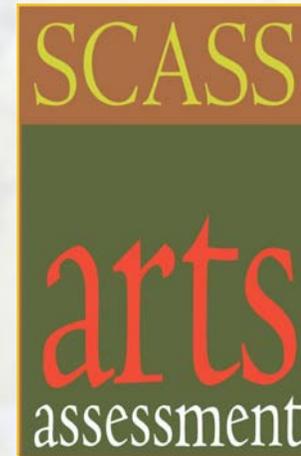


# Teaching with the End in Mind



# SCASS Arts Training Series

- The SCASS Arts Education Assessment Consortium gratefully acknowledges the Health Education Assessment Project (HEAP), both members of CCSSO, for the use of their training PowerPoint. This PowerPoint has been adapted for arts education by SCASS Arts, 2005.



# Training Objectives

- Review school reform.
- Review alignment.
- Examine teaching with the end in mind.
- Identify types of assessment.
- Examine components of good assessment.
- Explore arts assessment materials.

# Why Is Assessment Important?

- To help educators guide improvements in arts education planning and delivery
- To ensure students develop lifelong **skills**, rather than merely learn arts education **facts**.

# Arts Literacy

Arts literacy is the capacity of an individual to obtain, interpret, and understand basic arts information and the competence to use such skills and knowledge in ways which are life-enhancing.



# School Reform

Schools are accountable for ensuring that students acquire the knowledge and skills established in state (or local) standards.

