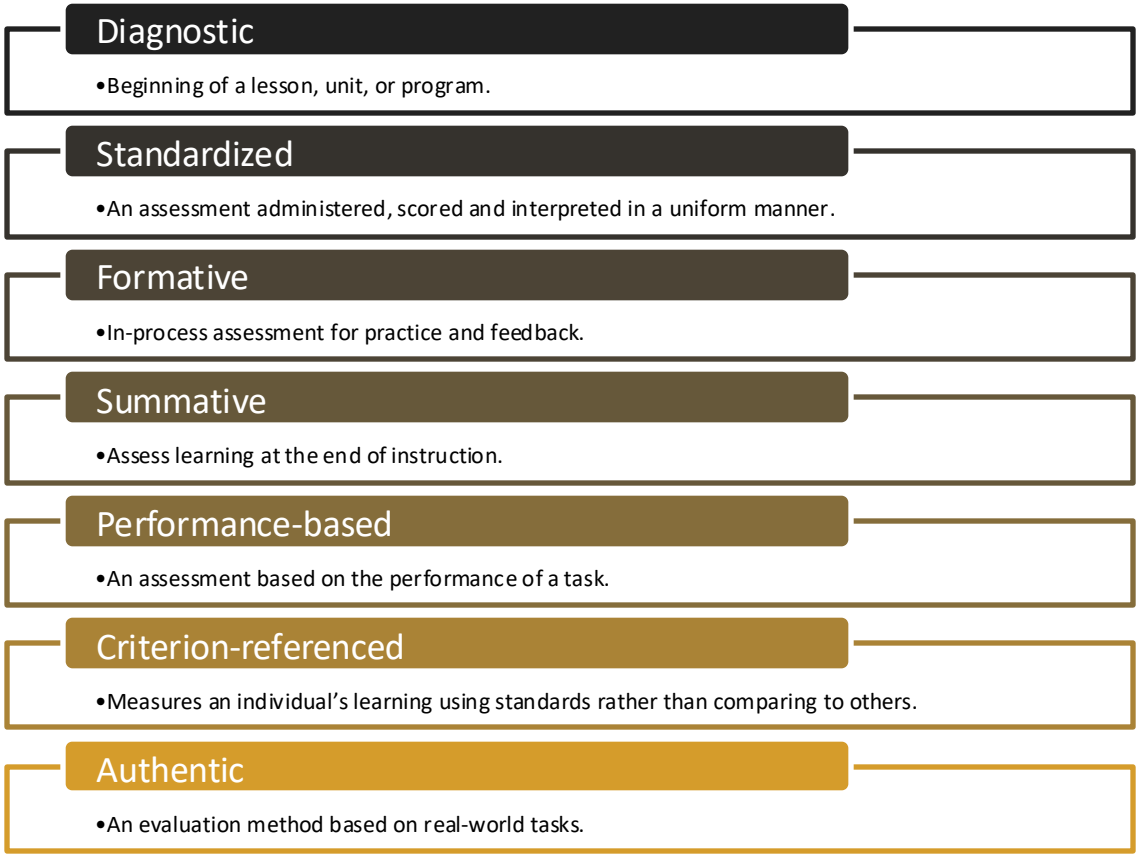
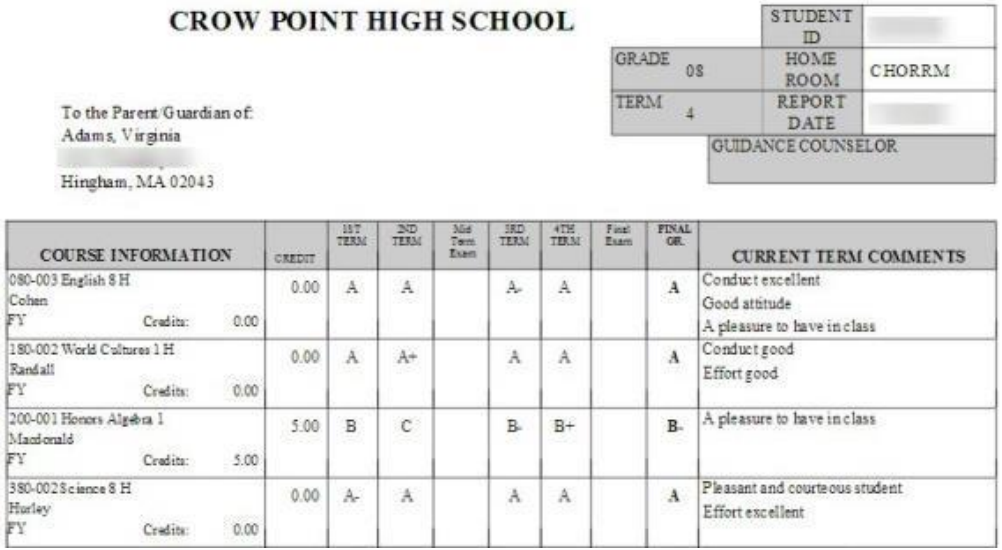
Types and purposes of Assessment



