

Kyndall Thompson

Student Work Analysis Protocol³

Subject Area: Art **Grade Level:** 9-12

Formative or Performance Task: Creation of art reflecting intonations of music

A. *Reaching Consensus about Proficiency*

Read the assessment prompt and/or rubric and explain:

• What are the students expected to do?

The students were expected to create a piece of abstract work using a continuous line of charcoal and shade in at least 75% of the page with shades of gray to demonstrate value impacted by the song they are listening to.

• Which standards (CCSS or content standards) or curriculum expectations are being assessed?

Standard 3. Invent and Discover to Create

Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.

• What do you consider to be a proficient response on this assessment? Exactly what do students need to say or write for you to consider their work proficient?

No more than ten line lapses (to maintain a continuous line), experimentation with at least two different methods of shading, utilizing different pressures to obtain at least two line width varieties.

• Did the assessment give students a good opportunity to demonstrate what they know?


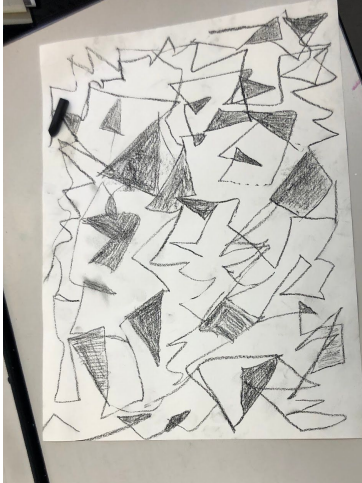
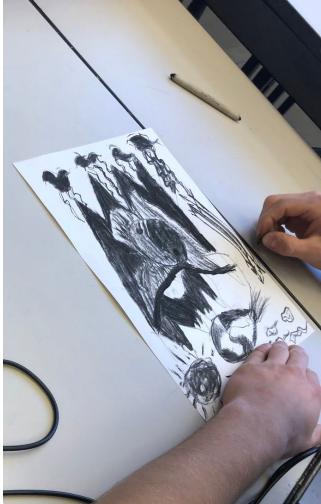
Yes, as it is their final product of the creation. Perhaps could be improved if students made multiple.

B. Diagnosing Student Strengths and Needs

After reaching consensus, 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.

High (objectives met)	Expected (Objectives partially met)	Low (Objectives not met)
3	3	1
43% of class	43% of class	14% of class

C. Choose a few samples to review from each level (low, expected, high) and discuss and identify the prerequisite knowledge that students demonstrated that they knew.

High (objectives met)	Expected (Objectives partially met)	Low (Objectives not met)
		
<p>This student was in progress, but already had more of the page filled with shades than the others did when finished. They followed the rule of a continuous line, and varied their line quality to correspond with the song. They showed knowledge in shading techniques and attention to line quality.</p>	<p>This student only shaded 40% of their drawing, not meeting the objective of 75%. They varied their line quality slightly, and kept one continuous line.</p>	<p>While showing expertise in shading techniques, this student did not keep a single continuous line, and did not make abstract shapes with the line but made a representational landscape and symbols. They did shade 70% of their paper, but as the basis for the assignment was a continuous line making an abstract form of representation, this did not meet the most essential expectation.</p>

Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

High (objectives met)	Expected (Objectives partially met)	Low (Objectives not met)
This student could have experimented more with shading techniques than they did.	This student did not shade enough of their paper. They did not use different shading techniques, and the shades are essentially the same.	This student did not demonstrate a continuous abstract line.

E. Identifying Instructional Next Steps

After diagnosing what the student knows and still needs to learn, discuss as a team the learning needs for the students in each level considering the following questions: Based on the team's diagnosis of the student's performance:

- **What patterns or trends are noted for the whole class?**

More shading techniques can be utilized than were. More emphasis on shading 75% of the paper.

- **What instructional strategies will be beneficial for the whole class?**

A more in depth demo on the shading techniques, a reminder halfway through class to fill at least 75% of the paper with varying shades, one on one clarification.

▪ **Based on the team's diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from?**

High (objectives met)	Expected (Objectives partially met)	Low (Objectives not met)
More in depth demo, perhaps an individual experimental period before working on the page drawing.	A reminder halfway through to shade 75% of the paper. A more in depth demo.	A more in depth demo. One on one clarification. A reminder halfway through to shade 75% of the paper.