**Student Work Analysis Protocol**

Subject Area: Jewelry I Grade Level: High School

Teacher Evaluators: Dr. Dawn Mallette and Dr. Cori Hixon

A. ***Reaching Consensus about Proficiency***

Read the assessment task, performance, and/or rubric, and:

1. *Describe what the students were expected to do?*

In-progress critiques are a formative assessment in which students learn how to evaluate the artwork of others and take the input to do a self-evaluation of their own artwork. The students in the Jewelry I class have previously done self-evaluations of their work at the end of each project and they have all had the Design I class that introduced a common art vocabulary which covered the elements and principles of design. They have been working on haiku pendants and most students are at a good stopping place to evaluate their work and the work of their peers. I am choosing to have students incorporate at least two elements or principle of design vocabulary words in the critique to give them a starting point from which to talk about student art. My goal is to have students practice talking about the work of others as well as to take feedback and apply it to their current or future art projects.

**Evidence Outcomes:**

**I can:** observe a work of art and use at least two art vocabulary words to describe what I am seeing. I can use knowledge gained from critique feedback to evaluate my own artwork.

**This means:** I can use the elements of art vocabulary to describe the work I am seeing. I can use input from the viewer and decide if I want to use their suggestions in moving forward with my piece.

1. *Which standards (CCSS or content standards) or curriculum expectations are being assessed? These should already be listed on your CEP Lesson Plan Template.*

High School, Standard 1. **Observe and Learn to Comprehend:** Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

High School, Standard 2. **Envision and Critique to Reflect:** Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

1. Describe what you would consider to be a proficient response on this assessment? Exactly what would students need to say, write, or perform for you to consider their work proficient?

**A proficient response for the entire in-progress critique will consist of the following:**

1. All responses will be written in complete sentences except for the hashtag response.
2. At least two elements or principles of art and design must be included in the response. These elements of art must be used to describe something specific in the artwork being critiqued. For example, “I noticed Mrs. Lammey used the art principle of movement in her brooch because she formed a swirling shape in the metal that causes the eye to move through the piece.”
3. All questions must be answered.

*B.* ***Diagnosing Student Strengths and Needs***

Next, read student work and without scoring, do a “quick sort” of students’ work by the general degree of the objectives met, partially met, not met. You may need a “not sure” pile. After sorting, any papers in the “not sure” pile should be matched with the typical papers in one of the other existing piles. Student names should be recorded in the columns in order to monitor progress over time

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| --- | --- | --- |
| HIGH  (Objectives met) *Expand Table as needed* | EXPECTED  (Objectives partially met) | LOW  (Objectives not met) |
| Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 1**: Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 2:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 3:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 4:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 5:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 6:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  **Student 7:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued.  58% OF CLASS | Student used one principle of design but was not specific in how this was applied to the artwork being critiqued.  Students wrote most answers in complete sentences.  **Student 8:** Student used one principle of design but was not specific in how this was applied to the artwork being critiqued.  **Student 9:** Student used two principles or elements of design but was not specific in how this was applied to the artwork being critiqued.  **Student 10:** Student answered all the questions using complete sentences and used at least two elements or principles of design and was specific in how they applied these principles to the artwork being critiqued but did not answer the hashtag question.  **Student 11:** Student used two principles or elements of design but was not specific in how this was applied to the artwork being critiqued.  33% OF CLASS | Student left some questions blank and a majority of answers were incomplete.  **Student 12:** Student answered all the questions but the responses were only one or two words.    9% OF CLASS |

***C. Identifying Instructional Next Steps***

Discuss the learning needs for the students in each level considering the following questions:

1. What patterns or trends are noted?

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| --- | --- | --- |
| HIGH  (Objectives met)  The students independently reviewed the elements and principles of design on the handout I provided to them.  The students wrote in complete sentences and were specific in their feedback.  The students talked enthusiastically with their elbow partner. | EXPECTED  (Objectives partially met)  The students briefly glanced at the elements and principles of design on the handout I provided to them.  The students were not specific in giving their feedback and were vague in how the elements and principles of design applied to the artwork being observed.  The students were mostly engaged with their elbow partner. | LOW  (Objectives not met)  The students did not look at the handout that reviewed the elements and principles of design.  The students did not answer the questions and did not seem engaged in what was happening in the classroom.  The students sat quietly and did not engage with their elbow partner. |

1. Based on the diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from? List those instructional strategies in the table below:

|  |  |  |
| --- | --- | --- |
| HIGH  (Objectives met)  Students could benefit from expanding the critique beyond vocabulary terms to also focus more on what message and insights they have noticed about the work. In small groups they could have a handout in which they write about their own work on half of the paper. The paper will then get folded in half and the students who are critiquing their work will write their observations on the other half. When everyone is finished, they will compare the meaning of the work. This exercise will allow students to expand their observation skills and practice synthesizing their observations. | EXPECTED  (Objectives partially met)  Students need further practice on how to critique. They will benefit from a whole-class practice where we critique a work of art from a contemporary artist. They would also benefit from a brief review of the elements and principles of design. Once we have practiced critiquing the work of others the students would benefit from practicing talking about their own work in small groups. | LOW  (Objectives not met)  These students will also benefit from practicing how to critique. They will benefit from a whole-class practice where we critique a work of art from a contemporary artist. To lessen the stress of a critique I will have them write down their observations of an artwork to practice their observation skills without having to talk out loud. They may work with a partner to help each other practice giving observations about the artwork. They would also benefit from a brief review of the elements and principles of design. |