

Instructional Assessment

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Portfolio Entry for Wisconsin Teacher Standard 8

EDUW 693 Instructional Design and Assessment

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WTS 8 Entry: Purpose and Organization

A seven-step learning process, supported by research, organizes many SMU Masters in Education-Wisconsin entries. EDUW 691, Professional Skills Development, used the seven-step process to focus on improving subject content to suit student growth. The WTS 7 entry for EDUW 693, Instructional Design and Assessment, followed the seven steps to improve instructional design and delivery. The WTS 8 process aims to improve assessment and delivery.

This WTS 8 entry aims to shift the learning process from applying the seven-step process to internalizing a professional process for continued professional improvement. Therefore, a faster, note-taking documentation suits this entry. Each section title continues to correspond with the seven-step learning process applied to improving educator effectiveness:

1. Start from standards. (Start by studying educator and student expectations to aim beyond one's current knowledge and practices).
2. Pre-assess current performance compared to standards to find weakest area(s) to improve. [Examine three areas based on evidence: (a) low-median-high student performance samples related to the targeted standards, (b) instructional practices (personal and peer observations), and (c) learning environment evidence such as observations, ongoing student input, and anonymous student surveys aimed at discerning progress toward desired outcomes.]
3. Research credible sources for answers and insights to improve the weak area(s).
4. Incorporate answers and/or insights into a plan.
5. Implement the plan and gather (a, b, c) evidence from three areas for assessment.
6. Post assess from two perspectives: *How far have we come?* (Compare post assessments to pre-assessments.) *How far to go?* (Compare post assessments to standards.)
7. Reflect on the entire 7-step process as a learner: What worked best to *learn* efficiently? What did not work or should have worked for me as a learner? What are my next learning steps to improve my educator effectiveness?

Learning Step 1: Start with Developmental Standards

Educator Standards

Wisconsin Teacher Standard (WTS) 8: Source: Wisconsin Department of Public Instruction, Wisconsin Standards for Teacher Development and Licensure (♦ = 693 focus area).
Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge

- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

- ♦ The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

- ♦ The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

- The teacher solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

- ♦ The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

- ♦ The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Danielson: *Enhancing Professional Practice: A Framework for Teaching* (2007).

EDUW 693 used this source for assessing educator effectiveness.

Academic Student Performance Standards

Wisconsin standards (Common Core State Standards, Discipline Literacy Standards, Early Learning Standards, and/or Alternative Achievement Standards) guide assessment of academic student performance, along with other reputable standards as needed.

Learning Step 2: Pre-assess Evidence Compared to Standards to Find Areas to Improve

Pre-assessment Results

See Artifact A, which shows pre-assessment results for student performance and educator practices related to instructional assessment. Italicized type indicates post assessment results, added at Learning Step 6.

Analysis Conclusion and Essential Question to Guide Research

The general question guiding professional growth for this process is “How do I improve assessment expectations, methods, and tools so my students achieve independent competence in accurately assessing their own performance based on standards?” The topic of inquiry that emerged from my pre-assessments: How do I get students to self-assess their understanding of historic artistic styles and techniques accurately through formative assessment?

Step 3: Research to Find Answers/Insights

Introduction to Assessment Investigation Notes

Tables below use note format to (a) briefly name the source, (b) document the most significant answer(s)/insight(s) from the source, and (c) show one example of a specific application using expectations for the targeted lesson.

Source 1 Topic: Aligning Assessment to Developmental Expectations, Planning, Delivery

Source: Danielson (2007). *Enhancing Professional Practice, A Framework for Teaching* (pp. 59-63, 86-89)

Answers/Insights + Significant Details

Assessment of learning (end of instruction) vs. assessment for learning (part of instruction)
Creating: instructional outcome – assessment via real world applications.
Well designed: clearly stated goals → standard of student performance.
Tools: students are aware of what will be assessed & expectations.
Student participation in assessment development helps learning through a backward design approach.
Full use: yields maximum information-sets up additional information.
Expert teachers: design their formative assessments to provide diagnostic info
=examine student responses: what worked? What didn't?

As lesson progresses: teacher monitoring→ student self-monitoring & corrective actions
Teacher monitoring: clear outcomes for learning
As part of lesson design: teacher finds a remedy for what the student didn't understand.
Providing feedback: through equitable teacher feedback...students advance individually.
Teacher: only one source for multiple means of feedback
To be effective: feedback should be accurate, constructive, substantive, specific, timely and informational.
= students take responsibility

Application Example: For High School Art Studios, the teacher will help create a living assessment where the students take the information learned and apply it to their future learning process.

Source 2 Topic: Assessment for Learning

Source: Davies, A. (n.d). "Summary of Research on Classroom Assessment," (p. 1).