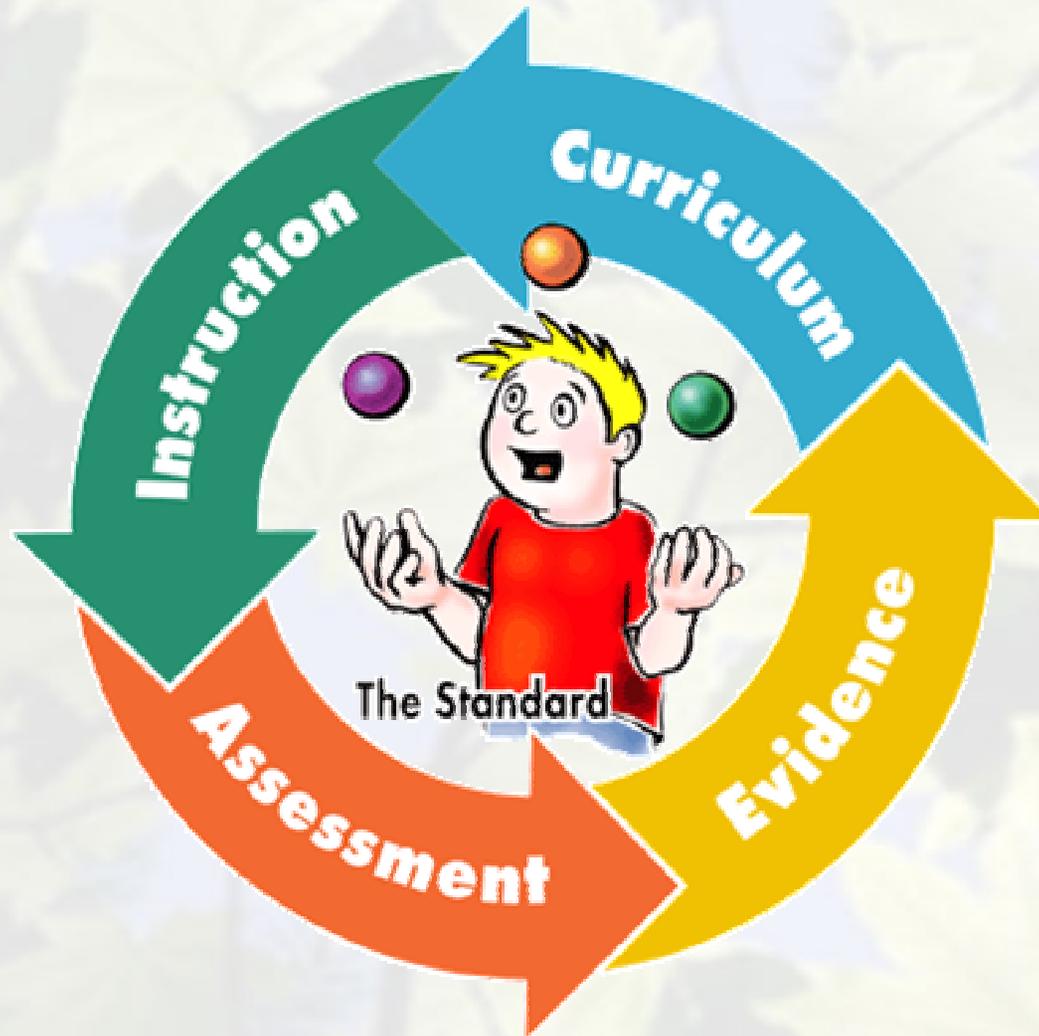


# Why Is Assessment Important?

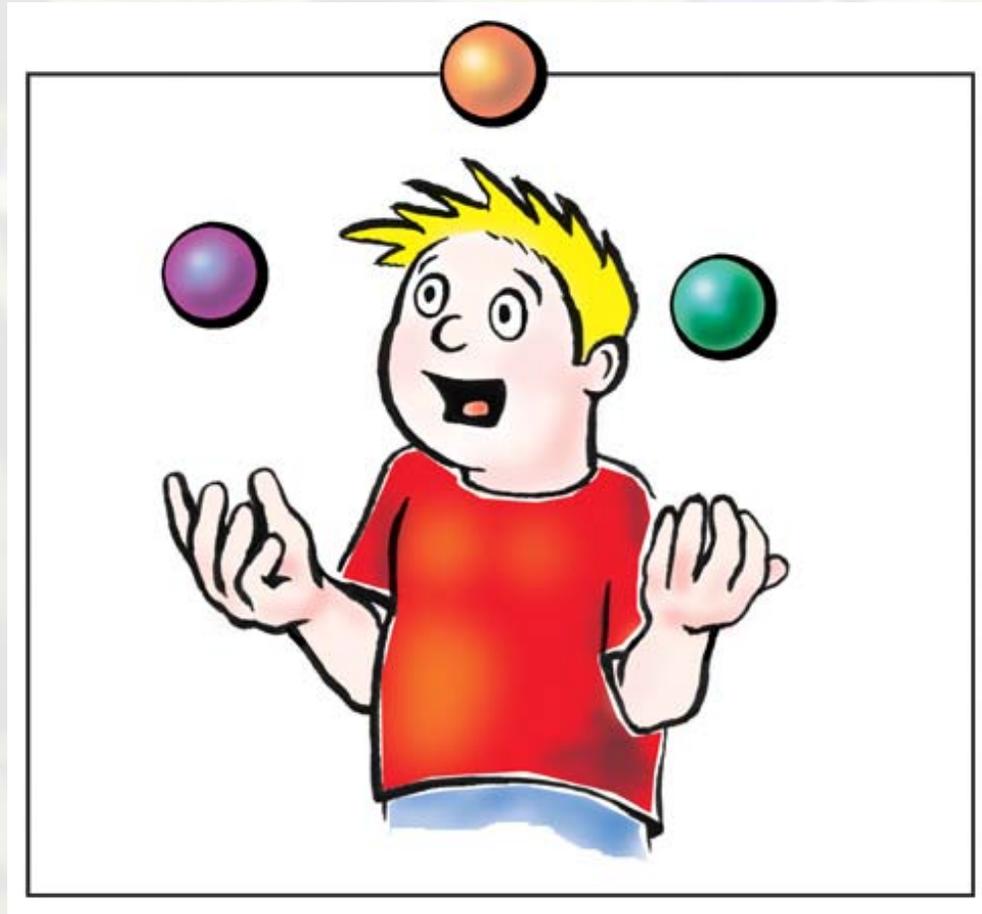
Focus on what's important.



