

TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.=

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[The assessment I have chosen for analysis comes from Lesson 1: Landscape as a Subject in Painting and is the exit ticket for the lesson titled Landscape Project Exit Ticket. This lesson introduces students to the project and history of landscape painting. In this formative assessment, students submitted their artist/style selection for their painting after looking at examples together in class and then on their own on Google Arts and Culture. This was a low stakes assessment in which the main goal was to collect information and provide feedback to students. The information will be used in later lessons to create individualized instruction for groups.

Objectives measured in this assessment include the students ability to: explain why looking to art history or other artists for inspiration is valuable, use technology and online resources as a tool for creating art and locating sources, and justify the artist/style choice using specific elements and principles of design.

The first two objectives for this lesson and assessment, looking to artists for inspiration and using online resources, also tie into the next lesson in the segment where students learn about copyright, fair use, and public domain. Using online resources and looking for inspiration in other artists go hand in hand. In Lesson 1, the main point I wanted students to take away is that artists have been looking at other artists' work for centuries. Each art movement in art history builds on each other, which was demonstrated in the brief walk through art history in the lesson. After going through the development of landscape paintings, students then use technology and an online resource to view artwork.

The last objective, justifying the artist/style choice for the painting by using specific elements and principles of design ties in previous knowledge and discipline specific vocabulary terms. The ability to justify and explain artistic choices in personal work is an important part of the artmaking process. When reasoning is put into words, choices are more understood. Students used vocabulary to describe what made their choice appealing to them, and in turn why they want to do a painting in a similar style. The main goal with this objective is to build on students' ability to justify and explain their intent and reasoning in making the artwork.]

- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

[Every student in the class submitted this assignment. All students, with the exception of 2 out of the 23, found Google Arts and Culture to be a helpful resource in finding inspiration for the project. This surprised me a bit because I use Google Arts and Culture frequently as an artist, but I understand why some students may not have favored it. For students who are more interested in contemporary artists and art movements, Google Arts and Culture may not be the best resource as it focuses mainly on artwork from art history. It does have some contemporary work, but not nearly to the extent a site like Instagram has. I did encourage those students who showed an interest in contemporary artists to use #landscapepainting on Instagram to view paintings that were more relevant to their interests. There were a handful of students who chose Instagram artists from this method, especially students who wanted to replicate a graphic style of painting.

All students performed well on this assessment. There were a few students who were not detailed enough in their response to the artist/style choice question, around 6, but I followed up with them to discuss their interests to gain a better understanding of their direction. If they were unsure of what direction to take, I gave suggestions and recommendations based on the work I have seen from them so far this semester and allowed them to resubmit their response. Some chose an artist/style I would have expected from them, but there were also a surprising amount that chose to step outside of their comfort zone with their choice. Almost 75% of students in the focus group found their artist or style choice Google Arts and Culture, while the remaining chose contemporary artists and styles.

Some responses for the questions that require explanation were a bit more brief than I had in mind, but still fully answered the question. Almost all students demonstrated understanding in why it is important to look to art for inspiration in question 3. The most common reasons from students to look to artists included to come up with new and interesting ideas, to create transformative work, and to further develop existing styles.

In question 4, students did extremely well using vocabulary to justify their choice. The most commonly referenced elements of design were color and texture, which are what I expected for painting. Painting as a medium is full of both color and texture. For example, the students who chose impressionism as a style referenced texture, as it is a defining characteristic of the style. A few students, including focus student 2, were very detailed and advanced in their response.

Originally, this assignment was meant to be turned in at the end of class. After gauging where students were in their research, I extended the deadline to the end of class the next day, and gave students an entire class period the next day to finish their research and turn in their artist/style choice. I did not want them to rush this process and end up with a choice they weren't fully satisfied or confident with.]

- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or for individual learners relative to their abilities to create, present, or respond to visual art.