Answers/Insights + Significant Details

Students experience: clear vision of learning target, study of strong and weak work that creates a progression of competence, descriptive (vs. evaluative or judgmental) feedback that helps improve quality of work, continual self-assessment that generates own descriptive feedback and goal-setting.
Student's role: strive to understand what success looks like and use assessments to improve

Application Example: A living rubric that is specific to each student and leads to competency

Source 3 Topic: Classroom Assessment Strategies

Source: Angelo and Cross (1993) "50 CATS by Angelo and Cross" from *Classroom Assessment Technologies*. Compiled by University of Oregon Teaching Effectiveness Program, (pp. 1-5).

Answers/Insights + Significant Details

1. Analytic Memos: students write a one- or two-page analysis of a specific problem or issue to help inform a decision-maker

Application Example: Another way to measure self-assessment is to log specific problems grouped by process, techniques such as applying a thin coating of varnish to areas of the painting to create a glossy appearance, and numbers steps taken to solve the problem.

Source 4 Topic: Assessment for Learning

Chappuis (2009) Seven Strategies of Assessment for Learning from *Assessment for learning: classroom practices that maximize student success* (p. 10).

Answers/Insights + Significant Details
Teach students to self-assess and set goals

Application Example:
A criteria component is to problem solve by means of self-assessment throughout the process. The students will document difficulties or problems encountered while painting. These could be ones that the student predicted or anticipated in the pre-lesson survey. The student will then write these in the post-lesson survey and also describe how or what they did to address the issue. The pre-lesson survey will give both the student and teacher something to look for. The teacher can then see how the student went about solving the problems. The students can assess their growth by how well they were able to tackle the issues and mark accordingly on the rubric.

Source 5 Topic: How to Create a Task Rubric for Learning Assessment and Evaluation

Source: Heisler (2014). Instruction from *Write Teaching Resource* and EDUW 693

Answers/Insights + Significant Details
3: teacher-student connection
TEACHER actions: care, correct, confirm at each learning step
(favor descriptive feedback over evaluative grades/symbols, etc.)

Application Example: The teacher knows the criteria but the student chooses the path taken through each step in the lesson process. The students work at their own pace and the teacher vigilantly monitors the progress by each student by walking the room to lend and offer support. The teacher will make suggestions but the students make the decisions. The teacher may say “why don’t you try this.....” or “remember to do this.....” The teacher can use moments to draw attention to, or point out things to and individual student, or to the entire class.

Research Conclusion and Implications Leading to Answers/Insights to Implement into Plan

The general question guiding professional growth for this process: How do I improve assessment expectations, methods, and tools so my students achieve independent competence in accurately assessing their own performance based on standards?

My inquiry question: How do students willingly and accurately self-assess?

Most significant answer/insight from research: Use formative assessment strategies that physically engage students in self-assessment and immediate correction, with a system to access to immediate teacher feedback during that process.

For my targeted lesson, I plan to try these new ideas from research and course learning:

1. Revise rubric to develop a clear correction method
2. Revise rubric to use student language
3. Revise rubric to use for a better teacher check tool (green pen check)
4. Use visual examples to show what they need to know
5. Improve the clarity of the criteria

Step 4: Plan, Incorporating Answers and Insights from Research

See Artifacts B and C. Artifact B-1 shows a typical assessment tool before research; Artifact B-2 shows an assessment tool connected to the targeted lesson. Artifact C shows the resulting lesson plan that met EDUW 693 course requirements and incorporated ideas from research to improve assessment methods and tools.

Step 5: Implement Plan and Gather Evidence

See Artifact D, which shows the student evidence from implementing the lesson.

Step 6: Post Assess Evidence Compared to Pre-assessments and Standards

See Artifact A, which uses italicized type to distinguish post assessment information from pre-assessment information.

Step 7: Reflection of My Entire Learning Process

The WTS 8 learning process aimed to improve assessment expectations, methods, and tools so my students achieve independent competence in accurately assessing their own performance based on standards. My specific area of inquiry that guided growth: How do I get

students to self-assess their understanding of historic artistic styles and techniques accurately through formative assessment?

This final learning step focused on reflecting from the perspective of my processes and practices as a learner: How may I use time more efficiently to continue improving my instructional effectiveness?

My Most Effective Actions/Attitudes in My Seven-Step Learning Process, with Evidence

1. I've spent a lot of time developing my assessment techniques during planning (learning step 4). From the first rubrics that I developed when I was a young teacher to now, I think I've grown considerably. I feel I've doubled that growth during this class. Developing, with the student's input, clear criteria that they will need to have to achieve is the main area that I've improved. The clarity is evident in the student's enthusiasm and lack of confusion throughout the process.

2. I think the process has made me understand the importance of multiple check-points through the delivery process (gathering evidence for step 4). I've always felt that assessing the work when it was completed was sufficient. What I missed by doing this was the chance to redirect or correct mistakes that were made through the project. This concept will help me give better and useful feedback and also write more stimulating lessons.

My Least Effective Actions/Attitudes in My Seven-Step Learning Process, with Evidence

1. I'm still developing how to align the standards without wavering away from clear goals (connecting learning step 1 to start from standards and planning step 4). My lessons have clear goals but I need to continue to keep in mind the standards that I'm basing the lesson on. Constant referrals to those standards are a weak area of mine.