Accountability

- What are your requirements for grading?



CROW POINT HIGH SCHOOL

		STUDENT ID	[redacted]
GRADE	08	HOME ROOM	CHORRM
TERM	4	REPORT DATE	[redacted]
		GUIDANCE COUNSELOR	

To the Parent/Guardian of:
Adams, Virginia
[redacted]
Hingham, MA 02043

COURSE INFORMATION	CREDIT	1ST TERM	2ND TERM	Mid Term Exam	3RD TERM	4TH TERM	Final Exam	FINAL GR.	CURRENT TERM COMMENTS
080-003 English 8 H Cohen FY Credits: 0.00	0.00	A	A		A-	A		A	Conduct excellent Good attitude A pleasure to have in class
180-002 World Cultures 1 H Randall FY Credits: 0.00	0.00	A	A+		A	A		A	Conduct good Effort good
200-001 Honors Algebra 1 Macdonald FY Credits: 5.00	5.00	B	C		B-	B+		B-	A pleasure to have in class
380-002 Science 8 H Hurley FY Credits: 0.00	0.00	A-	A		A	A		A	Pleasant and courteous student Effort excellent

Grading

Turn and Talk

Administrator: "But when are you assessing?"

W: If you want to do self-portraits, take a bunch of photos after football game, deadlifting. Think about how you want to present yourself, exploring aspects of identity, masculinity, stereotypical things, what it's like to be a guy...Self is endless trove, a big theme in art

Discuss proportions and cropping. W: get physical with figure. If me, erase, gesture of figure. Decide to spray fix, turn paper over, and start again with will helping with figure drawing.

[Later] W: did you think about what you want to communicate?

W suggests using collage to describe the form of the figure. Integrate drawing and collage. Can always paint or draw back over collage stuff. Refers to older self-portrait hanging on wall. W suggests using it as a starting point for other pieces to integrate

J shows C paper. Will this work? C: could, depth. C: in photo, wearing color. Staining? Let's talk to W about that...

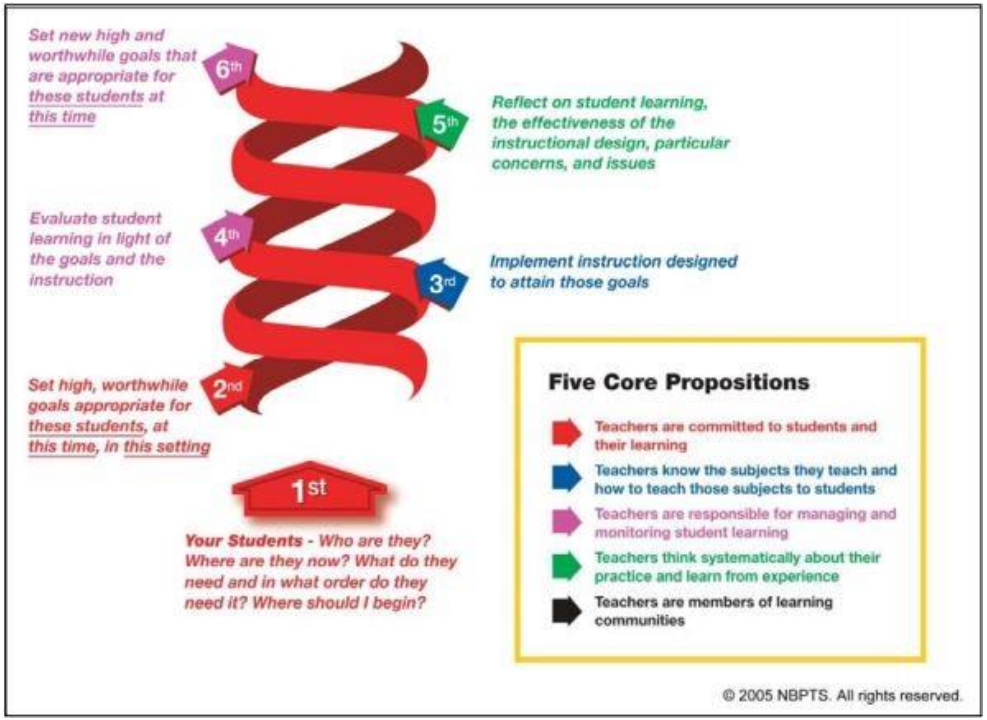
[later] C & W discuss J. C: Should he go in and stain?… I'm wondering if that would create more depth. Integrate...W:

Jordan & C: This is getting better and better. Love interesting [something] of blue. [take into] helmet. Gold in helmet. Good work. Get up into helmet. Play. Lines giving rhythm. Taking us up and around. J: Do you think I should leave [area] alone? C affirms leaving space

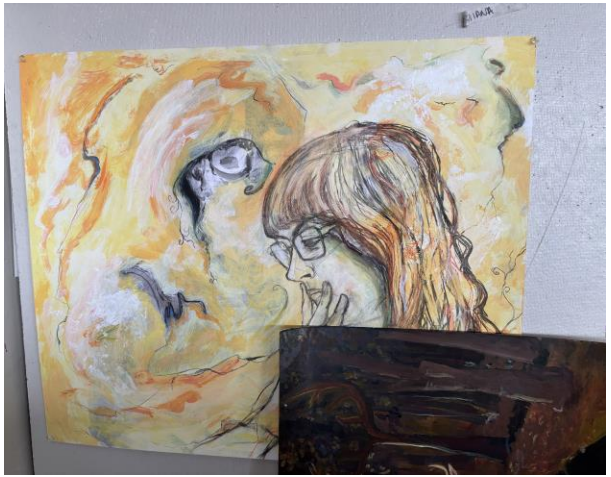
[critique day] C: How can you make it better? [inaudible] Maybe... another approach could be...you could do that. You could also steal from yourself...Another idea...I notice both pieces the same way, allow top to be empty. We want to solve each problem a