The evidence being analyzed should incorporate learning about at least one of the following components:

- interpreting art

- developing works of art/design
- relating art to context

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[Through this assessment, students practice skills to interpret art and develop works of art. With creating, presenting, and responding to visual art in mind, this assessment focuses on creating and responding to visual art. This assessment leaves room for student choice in developing these skills, as they get to choose their artist or style in question 2. Questions 1, 3 and 4 are questions that are opinionated in nature, so all students' answers were different, but asked students to use the same skills.

All students in the class are working towards developing works of art. Though the planning phase is not as direct in creating art as the actual act of painting, what students are doing in this lesson and assessment falls into that category. The preliminary steps in this learning segment, such as finding art references, reference images to refer to, and creating sketches are just as valuable as completing the artwork. Every student in the class identified a preferred artist/style in this assessment. By identifying this choice, they have taken the first step in creating art. We used an online resource to explore different options, and all students in the class found their inspiration online. This ties to the second identified learning objective in 1A, which requires that students use technology and online resources as a tool for creating art and locating sources. Though they are not directly creating art online, they are doing the preliminary research required to begin a large project in which they will be creating art. I made it clear to them that they do not have to copy their choice. Their choice is just meant to be a place to find inspiration and to refer back to as we progress through the project. All students in the class, including all focus students, identified an artist/style to focus. All students met the identified learning objective and met the components of creating art and developing a work of art by making their choice.

In question 4, students interpret art and respond to it by identifying and explaining what made them choose their choice as their reference. This ties into the identified learning objective in 1A and incorporates discipline specific vocabulary, justifying the choice using specific elements and principles of design. Student 1 and 3, like several other students in the class, could have been more detailed and elaborated a bit more in their response. As mentioned in the planning commentary, all students in this class are extremely talented, skilled at art, and put a lot of effort into their projects. I was a bit surprised when some of them didn't put that same effort into the written work. As I mention in 1B, their response did fully answer the question and identify elements and principles of design, but I would have liked to see a more developed explanation from them. Student 1 states, "There is a simplicity to their work. Their lack of detail sometimes allows you to imply your own texture". This student does justify their choice and meet the objective by referencing a specific element of design prominent in their artist choice (texture), but the response could have been elaborated on even more. Student 2 also had a brief response, stating "I like the brightish background colors with a pop of really bright colors in the foreground". Student 2 references color as an identified element of design. All students in the class met the learning objective by identifying the element or principle of design that attracted them to the artist or style they selected, but definitely could have gone more in depth in their response. I believe this is partly my fault for not being detailed enough in my direction, which may have caused some confusion. For questions 3 and 4, I should have instructed students to

write a paragraph. If I had been more specific I probably wouldn't have ended up with one sentence answers.

Student 2's response was by far the most elaborate and detailed in the class. Most students fell somewhere in between the focus students. They provided more explanation than students 1 and 3, but not nearly as much as student 2. Student 2 is a student who would greatly benefit from a more advanced and challenging question. Their ability to talk about specific elements that attract them to certain styles and artists is very advanced compared to the rest of the class. They both identified specific elements and principles of design and related art to context in their response, which went beyond the prompt. She states, "Wyeth painted brutal realism where at first it looks as if it were Romanticism or American Ruralism, but upon closer looks reveals the suffering and struggles of the working class". She not only interprets the artwork and identifies that perspective is the most appealing aspect to her, but also describes the context the artist created the work in. This student went above what was expected from them in their response.]

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[N/A]

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. **(Delete choices that do not apply.)**
- Written directly on work samples or in separate documents that were provided to the focus students

[Students had the choice to submit this assessment online (from their phone or computer) or on paper. If students wanted to answer the questions on a paper copy, I gave them the handout and they turned it in when finished. For the students who chose online submission through the Google Form, I printed their responses, wrote my feedback on their paper, then gave them the paper. Students could access the Google Form by scanning the QR code on the board or clicking the link on Schoology. I provided detailed feedback and suggestions to all students both verbally and on paper. While students were exploring Google Arts and Culture, I went around the room and talked to each student individually about what they were thinking of doing for the project. If a certain artist or style came to mind while talking to them, I wrote it on a sticky note and gave it to them so they could look it up to see if it interested them. Some students choose one of my suggestions as their final choice.]