2. Incorporating multiple, creative differentiation techniques during planning (step 4) to appease different styles are another area that I need to improve. I struggle to find ways to teach lessons in different ways.

My Next Steps for Professional Educator Improvement)

1. Continue to search for ways to efficiently incorporate formative assessments for each step of my lessons.

2. Design more ways that students can learn from and assess each other in a collaborative and inquiry-based fashion. I've always been conscious and have tried very hard to encourage learning between peers. It only makes sense that they also feel comfortable and find the value in peer assessment.

References

- Angelo, T., & Cross, K. (1993). *Classroom assessment technologies* (2nd ed.). San Francisco: Jossey-Bass Publishers. Cited by University of Oregon Teaching Effectiveness Program at http://tep.uoregon.edu/resources/newteach/fifty_cats.pdf
- Chappuis, J. (2009). *Assessment for learning: classroom practices that maximize student success*. ETS Assessment Training Institute. Portland. Retrieved from http://d43fweuh3sg51.cloudfront.net/media/media_files/sevenstrategies.pdf
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- Davies, A. (n.d.) *Summary of research on classroom assessment*. Retrieved from http://annedavies.com/assessment_for_learning_arc.html
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Artifact A: Pre-assessment and Post-assessment Comparisons:

Italicized type distinguishes post-assessment additions (Learning Step 6) from the earlier pre-assessment (Learning Step 2). Unchanged ratings generally represent improvements within the same developmental range as the pre-assessment. Rating codes for Tables 2, 3, and 4: Unsat = Unsatisfactory, Basic, Prof = Proficient, Dist = Distinguished.

Two Assessments of Student Performance Evidence Related to Academic Expectations

To view the targeted standards guiding the pre- and post-assessment, see the first page of Artifact C. See Artifact D for evidence of student work supporting the post-assessment.

Table 1a: Student Academic Performance Compared to PK-12+ Vertical Standards		
Skill Level	Grade Level	Significant Performance Factors that Determined Current <i>Proficiency</i> Rating (<i>proficiency</i> = performance meets all expectations at and below the rating)
Lowest	9 <i>To</i> 10	60% do not have an “advanced vocabulary related to their study of art.” (Grade 9) 40% cannot “know and recognize many styles of art from various times.”(Grade 9) <i>Post: 100% now can with research (stimulation) and write with an advanced vocabulary related to their study of art. 100% now can recognize with guidance different styles of art from various times.</i>
Median	11 <i>To</i> 11	50% can with key word stimulation use “advanced vocabulary related to their study of art.” (Grade 10) <i>Post: 80% can now use and articulate advanced vocabulary without simulation or additional research</i> 50% can with guidance “recognize many styles of art from various times.” (Grade 10) <i>70% can now recognize (free from guidance) many art styles and techniques.</i>
Highest	12 <i>To</i> 12+	20% have and use “advanced vocabulary related to their study of art.” (Grade 12) <i>Post: 50% do now have and can use regularly without additional stimulation or research an advanced vocabulary and relate it to art.</i> 25% of the students can “recognize many styles of art from various times.” (Grade 12) <i>60% can now recognize extended art styles and techniques from different periods.</i>
Evidence source: Area to improve:		Teacher observations and previous rubric scores on preparation criteria To increase the level of proficiency in accordance to the state of Wisconsin standards the teacher needs to create a clearer emphasis on art vocabulary terms so that the students will be able to articulate different art styles and techniques using correct terminology.
<i>Evidence source: Most improved area:</i>		<i>Recent rubric scores and teacher dialogue with the students</i> <i>The low end students were able to recognize and articulate at least some art techniques and styles.</i>

Approx. %	Table 1b: Student Attitudes/Actions Related to Assessment
a = 80% to 100%	Current approximate % of student learning/engagement observed by teacher during (a) teacher-guided assessments in classroom. <i>Specific guidelines and minimum requirements helped the students get started.</i>
b = 50% to 90%	(b) independent assessments in classroom. <i>Students worked and researched an artist gaining relevant information on techniques and styles</i>
c = 20% to 60%	(c) peer assessments in classroom. <i>Adding a problem solving component to encourage collaboration help more students receive some valuable peer assessment.</i>
na	Current approximate % of completion for assessments assigned as homework.
30% to 60%	Current overall accuracy in assessing own work using criteria or assessment tools. <i>The student's accuracy on rating their own work improved and seemed more in line with my assessments.</i>
20% to 40%	Current understanding of formative assessment as a valuable learning strategy. <i>There was an increase in the students that were interested in the rubric scores and comments when they were returned to them.</i>

Self-assessment of Instructional Assessment Methods and Practices Related to WTS 8

