Assessment in Art Education

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PRINCIPLES OF QUALITY ASSESSMENT

• assessment is student-oriented and teacher-directed

• assessment supports, rather than interferes with, instruction and course objectives

• assessment is multi-layered

• assessment is continuous and focused on providing ongoing information
• assessment is contextual and authentic

• assessment represents an appropriate balance of formal (summative) and informal (formative) strategies

• assessment focuses on both products and processes

• assessment provides opportunities for students to revise and make changes in products and processes

• assessment is responsive to different types of knowledge
• assessment is responsive to expanded and current notions of intelligence and creativity

• assessment is concerned with students’ preconceptions and misconceptions

• assessment is equal for all

• assessment is standards-based

• assessment is criterion-referenced and compares students’ performances to past performances
• assessment is responsive to collaborative and cooperative learning

• assessment is explicit and ordered

• assessment exemplifies the latest and best assessment techniques or formats
PERFORMANCE-BASED STRATEGIES

- portfolios
- journals/diaries/logs
- exhibitions
- integrated performances
- discussions
SCORING AND JUDGING

STRATEGIES

• critiques
• interviews
• self-assessments
• scoring rubrics
FORMATIVE STRATEGIES

• Note card strategies

• Chew on This
IDEAS FOR CONCEPT MAPPING

• definitions
• synonyms
• antonyms
• scientific properties (defining characteristics)
• personal reaction – opinions, feelings, and emotions
• personal significance
• symbolism or iconography
• metaphors
- related issues or problems
- interpretations (first, second, third)
- description of proposed work
- possible media and techniques
- formal properties (elements and principles)
- possible research materials
- description of next step or further additions to the idea or narrative
- art historical connections
- multicultural connections
- visual culture connections
- literary or text connections
CRITERIA:

- ability to define the concept through visual representation
- strength of concept
- ability to apply appropriate medium(s) and techniques to depict the concept
- ability to depict multiple layers or meanings of the concept (4 or more)
• development and evolution of the concept over time

• ability to actualize the concept from an individual point of view

• ability to challenge or impact or engage the viewer with the concept