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[I provided every student with the same level of detailed feedback and suggestions. With regard to the focus students, I also provided individualized feedback based on their strengths and needs relative to the learning objectives. All students met the second objective identified in 1A, using technology and online resources as a tool for creating art and locating sources. Students most commonly found their choice on Google Arts and Culture or Instagram if they were interested in a contemporary artist.

Student 1 represents the general/high achieving population in the class. As this is an advanced art class, a majority of students also fall into this category. He has natural artistic talent along with a high work ethic that contributes to his success in the class. I was surprised by this student's responses on this assessment. As they are someone who has a very high attention to detail, I was expecting their responses to match that. Their responses are quite brief, but they do answer the questions well. This student chose an artist that I had suggested in our one on one conversation. I think the choice of realism is a good one for this student, but I also worry they will get frustrated with realism. I do think they will be very successful because they are willing to put the time and effort required to build skill. Since this student is doing realism, their response for question 3 is perfect for that choice. They state that it is helpful to look to artists for inspiration to "help understand how to use and blend colors in certain places". This was one of the more uncommon responses to this question as it focuses on learning from the techniques of others in painting. In response I say, "Great point! You can look at your choices when you need reference for different elements of the landscape". The identified element of design in question 4 is texture, which fulfills the third identified objective in 1A because he justified his choice. In response, I say "this is a great choice for you!".

Student 2 represents students who are extremely gifted at art within the class. She has an extraordinarily strong ability to interpret her own art making process and strengths, which is evident in her responses on this assessment. Her artist choice is a choice that makes sense for her as she has a renaissance-like style to her work. This student met and exceeded all the identified learning objectives for the assessment. In her response to question 3, she states that "styles are consistently stolen, reinvented, and transformed". This question ties back to the objective that asks students to explain why looking to art history or other artists for inspiration is valuable. I consider her explanation to be very advanced. In response, I provided a question to encourage higher level thinking that goes beyond the requirements of the assessment. I build on her statement and ask "Art history builds on each other. Do you believe that anything in art is truly original anymore?". This is a thought invoking question that will encourage her to think even more deeply about the topic and fulfills the need for a greater challenge. Her response for question 4 is also extraordinarily strong compared to the rest of the class. She identifies multiple characteristics, elements, and principles that drew her to her choices for artists. This response also exceeded the third learning objective of justifying the choice. She also references an artist that is very different from her, Beatrix Potter. To encourage deeper exploration of this style or something related, I say "I'd be very interested to see a children's book style from you".

Student 3 represents students with accommodation needs. This student had the weakest responses of the focus students. She did fully answer the questions and meet the objectives, but I think she could have elaborated more to make her points more clear. Her needs for these objectives just require more explanation. For question 3, her response to why it is important to look to artists for inspiration is "If there is a part of a style you want to incorporate into your own it's nice to reference". Like I did with student 2, I respond with a question to encourage deeper thinking about the question. I ask "why would it be helpful to reference?". I do understand where she was going with her response, but the way she explained it could have been clearer. Question 4's response is also brief, she identifies color as the element that attracted her to the artist. I continue on her thought and say "the pops of color in the foreground are a great way to add emphasis and draw attention to the focal point. Are the specific colors in the foreground of her paintings that stand out?". By adding this question as feedback, it will make her think about

what specifically stood out when she looked at the artist. Though she didn't go in depth on that in her responses, the question will put the thought there for the future.]

- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[Getting to know this focus group and having already created and completed an entire project with them prior to this learning segment gave me valuable insight into their strengths and weaknesses as artists. This project will be great practice for the focus students as well as every other student in the class. Since this is advanced art, the majority of the class have a high skill level in art. For this project, I encouraged students to step outside of what they are comfortable with, and many of them did.