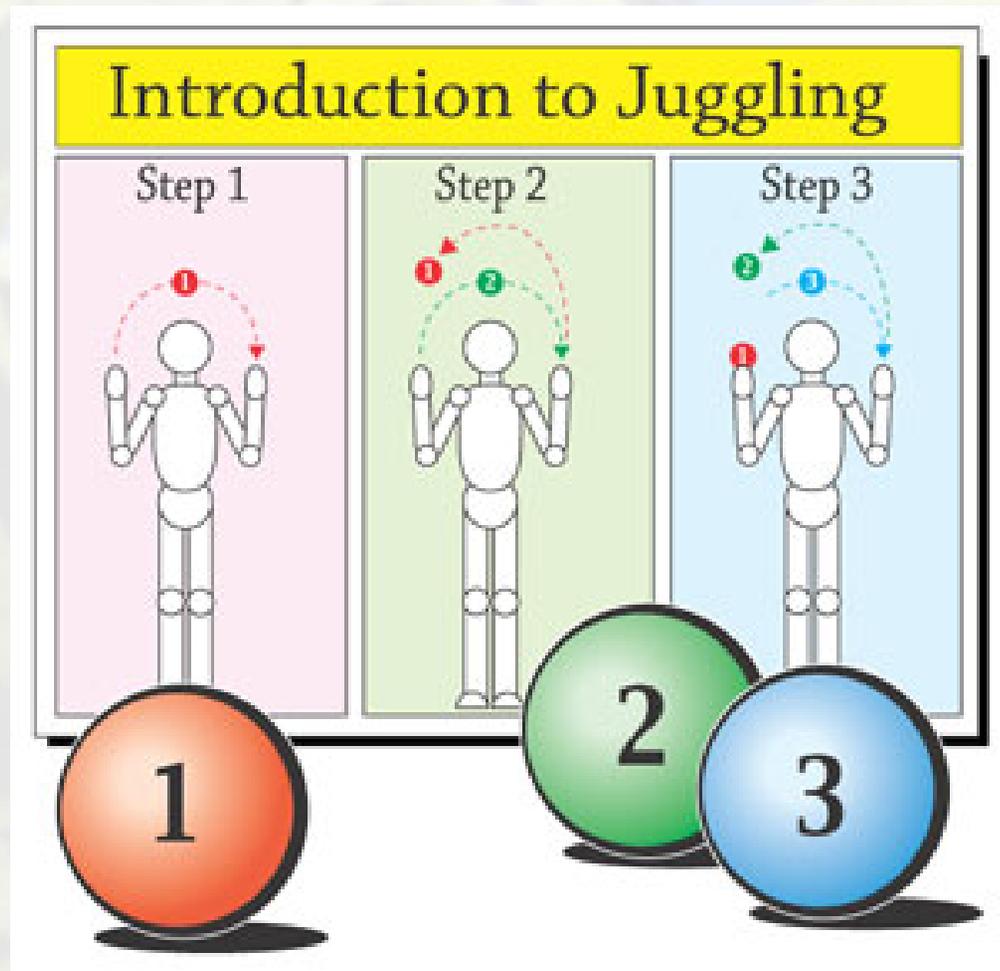
# The Connections



# The Standard



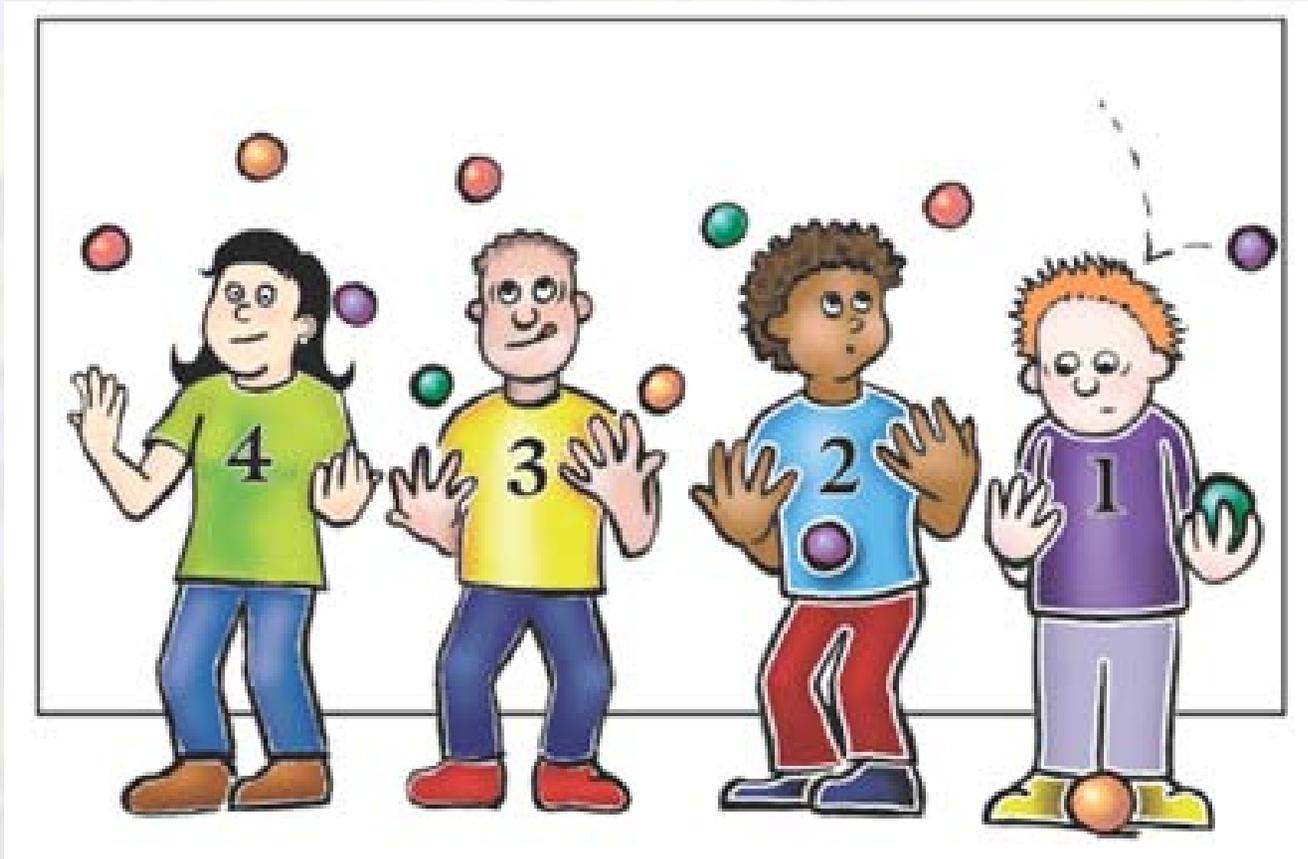
# Curriculum



# Instruction



# Assessment



# Rubric



