

# Evaluation

Clearly stated methods of evaluation are an advantage to the art teacher. They give clear guidelines to students about their performance, allow administrators to see the way the program functions, and allow parents to understand the criteria for assessment of their child's progress.

A concept-based, sequential art program facilitates evaluation. Evaluation is the assessment of student progress in relation to stated objectives. Learning is being evaluated, not art products. Although art works certainly contain evidence of learning, it is important to assess the actual achievement demonstrated by the product rather than to assess the product itself. Evaluation criteria and approaches provided with the objectives and concept statements in this guide should help teachers make assessment on the basis of stated objectives. They provide strategies for both formative and summative evaluation.

Formative evaluation is ongoing, and allows the teacher to evaluate student performance while learning is taking place. This aspect of evaluation is particularly important in art because the evaluation criteria for many objectives and concepts involve observation of student involvement, recognition and understanding in discussions, group and individual projects and presentations. Observations of these situations allow the teacher to assess students and to suggest measures or correct understanding before the final (summative)

evaluation is made. Summative evaluation should take into account information gathered in the formative process. Summative evaluation should also result in feedback to the student. This type of evaluation should be done as consistently and systematically as possible.

The forms of evaluation mentioned here will help to convey the impression that progress in art depends on students' learning experience rather than innate ability and that it is possible to evaluate art in a systematic way. They are most effective when a range of methods are used and when a substantial amount of evaluative information is available for every student. **The essential element in effective evaluation is the clear definition of objectives and establishment of criteria.** Students should understand the terms of such criteria and the reasons for activities so that they know what is expected.

## Knowledge and Skills to be Evaluated

This teaching guide contains general goals for the program and objectives for each module project. Teachers should evaluate student progress on the basis of the objectives through the concepts being presented. Students' entering readiness and their progress should be taken into consideration.

## Art Appreciation

The ability to analyze (i.e., identify, describe, explain, interpret) art in terms of subject matter, design, media techniques, and mood in appropriate art terms.

The ability to express a judgement of art, to express one's personal response and the reasons for it and to accept and respect opinions that differ from one's own.

### **Making Art**

The ability to apply knowledge of subject matter, design, media, techniques, and mood to the creation of art.

### **Creative Activity**

The ability to express qualities, to be fluent and flexible, to use original approaches, to exercise independent judgement, to express unique ideas.

### **Work Habits**

The ability to concentrate, to give all in effort, to persevere, carry work to completion, to work independently, to follow instructions, to make decisions.

### **Attitudes**

Cooperation, consideration of others, initiative, respect for materials and environment, enthusiasm, acceptance of criticism (positive and negative), weighing the suggestions of others before accepting or rejecting them, enjoyment in trying something new, not destroying unsuccessful attempts, experimenting freely and without fear.

### **Suggested Methods of Evaluation**

### **Portfolios**

These are examples of student work selected over the length of the term or period of evaluation. The teacher can

examine work for progress in the application of design concepts and in the refinement of expressive skills.

### **Journal/Sketchbook**

Daily written entries, drawings or collections of interest items will give insight into how the student is processing what is happening in the classroom. With the students consent, the teacher should read entries to determine whether major objectives are being met or whether misconceptions are occurring.

### **Anecdotal Records**

Teachers may keep charts, checklists, brief notes on students' work habits, attitudes, understanding, contribution to discussions, and application of information. Such notes are valuable formative evaluation tools.

### **Self-Evaluation Reports**

This provides an opportunity for students to examine their own progress and analyze their own strengths and weaknesses.

### **Teacher-Student Conferences**

These provide the opportunity to focus on the individual. These should be relaxed, structured, student focused, non-judgemental, and well planned.

### **Written Assignments and Oral Presentations**

This program contains many instances where these forms of evaluation are appropriate. Discussion and research skills are an important part of the program. Language is important to learning about art,

and a well-developed art vocabulary is important to art appreciation. These aspects of the program are best assessed through written assessment and oral presentation; teachers should not hesitate to use these methods merely because they are not traditionally considered to be art evaluation methods.

### **Studio Projects**

With each module a number of projects are suggested. This studio experience should be used to determine what concepts and skills have been learned from the immediate experiences leading up to it. Prior learning experiences should also be visible in these. A balance must be struck between process and product in these projects.

### **Tests**

Written tests, quizzes, and recognition tests are appropriate for many of the concepts described in this guide.

For more detailed information on evaluation, see:

*The Evaluation of Students in the Classroom, A Handbook and Policy Guide.* The Division of Evaluation, Department of Education, Government of Newfoundland and Labrador, 1990.