Student 1 has terrific attention to detail. I consider this student to be a perfectionist. This is a strength, but it is also their greatest need as it can sometimes be limiting in art to be a perfectionist. Their desire for perfection sometimes inhibits them by instilling a fear of failure that turns them away from trying new things. One of my main goals with this student this semester has been to help them accept that failure is a part of the learning process. If you never try new things and fail in art, you will not improve. Art in itself is a process of trial and error and failing is a part of the process because it takes a lot of practice to find out what works and is enjoyable for each individual. In my overall feedback to this student I remind them, "Remember, landscapes don't have to be exact! They are loose and organic - and all different! Don't get caught up in the small details". It will be a process to help this student get past the desire to make everything perfect. I see a lot of myself in this student because I have the same perfectionist mindset in some ways. A landscape is a great project to help them overcome this because a landscape can be whatever they want it to be. Even after this learning segment ends, I will push this student to use the online resources we have explored to find more inspiration. After identifying what he was drawn to in question 4, he will now know what characteristics to look for in the future. To encourage this student and build their excitement for the painting, I end my feedback on a positive note, saying, "We will go over techniques and I'll give you pointers moving forward. I'm excited to see this!"

Student 2 is a very gifted student who plans to pursue art as a career in the future. Her ability to articulate thoughts, opinions, and explanations about art is very advanced. Her primary art area is painting and her art style is very technical and executed very proficiently for her age. I plan to support this student by introducing them to more advanced techniques and posing more difficult questions. I will also offer constructive criticism and more complex suggestions for improvement. Painting is my primary focus area as well, so I feel very confident in my ability to support this student and help them improve. Since she plans to pursue art in the future and apply for college, I encouraged her to create a piece that is cohesive with the rest of the work in her portfolio. This painting will be a great portfolio piece for her. Her identified artist's inspiration matches the style of her other work and she says, "I would like to combine both of these artists techniques to create a piece with symbolism" In my feedback to her response, I say "This will go nicely in your portfolio!". To further support this student, I will continue to ask thought provoking questions related to their work and approach building on the learning objectives used in this assessment.

Student 3 expressed that she would like to try realism or semi-realism for this project. I was surprised by this because she has a very distinct and graphic style of art that has transferred over into all the work I have seen from her. A vast majority of their portfolio is digital art, as it is their chosen medium. To build on these learning objectives, I will also continue to ask her questions on her choice throughout the project. Their choice to try semi-realism was unexpected, and by asking more questions it will help her pinpoint exactly what attracted her to it. Her responses to the assessment questions were the weakest of the focus students, but I can continue to build on these objectives during one on one conversations with her. I also provided her with a list of instagram artist to look into for the future, which will give her more online sources and artists to use as inspiration in the future]

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clip(s) from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
- selected language function,
 - vocabulary and/or key phrases, **AND**
 - syntax or discourse
- to develop content understandings.

[For this assessment, the selected language function was to explain why using inspiration is valuable, describe the choice of artist or style students, and use online resources as tools for creating art. Students had to use their ability to articulate and defend their reasoning for their choice while also referencing discipline specific vocabulary . Students use syntax in all of their responses to explain their thoughts and opinions in an understandable way.

All students did very well using discipline specific vocabulary in question 4. Every student in the class identified at least one element or principle of design in their explanation. Some students, like focus student 2, identified multiple and used other art related vocabulary. Student 1 and 3 were brief in their response, but fully answered the question and used discipline specific vocabulary to do so. Student 3 states that they like the "pop of really bright colors in the foreground" and student 1 refers to how "the lack of detail sometimes allows you to imply your

own texture”. Student 2 used the most advanced vocabulary and phrases in their response. She compared two different artists and their styles. Her vocabulary usage is much more advanced than the other focus students, and she references perspective, romanticism, and symbolism. Her ability to use syntax is extraordinary.]