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# Rubric



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# Rubric



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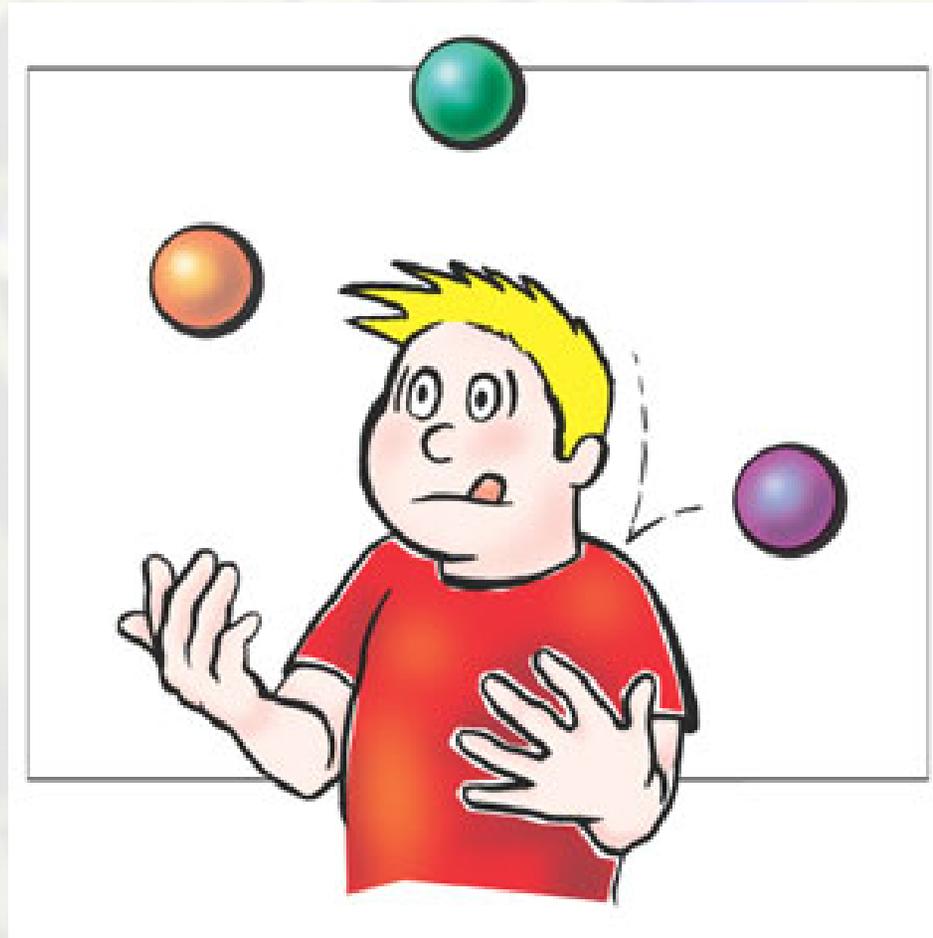
