

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**

ASSESSMENT OF CONCEPT

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**