Framework for the Role of Assessment in Artistic Production

Framework for Assessment

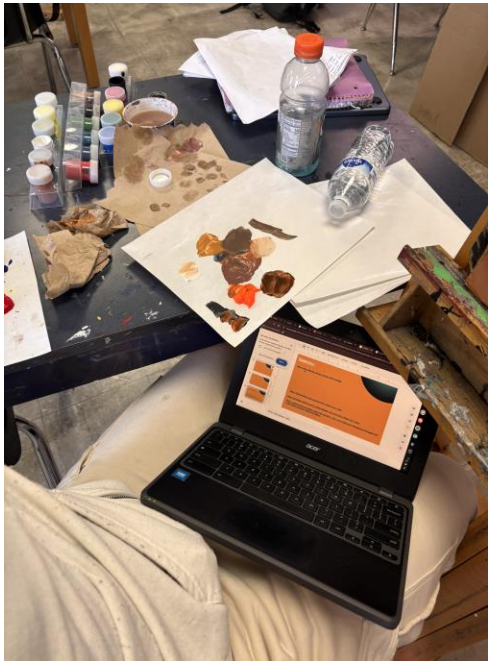


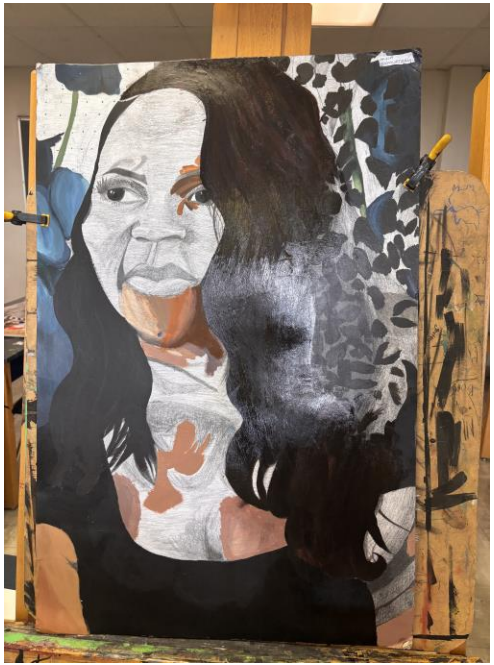
Artifacts



Observation as Assessment:

Why is it important to assess work in progress?





Observation as Assessment

Observe: What is happening?

Interpret: What might it reveal about learning?

Document: How can evidence of learning be documented?

Next steps: What are the next steps for teaching and learning?

Observation as Assessment: Practical Tools for Collecting Data

- Checklists
- Rubrics
- Class roster anecdotal notes
- Digital photo documentation
- Other?

Conversation as Assessment

B	Practice, Experimentation, and Revision **Writing Prompt 2:** Describe ways your sustained investigation developed through practice, experimentation, and revision.		
	1	**2**	**3**
	Visual evidence of practice, experimentation, and revision **does not relate** to a sustained investigation.	*Visual* and *written* evidence of practice, experimentation, and revision **relates** to a sustained investigation.	*Visual* evidence of practice, experimentation, and revision **demonstrates development** of the sustained investigation. **AND** *Written* evidence **describes ways** the sustained investigation **developed** through practice, experimentation, and revision.
	Decision Rules and Scoring Notes *Read the student response to **writing prompt 2.***		
	Is there *visual* evidence of practice, experimentation, and revision? **AND** Does the *visual* evidence of practice, experimentation, and revision **relate** to a sustained investigation? If no (for either or both), award 1 point. If yes (for both), move to criteria for score point 2.	Does the *written* evidence of practice, experimentation, and revision **relate** to a sustained investigation? If no, award 1 point. If yes, move to criteria for score point 3.	Does the *visual* evidence of practice, experimentation, and revision **demonstrate development** of the sustained investigation? **AND** Does the *written* evidence **describe ways** the sustained investigation **developed** through practice, experimentation, and revision? If no (for either or both), award 2 points. If yes (for both), award 3 points.

C	Materials, Processes, and Ideas		
	1	**2**	**3**
	Little to no evidence of **visual relationships** among materials, processes, and ideas.	**Visual relationships** among materials, processes, and ideas are **evident**.	**Visual relationships** among materials, processes, and ideas are **evident** and **demonstrate synthesis**.
	Decision Rules and Scoring Notes *In this row, written evidence is not scored but reading student responses may inform the evidence of visual relationships.*		
	Is there evidence of **visual relationships** among materials, processes, and ideas? If no, award 1 point If yes, move to criteria for score point 2.	Do the **visual relationships** among materials, processes, and ideas **demonstrate synthesis**? If no, award 2 points. If yes, award 3 points.	

Part of art is aligning concept with form.

The Role of Language in Assessment

AP 2-D ART AND DESIGN / 3-D ART AND DESIGN / DRAWING 2026 • **SCORING GUIDELINES**

Row	Scoring Criteria		
A	**Inquiry** **Writing Prompt 1:** Identify the inquiry that guided your sustained investigation.		
	1	**2**	**3**
	Written evidence **does not identify** an inquiry.	*Written* evidence **identifies** an inquiry. **AND** *Visual* evidence **demonstrates** the inquiry.	*Written* evidence **identifies** an inquiry. **AND** *Visual* evidence **demonstrates** the inquiry. **AND** The inquiry **guides** the development of the sustained investigation.
	Decision Rules and Scoring Notes *Read the student response to **writing prompt 1**.*		
	Does the *written* evidence **identify** an inquiry by describing discovery and exploration? (A question or a statement that merely identifies a theme or a topic is not an inquiry.) If no, award 1 point. If yes, move to criteria for score point 2.	Does the *visual* evidence **demonstrate** the inquiry? If no, award 1 point. If yes, move to criteria for score point 3.	Does the inquiry **guide** the development of the sustained investigation? If no, award 2 points. If yes, award 3 points.

