The origin of assess is the Latin term, *assidēre*, which means to sit by as an assistant judge. This suggests our role as a partner in our students’ education. I’ve witnessed incredible learning partnerships in fine arts classrooms across Wisconsin. These have included rehearsals and art studio time where assessment is used to inform learners with on the spot specific feedback to master skills. Students and educators work together, asking thoughtful questions, offering ideas, and sharing applications to enhance the journey in the art form. These examples highlight a partnership and distinguish two specific purposes of assessment: a tool *for* learning, as well as a tool *of* learning. Assessment “For” means it can be an integral part of instruction and inform the learners and teacher of next steps; Assessment “Of” provides a snapshot of the learning accomplished at the end of a task or period of time. In our work to support students in their mastery of the arts, we have a multitude of assessment options. Examples of both assessment activities and tools to collect this evidence are provided on page 3. Prior to our use of these options, let’s consider five key points presented by *Making Classroom Assessment Work* author, Dr. Anne Davies. (Video) They include:

1. learners and educators having a shared understanding of how learning happens;
2. student involvement in self-assessments and in receiving specific, descriptive feedback about the learning during instruction;
3. learners having the opportunity to collect, organize, and communicate evidence;
4. a flexible learning environment that supports an ongoing collection of evidence; and
5. a safe learning environment that supports risk taking, focused goal setting, and reflective learning.

Please continue to investigate and incorporate these assessment opportunities in your classrooms. Thank you for your work in arts education.

- Julie

**Assessment in the Arts**

1. Congratulations to the members of the Cambridge High School Show Choir for their performance at the Standing Up for Rural Wisconsin Schools, Libraries, and Communities Award Event. Students are under the direction of Kathryn Czechowicz.

2. Congratulations to the participants of the Milton Choralation Invitational 2014. The event was hosted by Milton High School, under the direction of HS Choral Director, Ms. Wiczer. Participating choirs were from Wisconsin and Illinois high schools. Competition Results.

The Sparta Community Thanksgiving Dinner was held at the Middle School in Sparta. Second grade students from Lawrence-Lawson Elementary School provided table centerpieces made in art class. The centerpieces were 3-D buildings constructed using cardboard, glue, tape, and paper. Students looked at architecture from around the world and also read the book, "Iggy Peck, Architect" as inspiration for their designs. Students worked collaboratively to make their buildings.

Congratulations to Todd Elementary School in Beloit who is one of 16 grant winners of the KRIS Wine “Art of Education” contest. Todd Elementary came in 6th place resulting in $2000 to be used for funding an arts program.
The Wisconsin Department of Public Instruction (DPI) has several resources focused on assessment. Review the types and uses of assessment tools provided. Consider how these may enhance student learning in the arts. Use multiple measures versus a single assessment tool in order to gain a more comprehensive view of the student’s strengths and weaknesses. Feedback before, during, and after the instruction has occurred offers students data to inform their learning and path. Before choosing assessment activities, consider the following questions from the WI DPI Planning Curriculum in Art and Design:

- Are the proposed learning outcomes clear? Are they important? Relevant?
- What understandings and thinking skills are required in order to achieve the desired outcome? Are they appropriately challenging?
- Will this learning project provide ample opportunities for students to try out solutions, analyze and reflect on the result, and try again?

These are just a few questions to consider in your work to support student learning in the arts. Continue to navigate through the resources below and to share any you have found about assessment ideas in the arts. Thank you for your work in arts education.

**Assessment Activities**

Here are several examples of assessment activities. Visit these resources and consider how these might work within your arts classroom.

- **Self Assessment** - article, Video (6 minute video)
- **Critiques** - article
- **Portfolio** - article
- **Teacher Feedback** - article
- **Class Discussion** - article
- **Peer Assessment** (5 minute video)
- **Group Project** - Teacher Channel (5 minute video)
- **Formative Examples** (5 minute video)

**Assessment Tools**

This is a sample of tools you may consider to collect evidence of student skills and knowledge in the arts. Glossary, Pinterest Boards:

- Bell Ringers / Exit Tickets, Art, Music
- Checklists
- Constructed/Unconstructed Responses
- Learning Profiles
- Observational checklists
- Performance skill demonstration
- Portfolio of work
- Processfolio
- Rating scales, rubrics
- Student critiques of self/others
- Question collection
- Verbal sharing of skills using arts vocabulary and technique descriptions

**Wisconsin Balanced Assessment**

“A balanced assessment framework uses a variety of tools to address diverse aspects of learning to gather the best possible ‘picture’ of student learning.”

Source: Click on Balanced Assessment System and consider what arts classroom evidence you might collect for assessment activities.

