



GUIDING PRINCIPLES

HOW MIGHT FORMATIVE ASSESSMENT PRACTICES BE USED TO GUIDE INSTRUCTION AND INCREASE STUDENT LEARNING?

Feedback and reflection are key components of effective formative assessment.

- How will you create meaningful, periodic pauses for your students to reflect on their processes and products?
- How do purposeful questions guide student reflection?
- What reflection tools might you provide students to encourage thoughtful reflection?
- What instructional strategies might you use to ensure that your students receive prompt feedback that they can understand and use?
- What tools might you use to ensure that students use feedback to improve their processes and products?

Formative assessment fosters student learning and guides teachers' instruction.

- How might you design a unit in order to ensure that assessment results prompt as well as evaluate learning?
- What makes a rubric valuable to you and your students?
- How might students benefit from co-creating a rubric with the teacher and/or their peers?
- When might a checklist provide more

valuable information than a rubric?

- How might you use formative assessment to increase students awareness of learning goals?

An assessment management strategy is needed to ensure efficiency and effectiveness of instruction.

- How will you create a balanced assessment plan that addresses all eleven Standards?
- How might you use assessment data to inform daily instruction?
- How will you monitor students' longitudinal growth?
- How might you use assessments of professional and student models to clarify expectations?
- When might peer- and self-assessment serve a valuable role?
- What tools will you use in large groups to capture the questions and wonderings of individual students?

Formative assessment fosters student metacognition.

- How might formative experiences encourage students to gain insight into their perceptions and reflections?
- What tools might be implemented to prompt student metacognition?

- What implications does metacognition have for other learning?

The design of assessment tools should be aligned with their purpose

- What roles do formative and summative assessment play in your classroom?
- How might you design a unit in order to ensure that assessment results prompt as well as evaluate learning?
- In what ways might you differentiate assessments to provide opportunities for students to demonstrate growth and achievement in multiple modalities?

Technology tools foster student reflection and capture data that informs instruction.

- What technology tools might your students use to reflect on their learning during class and over time?
- How might you use technology as a tool for managing and analyzing formative assessment data?
- How might technology support a differentiated assessment plan?
- When might technology be an impediment to student reflection?

ASSESSMENT ARTs

As the Learning Standards for the Arts move into full implementation, administrators and teachers will need to develop assessments aligned with state standards and local goals to measure student learning. Assessments that are authentic and based on real world arts-making tasks are vital to support student learning. Quality arts assessments, both summative and formative, will provide students with opportunities to engage in diverse approaches, styles and interpretations of works, and demonstrate artistic literacy within the discipline.

THINK

RESOURCES

NYS DISTRICTS • EXEMPLARS • RESEARCH

1. [Artful Thinking \(Harvard University\)](#)
2. [Arts Propel Resource Website \(Harvard University\)](#)
3. [Arts Achieve: Formative Assessment \(Studio in a School/ OASP at the NYCDOE\)](#)
4. [Assessment of and for Thinking \(Prof. Heidi Andrade, Arts Achieve and NYCDOE\)](#)
5. [Assessment Selection Tool; Assessment Strategies for Arts Integration and STEAM \(Institute for Art Education and STEAM\)](#)
6. [Eight Quick Checks for Understanding \(Edutopia\)](#)
7. [Four Formative Assessment Practices \(Northwest Evaluation Association\)](#)
8. [National Core Arts Standards Model Cornerstone Assessments in Visual Arts, Media Arts, Music, Theatre, and Dance.](#)

These selected resources are intended to spark conversations, ideas, and reflections on current and future assessment practices within the Arts. Model Cornerstone Assessments (MCAs) included in the National Core Arts Standards, and linked to above serve as a resource for New York State arts educators in creating curriculum-embedded assessments and establishing benchmarks of student work that are aligned with both the standards and individual district needs.



Pre-assessments, ongoing formative assessments, summative and/or post-assessments informed by the performance indicators in the Learning Standards for the Arts will help teachers monitor student progress along a continuum towards standards achievement, and attune their instruction as needed.

NEXT STEPS

PRACTICE • REFLECT • IMPLEMENT

1. **List formative assessment strategies that you have implemented in your classroom.**
 - What data do they provide regarding student achievement of the Arts Standards?
 - What additional data might you wish to collect?
2. **Align the design of your formative assessments and metacognitive activities with the Enduring Understandings and Essential Questions associated with the unit of instruction.**
3. **Consider developmentally appropriate ways in which you might engage students in collecting, analyzing, and reflecting on their progress.**
 - How might students' participation in this process foster independent learning?
 - How might you structure the process to support learners at various developmental stages?
4. **Revise units of instruction to include opportunities for students to engage in metacognition that informs the learning process.**
 - What questions might you use to strategically guide student reflection?
5. **Focus on a few highly effective assessment tools rather than attempting to measure all types of learning.**
6. **Implement and assess the effectiveness of the formative assessments for a given unit.**
7. **Reflect: What worked? What did not work? What would you change the next time you teach this unit?**