Table 2: Assessment Design Based on Danielson Framework		
Danielson A Framework for Teaching, Domain 1: Planning and Preparation (p. 63) Component 1f: Designing Student Assessments (Read pages 59-63.) Rating options: U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished		
Element	Rating	Current Evidence to Support Rating/Area to Improve
Congruence with instructional outcomes	Basic to Proficient	1. <i>Most all</i> instructional outcomes are assessed through the proposed assessment approach. 2. Assessment methodologies <i>have</i> been adapted for groups/individuals as needed.
Criteria and standards	Basic to Proficient	1. <i>Clear</i> criteria and standards. 2. Students <i>always</i> contribute to development of assessment criteria.
Design in formative assessments	Proficient to Proficient	1. Lesson plans include well-developed and well-designed formative assessments strategies for all instructional outcomes. 2. Lesson plans include particular and well-designed approaches to engaging students in assessment and correction of their work.
Use for planning	Basic to Proficient	1. <i>All</i> plans to use assessment results in designing future instruction. 2. <i>Does use</i> assessment results to plan for whole class, and/or individual instruction.
Evidence source: Area to improve: Evidence source: Most improved area:	Teacher recall current assessment tools and methods Clear criteria, formative assessments for each learning step, self-assess correct <i>Teacher observations and new assessment rubric</i> <i>Clear and specific criteria for the students to follow</i>	

Evidence of Improvements in Designing Effective Assessment Practices

1. I changed the numerical level of each criterion to accurately reflect the grading scale that I use. The numbers in my old one did not add up correctly.

2. I change the directions of the rubric to clearly point out that any criterion marked either from the student self-assessment or my the teacher that was a 6 or lower would need to be re-worked before the student is allowed to proceed in the process and receive full credit.

3. I put a large emphasis on the students playing a role in developing the descriptions of each criterion.

Two Assessments of Learning Environment Related to Assessment Practices

Table 3a: Assessment Practices Based on Danielson Framework		
Danielson <i>A Framework for Teaching</i> , Domain 3: Using Assessment in Instruction (p. 89) Component 3d: Using Assessment in Instruction. (Read pages 86-89.) Rating options: U= <i>Unsatisfactory</i> , B= <i>Basic</i> , P= <i>Proficient</i> , D= <i>Distinguished</i>		
Element	Rating	Current Evidence to Support Rating/Area to Improve
Assessment Criteria	Basic to Proficient	1. Students <i>are fully aware</i> of the criteria and performance standards by which their work will be evaluated. 2. Students have contributed to the development of the criteria.
Monitoring of student learning	Proficient to Proficient	2. Teacher does monitors progress of whole class. 2. Teacher makes limited use of diagnostic information from individuals regarding their understanding and monitors individual progress.
Feedback to students	Basic to Proficient	1. Teacher's feedback to students is <i>usually</i> quality and <i>is timely</i> . 2. Students do make use of the feedback in their learning <i>with</i> prompting.
Student self-assessment and monitoring of progress	Basic to Proficient	1. Students <i>frequently</i> assess and monitor the quality of their own work against the assessment criteria and performance standards. 2. Students do occasionally make active use of that information in their learning.
Evidence source: Area to improve:		Teacher recall, current assessment tools and practices Students frequently assess and connect to expected quality based on criteria
<i>Evidence source:</i> <i>Most improved area:</i>		<i>Current assessment rubric and teacher observations</i> <i>Developed clearer descriptions for each criterion</i>

Table 3b: Assessment Practices Based on WTS 8 Teacher Standards		
Rating options: U=Unsatisfactory, B=Basic, P=Proficient, D=Distinguished		
Element	Rating	Questions to consider in rating current performance and defining areas to improve
Criteria and Rating System	B to P	<ul style="list-style-type: none"> • Can students name expectations (what know/do) for each learning step? • For a task, <i>can students explain</i> the line between <u>unacceptable</u> (below proficiency range) and <u>essentially proficient</u>? ...between <u>fully proficient</u> and <u>mastery</u> (above proficiency range)? • Does the rating system result in points/percentages/rating phrases that match the proficiency range for the task based on standards for the grade level (or temporarily adjusted expectations to raise overall PK-12 performance to standards)
Monitoring	B to P	<ul style="list-style-type: none"> • Do all students participate willingly in formative assessment, knowing the environment is safe for making inevitable learning mistakes? • Do students quickly and objectively provide evidence and ideas for improvement when the teacher solicits information about what worked best and what did not to achieve objectives? • Do students <i>use subject terminology</i> and assessment criteria to question ratings and frame discussions/questions, rather than personal opinions/emotional thinking? • Would students agree that the teacher maintains useful records of student work and performance and can communicate student progress understandably?
Feedback	B to P	<ul style="list-style-type: none"> • Do class and/or groups and/or <i>individuals receive immediate feedback at each mini-step of learning that confirms learning or corrects learning?</i> • Is the same confirm- or adjust-instruction-process happening on the teacher's part based on continual assessments of student learning and feedback? (In other words, students know the goal is to "get it," and if they are trying and don't "get it," the teacher accepts responsibility for finding a method that works...a learning TEAM.)
Student-initiated Assessment	B to B	<ul style="list-style-type: none"> • Do students consider continual informal and formal formative assessments as not only beneficial, but necessary for successful learning? • Before deadlines, do students ask for additional formative assessments if unsure of performance or to ensure performance meets high expectations? • Do <i>students take responsibility for their own formative assessments and try to evaluate objectively</i>, knowing it will help them become aware of their strengths and needs, and encourage them to set personal goals for learning?
Evidence source: Area to improve: Evidence source: Most improved area:		<p>Current teacher assessment practices.</p> <p>Willing self-assessment</p> <p><i>Current assessment rubric</i></p> <p><i>Students are given a clear numbered example of what will meet certain levels of proficiency in the criteria</i></p>