Combining language with artmaking.

Ask questions to promote student thinking:

- What challenge are you working through?
- What are you trying next?
- How does this connect to our goal?

What are evidence-gathering questions you can ask to get more information about process, intent, and inquiry?

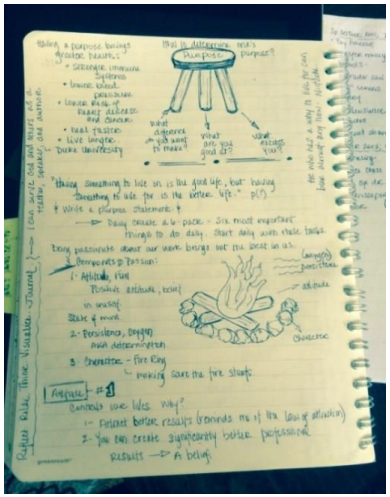
Language in Assessment: Empowering Students as Assessors

Types:

- Self-assessment
- Peer feedback
- Reflection routines

Examples:

- Exit tickets
- Anonymous surveys
- Artist statements
- Sketchbooks
- Audio reflections
- Process portfolios



Student Reflection as Evidence:

What learning becomes visible through reflection that cannot be seen in the finished artwork?

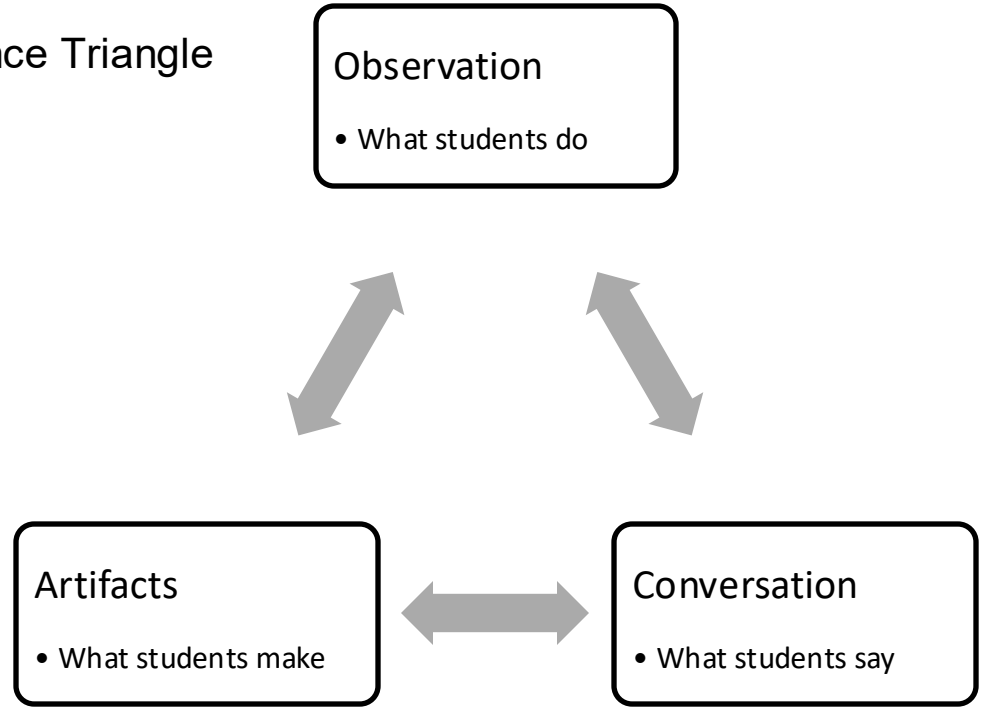
"I changed my plan when..."

"I discovered..."

"The hardest problem I solved was..."

"I want feedback about..."

Putting It Together: The Evidence Triangle



Strong assessment comes from multiple sources rather than relying exclusively on finished products.

Q and A

Conversation starters:

- How do observation-based assessments fit into grading?
- What documentation methods are realistic with large class sizes?
- How can process evidence support standards-based grading?
- How do we assess creativity fairly?
- What role should student voice play in assessment?
- How can assessment support rather than inhibit artistic risk-taking?