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
 - For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[This assessment was crucial for determining the trajectory for the rest of the project. With these results, I will separate students into groups which began after the learning segment. When we begin painting, I will be working with one group at a time, so I have the ability to cater instruction, resources, and demonstrations around their chosen painting style. I will take a tiered approach and provide differentiated instruction. This will create a more meaningful learning experience and allow me to work one on one with each student in the group. Students who need more support, such as students with IEPs or other learning needs, will receive more assistance and guidance from me. On the other hand, students who are gifted, such as focus student 2, will also have the ability to work more individually with me and I can show them more advanced techniques and approaches to painting. I will continue to provide detailed and individualized feedback to all students in the class, including focus students and those with specific learning needs. It will be crucial to take an individualized approach due to how different all the paintings will be. One of the good things about painting is that there is no right or wrong way to do it. No matter where the students are skill wise, they can still create a beautiful painting.

If I could go back and change this assessment before I gave it to my students, I would have been sure to specify that their responses should be more than one sentence in length. It was an afterthought on my part. It was not a detriment to the assessment, as their responses did fully answer the question. Like with focus students 1 and 3, I would have preferred there to be more detail in some responses. In the future, I will be sure to be more specific in my directions and expectations. I think the use of opinion based questions was very effective in this assessment and provided students with a lot of choice in how they chose to answer each one. When students feel that there is a right or wrong answer, it can be nerve racking and induce anxiety. Since these questions ask for their opinion, it takes away the fear of being wrong. Moving forward I will include more opinion and reflection based assessments because they challenge students to think.

Almost the entire class expressed that Google Arts and Culture was a helpful resource from them in the research phase of this project. Before giving the demonstration on Google Arts and Culture, I had asked my students if any of them had used the resource before, and none of

them had. Online art tools and resources are always emerging. I will continue introducing them to more online tools and resources for artists throughout the remainder of the project and semester. I also want to find a resource like Google Arts and Culture that focuses on contemporary artists. Instagram is a good source, but it is so broad and hard to find artists in specific categories. Around 25% of the class chose contemporary artists. Some, like focus students 1 and 3, used Instagram. This larger number of students who showed interest in contemporary artists shows me that another resource is needed to assist those students.]

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[Through this specific assessment (an exit ticket), I was able to create my groups that students will be separated into following the learning segment. I want to maximize the learning potential of each student. I am a huge advocate for choice in art projects and believe students should always have some say over the projects that they spend time completing. This assessment is formative because the results will be used to guide future instruction. According to Alber (2014), if you are not routinely checking student understanding then you are not in touch with your students' learning. If students were vague in their response or did not reference a specific style or artist choice, I knew that I needed to talk with them one on one. They may have been unsure of what to choose or simply had no idea where to start. If that was the case, I provided them with a list of artists that their work reminded me of that may be good choices. The groups formed with these assessment results include realism, impressionism, and abstract styles. I will be working with one group at a time, as the other two will be split between my mentor and the other art teacher. Through this project, I wanted to provide students with a large level of choice but also be able to work with individuals more closely. Being able to create individualized lesson plans and demonstrations for each group will be beneficial.

With regard to the expectation theory of education, students who experience high expectations seek to reach the level of expected behaviors. There were several students in the focus group who were not very detailed in their response for questions 3 and 4. I know now that I must be more specific when explaining my expectations for students on assessments that are more informal in nature. After this assessment, I was much more specific for Lesson 2's assessment, Copyright, Public Domain, and Fair Use Essay. I knew I had to be much more specific of my expectations, and student's responses were more detailed and elaborated on, which is evident in the focus students' work samples.

According to the constructivism approach to teaching, learning is derived from forming connections. Constructivism embraces the idea that students should have opportunities to connect knowledge, which can be done using technology. With technology, students have an ability to independently seek information (Lynch, 2018). This self motivated and exploratory way of learning allows students to independently seek understanding in a way that makes sense to the individual. Since almost the entire class found Google Arts and Culture to be valuable, I plan to incorporate more technology based resources and tools for art after the learning segment and for the remainder of the project. Though not all will be helpful to every student, to those it will help it will make a huge difference.]

Citations

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