Evidence of Improvements in Learning Environment Related to Assessment

1. The students had a part in creating the criteria for the rubric, which I think gave the students some comfort knowing that they had some control of what they learned.

2. We took a class time and did most of the research together in a computer lab. I was available during this part of the process which allowed the students to ask questions (and receive immediate feedback) about what kind of things were important to document.

3. I was very careful to not “do the research for them.” Even though all the students were researching different artists, they were strongly encouraged collaborate with peers that had an artist with a similar style or used similar techniques.

Artifact B-1: Example of an Assessment Method or Tool Before Improvement

Tool does not have directions of what they need to accomplish

Tool allows for students to assess independently

Assessment Rubric						
Students Name:					Class:	
Assignment:					Date:	
Criteria	Excellent	Good	Average	Needs Improvements	Rate Yourself	Teacher's Rating
Criteria 1: Engagement: The student thoughtfully answered survey questions and used tools of inquiry to find evidence.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 2: Preparation: Using the knowledge gained the student is well prepared to start the project.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 3 – Problem solving: The student is able to predict possible problems and work through them. Student documents difficulties and discusses them with other students	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 4 – Effort: took time to develop idea & complete project. (Didn't rush.) Good use of class time.	10 - 9	8 - 9	7 - 8	6 or lower		
Criteria 5 – Reflection: The student articulates what they learned from their own experience and what information they gained from collaboration with other students.	10 - 9	8 - 9	7 - 8	6 or lower		
					Your Total	Teacher Total
					/50	/50

Next development steps

Relevant content

Student ratings overlap, and do not convert to score aligned with standards performance since they are averaged. Averaging does not align to standards performance. A student could do the first three steps at 100%, not do the last two, and get a passing grade, for example.

Artifact B-2: Example of an Assessment Method or Tool After Improvement

Read each criteria description and circle the number range where you fall in each column. Return the Rubric to the teacher and the teacher will complete his/her portion of the rubric. Any criteria that scores a 6 or lower by either the student or the teacher will need to be re-worked by the student. All rows must be graded a 7 or higher by the student and the teacher for the student to receive any credit.

Tool now has clear directions

Assessment Rubric						
Students Name:					Class:	
Assignment:					Date:	
Criteria	Evidence meets all criteria all the time	Evidence meets all criteria regularly	Evidence meets all criteria adequately	Needs minor improvements to meet the criteria	Rate Yourself	Teacher's Rating
Criteria 1 – Engagement: The student thoughtfully answered survey questions and tools of inquiry to find relevant information on their painter of choice	10-9	8	7	6 or lower		
Criteria 2 – Preparation: Student has a strong understanding of artist's style and has experimented with the techniques. Student is now ready to start the project.	10-9	8	7	6 or lower		
Criteria 3 – Problem Solving: The student is able to predict possible problems and document them to refer to later in the process. Student can suggest possible solutions to problems	10-9	8	7	6 or lower		
Criteria 4 – Effort: Student took the time develop idea for their image. Good use of class time trough the lesson	10-9	8	7	6 or lower		
Criteria 5 – Reflection: The student can articulate what he/she learned with correct vocabulary. Students can speak during peer collaboration using art terminology	10-9	8	7	6 or lower		

Tool now proves knowledge

Tool now has clearer connection methods

Artifact C: Targeted Standards and Improved Instructional Design

UNIT Name: Famous Artist's Painting

Grade(s): 10,11 & 12

Time Period/Dates for Entire Learning UNIT: 2 Weeks (10 days)

SUMMATIVE PLAN (APPLIES TO ENTIRE UNIT INCLUDING LESSON):

1. Current student

proficiency grade range based on vertical standards and assessed *abilities*: **Lowest=Gr. 9.**
Median = Gr. 10. Highest=Gr. 12.

2. This unit's proficiency range (P) based on vertical standards and students' *capabilities*:

↓DIF: none Lowest=Gr. 9. Median = Gr.10&Gr. 11. Highest=Gr. 12. ↑DIF: none

3. Assessed standards governing targeted lesson:

from <http://standards.dpi.wi.gov/files/standards/pdf/art&design.pdf>

A.12.2 Know advanced vocabulary related to their study of art

A.12.4 Know and recognize many styles of art from various times

Differentiated Expectations: The teacher will introduce musical styles and theatre/film pieces from the time periods with complexity levels to aid different learners to understand the feel and concepts of the times.

