

WORKSHOP AGENDA

PROCESSES OF PORTFOLIO BUILDING

THEME OR IDEAS

1. **Select a theme** – a broad-based example, under which you would like to have students set their own sub-theme or concept to explore. Your objective is to help students develop the theme and to assess it both in a formative and a summative application.
2. **Suggest (3) sub-topics** that you can suggest to students as ways or directions for exploring the theme.

- 1.
- 2.
- 3.

3. **Develop the theme.** Create two (2) questions to help students think through their own sub-theme. (handout)

- 1.
- 2.

4. **The mind map**
5. **Suggest other ways to stimulate students' thematic development**

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6. **Suggest thematic evidence for the portfolio**

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(process) and after the final work is turned into you (product). See examples from both rubrics.

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8. **Layers of meaning related to the theme.** Identify several suggestions for additional layers of meaning students can add to their work.

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9. **Identify a formative assessment strategy** that you might use to check progress of sub-theme.

10. What **summative assessment strategy** will you use for assessing the resolved sub-theme in the final artwork? Identify it.

MEDIA

11. **Reconcile media for solution of the theme.** Suggest examples of possible media the students might use to solve their theme.

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12. **Develop media.** Create two (2) questions that will help students select and explore media. (handout)

- 1.
- 2.

13. **Suggest other ways to stimulate students' development of media and skills**

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14. **Suggest evidence for the portfolio related to media and skills.**

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15. **Assess the media.** Develop criteria for assessing media *during* the development of it (process) and after the final work is turned into you (product). See examples from both rubrics.

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16. **Identify a formative assessment strategy** that you might use for this?

17. What **summative assessment strategy** will you use for assessing resolved media in the final artwork? Identify it.

FORMAL STRUCTURE

18. **Reconcile and develop formal qualities (structure and form) for solution of the theme.** Suggest two (2) questions that will help students select and explore the formal structure of their sub-theme.

- 1.
- 2.

19. **Suggest other ways to stimulate students' development of formal structure.**

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20. **Suggest evidence for the portfolio related to formal structure.**

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21. **Assess formal structure.** Develop criteria for assessing formal structure *during* the development of it (process) and after the final work is turned into you (product). See examples from both rubrics.

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22. **Identify a formative assessment strategy** that you might use for this?

23. What **summative assessment strategy** will you use for assessing resolved formal structure in the final artwork? Identify it.

WAYS OF PRESENTATION

24. **Reconcile ways of presentation (or expression) for solution of the theme.** Suggest examples of possible ways of presentation that students might explore to solve their sub-theme.

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25. **Develop ways of presentation.** Create two (2) questions that will help students select and explore different ways of presentation for their work.

- 1.
- 2.

26. **Suggest other ways to stimulate students' development of ways of presentation.**

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27. **Suggest evidence for the portfolio related to ways of presentation.**

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28. **Assess ways of presentation.** Develop criteria for assessing ways of expression *during* the development of it (process) and after the final work is turned into you (product).

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29. **Identify a formative assessment strategy** that you might use for this?

30. What **summative assessment strategy** will you use for assessing resolved media in the final artwork? Identify it.

ART APPRECIATION AND CRITICISM CONNECTONS TO ART MAKING

31. **Reconcile art appreciation and art criticism for solution of the theme.** Identify examples of possible artists (both historical and contemporary and local) that students might explore to help solve their sub-theme.

- historical
- contemporary
- local

32. **Develop art appreciation.** Suggest two (2) questions that will help students select and explore other artists.

- 1.
- 2.

33. **Describe evidence for the portfolio related to art appreciation.**

34. **Assess art appreciation.** Develop criteria for assessing art appreciation *during* the development of it (process) and after the final work is turned into you (product).

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35. **Identify a formative assessment strategy** that you might use for this?

36. What **summative assessment strategy** will you use for assessing art appreciation in the final artwork? Identify it.

37. **Develop art criticism.** Suggest two (2) questions that will help students select and explore an appropriate artwork.

1.
2.

38. **Describe evidence for the portfolio related to art criticism.**

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39. **Assess art criticism.** Develop criteria for assessing art criticism *during* the development of it (process) and after the final work is turned into you (product).

40. **Identify a formative assessment strategy** that you might use for this?

41. What **summative assessment strategy** will you use for assessing art criticism in the final artwork? Identify it.

Group Activity: Assessing a student's portfolio

- ★ Identify evidence of one of the assessment criteria of SBA in the student portfolio.
- ★ Determine a mark for the student's performance.
- ★ What evidence is missed? How to guide this student to improve his/ her learning?
- ★ Select 12 pages from the portfolio that best shown that student's performance according to the Assessment Criteria.