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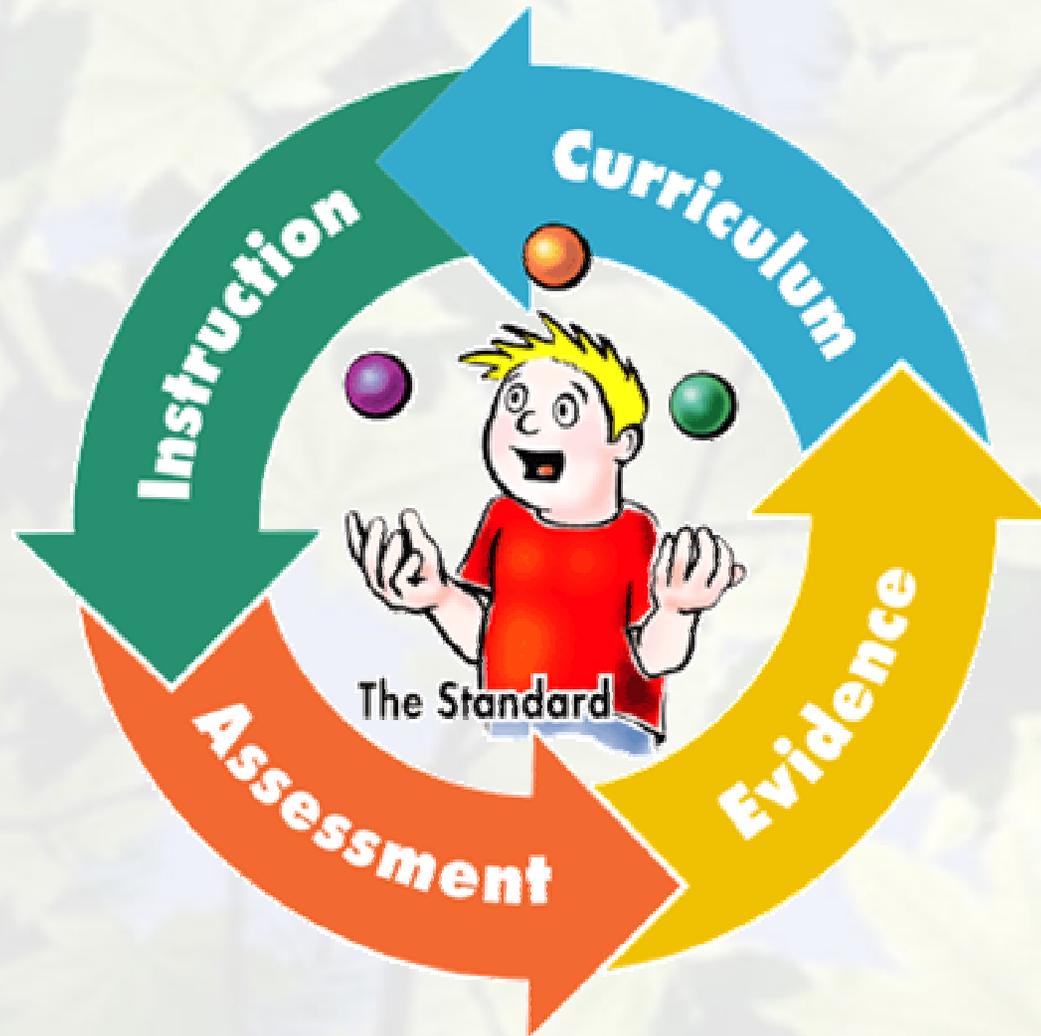
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# Evidence