4. Assessed summative task(s) to demonstrate *proficiency* in UNIT outcomes/objectives:

The students will complete the unit by writing a 2 page paper that will be graded to show the student's advancement in understanding of relevant art vocabulary and styles. Other topics covered that are to be addressed in the paper are the student's discoveries on the techniques used, their peer collaboration notes, interesting information on the artist they chose and the student's successes and failures during the process. Students also have the option to use an "art guide" presentation rather than writing the paper. The teacher will show a YouTube of a tour guide extolling the techniques of an artist, using lots of vocabulary and terms. They must meet same criteria, judged on using complete sentences instead of daily slang, etc.

5. Assessment tool or list criteria for measuring summative *proficiency* range on this task(s).

70% and above on summative assessments rubric will prove proficiency (35 pts. and above).

6. Essential UNIT Answer/Understanding: lasting truth/principle/rule/insight to answer EQ at #8.

EA: Painting is a learnable skill.

7. Essential UNIT Question: Motivate and broaden learning beyond academics. (Student Appeal!)

EQ: Me, a painter?

8. Essential UNIT Connections:

a: Connect thinking patterns for EQ to EA:

The students will be able to define and articulate extended art vocabulary terms. The student's will be able to compare artist's styles, subjects and techniques competently. The student's will be able to relate concepts and terminology that they've gained to their own artwork.

b: Connect to students and widen perspectives based on diverse realities:

The students will broaden their view of art painting styles and vocabulary: How do these styles and vocabulary words express the personality of the artist?

c: Connect learning to build integrity, empathy, insight:

The students will be encouraged to explore the development, successes, struggles and influences of a particular painter. This new insight will help the students make the connection between other painters and their own artwork. Furthermore, the students will see the connection of hard work and struggles to becoming a master in anything.

FORMATIVE PLAN (TARGETED LESSON DETAILS SHOW IN ONLY ONE SUB-UNIT.)

9.ONE TARGETED LESSON ALIGNED VERTICALLY AND HORIZONTALLY to UNIT Standards:

Color coding represents the elements in the chart below:

- 3 assessment tools/methods where students are actively assessing their learning
- 6 Bloom's Taxonomy: recall, understand, apply, analyze, evaluate, synthesize/create. Explain missing or eventual levels.
- 5 thinking patterns: define, compare, relate, argue circumstance, give evidence. Give purpose + developing pattern.
- 1 different differentiation or variation strategies (Differentiate = necessary for student. Vary = appeal to sustain learning.)
 - Differentiate elements: expectations (due to capabilities), content, process, product, assessment method.
 - Differentiate by multiple intelligences: MUSICAL, VISUAL, VERBAL, LOGICAL, BODY/KINESTHETIC, INTERPERSONAL (social), INTRAPERSONAL (solitary), NATURAL, EXISTENTIAL
 - Differentiate by learning styles: CONCRETE/FEELING, ABSTRACT/THINKING, ACTIVE/DOING, REFLECTIVE/WATCHING; ACCOMMODATING (FEEL+DO), ASSIMILATING (THINK+WATCH), CONVERGING (THINK+DO), DIVERGING (FEEL/WATCH),
 - Differentiate by senses: SEE, HEAR, TOUCH, SMELL, TASTE, DO, EMOTION, SETTING.
- 1 example of making purposeful connections to widening perspectives beyond the lesson at hand to realities, interests, student's past/present/future, cultural/racial/ethnic awareness, gender sensitivity, etc.

Teacher Goals:

- To encourage students to paint in a style outside their comfort level
- To show students the view different styles and techniques of famous painters
- To promote inquiry learning between students
- To introduce music and theatre examples of the periods to help some students understand the mood of the times.
- To help students understand that painting is a skill that can be learned, developed and perfected like any another skill in their life

Student Goals:

- To analyze the life and painting style of a famous painter.
- To experiment by applying different acrylic painting techniques.
- To define relevant art vocabulary terms and uses them correctly

Materials and Mediums used: canvas board, acrylic paint, assorted style paint brushes, water, clear damar varnish and gesso.

Lesson Procedure:

- The teacher will make available a list of famous artists to choose from.
- The student will do some basic research and **compare** their findings with other students
- The student will **recall** information found and **evaluate** their choices
- The student will choose an artist to study further
- The student will apply gesso canvas board prepping the board to receive paint.
- The student **will answer some pre-lesson survey questions**
- The students will **create** a composition of their subject for their painting
- Teacher will **relate** their own style with different painting styles of the artists chosen.
- The students will experiment and gain a level of **understanding** with these techniques.
- The students will **discuss and document successes and difficulties during their experiments.**
- The students will be able to make the connection of learning unfamiliar techniques

Artifact D: Examples of Low, Median High Student Work Showing Assessment Markings

Text boxes indicate areas that show significant improvement or lack of improvement by comparison to usual previous outcomes based on progress toward PK-12 developmental expectations/standards. Explanations are located in the Post Assessment section.

