

# Quality Arts Assessments ...

## Are authentic.

Assignments assess students' ability to apply standards-described knowledge and skills to real world, real art-making challenges. Emphasis is placed on what students are able to *do* (via art-making tasks), rather than simply what they *know* (via tests or quizzes).

## Examine process and product.

Assessment does not only focus on arts *knowledge*; it emphasizes evaluation of the art-making *process* (how students make the art) and the *product* (the artwork that students create).

## Assess critical abilities.

Most of the assessment tasks tap *higher-order skills*—critical thinking, complex problem-solving, research, planning, reflection, collaboration—rather than just tapping procedural knowledge and/or basic skills.

## Emphasize continuous learning.

Assessment is *ongoing* throughout the year and allows students to *regularly revisit and re-examine* ideas, products and/or processes in order to improve on the initial outcome (the way real-world artists do).

## Include multiple forms.

Assessment includes *diagnostic, formative, and summative* assessments. Each tool provides a new piece of information to broaden your (and their) understanding of a student's learning and artistic process.

## Are equal, fair, and reliable.

Student needs, learning styles, native language, backgrounds, and other considerations are taken into account to ensure *equity for all*. Student work is *compared to a standard or past performance* (rather than to other student work). Tasks *accurately and reliably measure* what they claim to measure.

## Are clear and transparent.

Directions, materials, questions, and tasks are clear and well-ordered, including examples and illustrations where possible. Students know the "*when, where, what, how, and why*" of the assessment, and what happens as a result of the outcome.