# Assessment As an Alignment Tool



# Teaching with the End in Mind

- If it's worth teaching, it's worth assessing.
- If the test is good, it's worth teaching the content that the test measures.



# Assessment Modes

	<b>Selected Response</b>	<b>Constructed Response</b>	<b>Performance Events, Tasks, Portfolios</b>
<b>Task</b>	selected answers	create short answers	create complex product
<b>Time</b>	1 class period	1 class period	1 or more classes
<b>Scoring</b>	right/wrong	content/skills	content/skills
<b>Characteristics</b>	broad coverage; little depth; objective	some depth; some coverage; subjective	less coverage; greater depth; subjective
<b>Generally reveals</b>	what students do <b>not</b> know	what students know	what students can do

# The Basics: Performance-based Assessments

- Provide a rationale for what students will learn.
- Develop activities for students to acquire skills and knowledge.
- Create varied opportunities for students to apply what they've learned.
- Assess students on what they can do.



# Examples of Projects

- Dance composition
- Musical performance
- Theatrical improvisation
- Critique of a painting in front of classmates



# Good Assessment

- **Is worth the student's effort**

- meaningful
- realistic
- clear criteria for proficiency



- **Demonstrates student progress**

- ongoing
- allows students to monitor their progress
- reinforces learning
- shows skills and knowledge



# Questions to Ask Yourself

- How can I best facilitate learning?
- Are students learning?
- Was it worth learning?
- What might I do next time to help students become more proficient?
- What can I do or say to students to provide constructive feedback for improvement?

# Exploring Arts Assessment Materials

- Score student work.
- Look at performance-based assessments (PBA).
- Select PBA assessments to use in the classroom.
- Select instructional activities to address PBA.
- Prepare to teach selected activities.
- Conduct the assessment.



# Homework

## **In the classroom:**

- Think about and select instructional activities that match the PBA.
- Prepare to teach the activities you've selected.
- Teach the activities.
- Conduct the assessment.
- Score students' work using scoring rubrics.

## **Next training session:**

- Bring a selection of student work to use during a practice scoring session.

# **We're Here to Help**



***State Collaborative on Assessment and Student Standards (SCASS)***

***Arts Education Assessment Consortium***

***Council of Chief State School Officers***

***[www.ccsso.org](http://www.ccsso.org)***

***Project Manager: Frank Philip***