Overall, out of a class of 13 students, 1 scored below 40 (low), 5 scored in the median range (40-45) and 7 scored above 45 (high).

Drawing and Painting
October 6, 2014

Van Gogh

Van Gogh was born on March 30, 1853 in Groot-Zundert, Netherlands. He was the son of a pastor. He was raised in a religious and cultural atmosphere. When Van Gogh was a child he began to draw. He did not start painting until his late twenties.

During his early adulthood he would spend his time working for a firm of art dealers. He traveled between The Hague, London, and Paris, afterwards he went on to teach for a time in Isleworth and Ramsgate.

In his early ~~year~~ years his palette consisted of somber earth tones. Later in life he would study with Corron, ^{and} he ended up meeting Pissaro, Monet, and Gauguin, where he began to lighten his dark, somber palette and started painting in short brushstrokes of the Impressionists.

Some fun facts about Van Gogh is that during his early years he wanted to become a priest. Later in his life he would move South in hopes that his friend Gauguin would join him and help build a school of art. Gauguin joined him, but this turned disastrous when something extreme happened that caused them to get in a fight ^{for reasons unknown} ~~nobody really knows why~~. Van Gogh pursued him with a razor, Gauguin stopped him but Van Gogh ended up getting part of his own ear lobe cut off. Van Gogh soon after became crazy and was sent to the asylum for treatments.

During 1890 Van Gogh seemed much better ^{and} he went to live in Auvers-sur-Oise, ~~he~~ was under the watchful eye of Dr. Gachet. Two months later he was dead, shot in the head. Most people believe he committed suicide, but the gun was never found.

In his life time he would only sell one painting during his short career. He would complete many of his best-known works during the last two years of his life. In a little more than a decade he would create more than 2,100 pieces of art. His work included self portraits, landscapes, still lifes, portraits as well as painting of cypresses, wheat fields and sunflowers.

Assessment Rubric						
Students Name: [REDACTED]					Class:	
Assignment: <i>Painting</i>					Date:	
Criteria	Excellent	Good	Average	Needs Improvements	Rate Yourself	Teacher Rating
Criteria 1 - Engagement: The student thoughtfully answered survey questions and tools of inquiry to find relevant information on their painter of choice	10-9	8	7	6 or lower	9	8
Criteria 2 - Preparation: Students artist write-up has at least 4 references to the style and technique. Also has 3 other useful bits of information. Student is now ready to start the project.	10-9	8	7	6 or lower	8	7
Criteria 3 - Problem Solving: The student is able to predict possible problems and document them to refer to later in the process. Student can suggest possible solutions to problems	10-9	8	7	6 or lower	10	9
Criteria 4 - Effort: Student took the time develop their idea for their image. Good use of class time trough the lesson	10-9	8	7	6 or lower	9	7
Criteria 5 - Reflection: The student can articulate what they've learned with correct vocabulary (post-survey). Students can speak during peer collaboration using art terminology	10-9	8	7	6 or lower	9	7
					Your Score	Teacher Score
					45/50	38/50

This is the new low example of the research portion of the lesson. Low end students prior did not comment at all on the painting styles and techniques. The clearer criterion during the research/prep portion of the project was the difference.

This student has only 2 references to the artist's painting style using correct terminology. This falls short of the required 4 different comments on the painting style for an 8 rating.

10-6-14

Drawing & Painting

Claude Oscar Monet

Claude Oscar Monet was a famous French painter whose work gave a name to the art movement Impressionism. Impressionism is a 19th-century art movement that originated with a group of Paris-based artists. Claude Monet was born November 14th, 1840 in Paris, France. Monet's father's name was Adolphe, he worked in his family's shipping business. His mother, Louise, took care of the family. In 1845, at the age of five, Monet moved with his family to Le Havre. Monet was reported a decent student, but he did not like being confined to a classroom. He was more interested in being outside and adventuring. At a very early age, Monet developed a love of drawing. He filled his schoolbooks with sketches and drawings. Monet's mother respected his love for being an artist; however, his dad wanted him to go into business. Monet sometimes got frustrated with his work. According to some reports, he destroyed a number of paintings (estimates range as high as 500 works). Monet would burn, cut, or kick the offending piece. In addition, he was known to suffer from a short period of depression and self-doubt. Monet painted a lot of nature and different landscapes. For example, he paints flowers, mountains, oceans, trees, etc. When Monet paints his brush strokes become very unique. Instead of having the brush strokes smooth, he uses dots to show what he is painting. Some famous works Monet painted are, *Woman with a Parasol*, *San Giorgio Maggiore At Dusk*, *Water Lily Pond*, and *In the Meadow*. In my opinion, Claude Monet painted very beautifully! Monet's influences were Japanese woodblock prints, which is a technique best known for its use in the ukiyo-e artistic genre; however, it was also used very widely for printing books in the same period. Monet died December 5th, 1926 from lung cancer. He is greatly remembered for his beautifully done paintings. Out of the list of artists we got to pick from, I picked Monet because I thought it would be interesting to be able to paint using dots. My painting was very successful and I am very proud of the way it turned out. I learned so much by doing this painting, like how you should start with the things you see farthest away then build your way to the closest things seen.

Assessment Rubric

Students Name: [REDACTED]						Class:
Assignment:						Date:
Criteria	Excellent	Good	Average	Needs Improvements	Rate Yourself	Teacher Rating
Criteria 1 - Engagement: The student thoughtfully answered survey questions and tools of inquiry to find relevant information on their painter of choice	10-9	8	7	6 or lower	9	10
Criteria 2 - Preparation: Students artist write-up has at least 4 references to the style and technique. Also has 3 other useful bits of information. Student is now ready to start the project.	10-9	8	7	6 or lower	8	8
Criteria 3 - Problem Solving: The student is able to predict possible problems and document them to refer to later in the process. Student can suggest possible solutions to problems	10-9	8	7	6 or lower	9	8
Criteria 4 - Effort: Student took the time develop their idea for their image. Good use of class time trough the lesson	10-9	8	7	6 or lower	10	8
Criteria 5 - Reflection: The student can articulate what they've learned with correct vocabulary (post-survey). Students can speak during peer collaboration using art terminology	10-9	8	7	6 or lower	9	8
					Your Score	Teacher Score
					50	42/50

This is an example of a median level entry. The student documented the minimum criteria, but did not expand research to include additional information that he could use through the process.

Georgia O'Keeffe

Oct. 6th 2014

Drawing and painting

O'Keeffe was born on November 15th, 1887, in Sun Prairie, Wisconsin. She started doing art at a young age and went to the Art Institute of Chicago in the early 1900s. Later in her life she went to New York where she studied with artists William Chase who was a member of the Art Students League. O'Keeffe has been recognized as the mother of American Modernism; she guided and inspired so many talented painters in the American Modernism era.

Some information a lot of people don't know is that O'Keeffe abandoned the idea of pursuing her career as an artist in the fall of 1908, claiming that she could never disgust herself as an artist within the mimetic tradition, which formed a basis on her artist training. She took a job in Chicago as a commercial artist. She did not paint for years, and said that the smell of turpentine made her sick. O'Keeffe was inspired to paint again in 1912, when she attended class at the University of Virginia summer school, where she found the interesting ideas of Arthur Dow by Alon Bement.

O'Keeffe has a very distinct way of painting and her techniques. Her colors were a variety of things from earthy tones to bright and vibrant. She tended to have a very realistic strokes on the canvas as if you were there looking at the object or landscape. Landscapes and the natural beauty of the earth was her thing, from flowers to a skulls she found the beauty in it all. O'Keeffe wanted you to look at her paintings and realize what you're missing, the color shading on a flower that is there in real life. She was a Native American woman who was one with the earth and knew how to appreciate it in its entirety.

In 1918, O'Keeffe came to know many of the early American modernists who were part of Stieglitz's circle of artists, including Charles Demuth, Arthur Dove, Marsden Hartley, John Marin, Paul Strand and Edward Steichen. During this time many people got sick along with O'Keeffe during the 1918 flu pandemic, but lucky her she survived. Soon after 1918, O'Keeffe began working primarily on oils, a shift away from having worked primarily in watercolor in the earlier 1910s. By the mid-1920s O'Keeffe began making large scale paintings of natural forms at close range. In 1924 she painted her first large scale flower painting *Petunia, No. 2*, which was the first exhibited in 1925.

Assessment Rubric						
Students Name: [REDACTED]	Class:					
Assignment: <i>Painting Flower</i>	Date: <i>10-10</i>					
Criteria	Excellent	Good	Average	Needs Improvements	Rate Yourself	Teacher Rating
Criteria 1 - Engagement: The student thoughtfully answered survey questions and tools of inquiry to find relevant information on their painter of choice	10-9	8	7	6 or lower	<i>10</i>	<i>10</i>
Criteria 2 - Preparation: Students artist write-up has at least 4 references to the style and technique. Also has 3 other useful bits of information. Student is now ready to start the project.	10-9	8	7	6 or lower	<i>10</i>	<i>10</i>
Criteria 3 - Problem Solving: The student is able to predict possible problems and document them to refer to later in the process. Student can suggest possible solutions to problems	10-9	8	7	6 or lower	<i>9</i>	<i>9</i>
Criteria 4 - Effort: Student took the time develop their idea for their image. Good use of class time trough the lesson	10-9	8	7	6 or lower	<i>10</i>	<i>10</i>
Criteria 5 - Reflection: The student can articulate what they've learned with correct vocabulary (post-survey). Students can speak during peer collaboration using art terminology	10-9	8	7	6 or lower	<i>7</i>	<i>8</i>
					Your Score	Teacher Score
					<i>45/50</i>	<i>47/50</i>

This high level sample clearly shows the student referencing the artist's style and techniques. The student also was able to gather and document additional useful information about the artist