“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” Stake, R. cited in Earl, L. 2004. Assessment As Learning: Using Classroom Achievement to Maximize Student Learning. Experts in Assessment.
Evidence, Artifacts, Data Part II

We are starting our second year working with student learning objectives (SLO). In our work to refine this process, consider the information within the September 2014 edition. This highlights multiple pieces to be considered in your data collection of student learning. Additional artifact ideas and means of collecting this data are available within the 2014 edition on page 3. You may also wish to visit the Wisconsin DPI Fine Arts and Creativity issue focused on Assessment which offers more tools and strategies for your use.

Besides this resources, several arts educators have shared with me the need for a template or generic tool for their use in collecting the artifacts. I’ve created a basic tool and offer this to you on the grounds that this needs your refinements. Click on the link, download and modify as needed. Consider this tool being a way to list, document, and highlight where students are excelling, need more support, and areas where you can potentially alter instructional strategies. Feel free to share the tools you are using to collect data for others to learn from. You may share these within any of the WI DPI Fine Arts Google Communities.

In starting the school year, also take time to celebrate Arts in Education Week. The second week of September was identified by the U.S. House of Representatives in 2010 to signify the importance of the arts in our schools. (H.Con.Res. 275)

Thank you for the work you do in helping our students build skills, knowledge, and enthusiasm in and for the arts. -Julie

“Kudos”

Congratulations to the 2015 Tommy Award Recipients for their theatrical performances. The award is under the direction of the Overture Center for the Arts and includes high schools from across Wisconsin. Click the links for more information - The Tommy Awards; Participation; de; 2015

Congratulations to the participants of the Launchpad music competition, a Wisconsin School Music Association opportunity for high school music students. The Launchpad finale highlighted 13 high school student bands, with Eminence taking top honors this year. Members of the group are from Menasha High School, Neenah High School, Appleton East High School, Oshkosh West High School, and Appleton North/Renaissance High School. The band Eminence includes: Caitlin Sweeney, Colleen Cline, Kenzie Dupey, Molly McCarthey, Alex Stricker (not in order according to photo). For a listing of results from this year and past years, click on the link - Competition Results.

Submit news of honors, events, and special arts awards through the online link - “Kudos.”
Audacity in the Classroom article - Consider collecting evidence of student musical or theatrical speech skills through the use of technology. Audacity, Garage band, or even a tape recorder are tools that can be used to collect student work.

Exit Tickets - Can be used to find out what students know, what they learned in a lesson, or what questions they still have. All of this information is evidence to support your work in helping students master the skills and knowledge in the content area. Check some of these examples of Exit Tickets. Music, Art Bloom Questions


Disciplinary Literacy - Arts
The Tip Sheet provides DL Arts Examples.

See the calendar at the Fine Arts Professional Development site. Contact Julie Palkowski if your district is interested in discussing face-to-face or networking options.

USING DL in your SLO
For fine arts educators considering a disciplinary literacy student learning objective for your work, check the rubrics created. These offer some assessment ideas in the areas of: reading, writing, listening, thinking, speaking, and performing in the arts.

Visit past newsletter issues 2012-13 #7 & #8 to learn more about DL and “Informational Text.” Also visit WI DPI Text Types, which includes informational text such as: music, art, and media resources.

SLOs in the Arts
Resources and online materials:
- Student Learning Objectives in the Arts PD site provides all session materials and extension activities for learning.
- Fine Arts and Creativity newsletter issues - 2013 Issue #3, Issue #4
- SLO in the Arts - Tip Sheet
- SLO Toolkit
- Wisconsin DPI SLO Site
- Updated Template (Version 7) Template and Critical Friends Document
Wisconsin arts SLO examples and rubrics for:
- Art
- Choir
- Dance
- Instrumental Music
- General Music
- Theatre
# Student Learning Objectives (SLOs)

**Definition**

*SLOs are detailed, measurable goals for student growth to be achieved in a specified period of time (typically an academic year), and developed collaboratively by educators and their evaluators.”*  

The goals should be aligned to one or more of the following:

- Wisconsin Academic Standards
- 21st Century Skills
- district initiatives/district improvement plans
- building goals/school improvement plans

## How do SLOs connect with the EE System?

The Wisconsin Educator Effectiveness System is designed to evaluate teachers and principals using multiple measures across the areas of educator practice and student outcomes. SLOs are goals highlighting a multiple measures approach, collecting information of student performance in content areas.

## What goals should I use in creating an SLO?

SLOs for the arts may align to the Wisconsin Academic Learning Standards.

- **Dance**
- **Art & Design**
- **Music**
- **Theatre**

## What evidence may I use to assess an SLO?

Evidence for measuring student progress can include classroom assessments, performance demonstrations, portfolios of student work, and end-of-course exams.
### Fine Arts SLO Examples

- Repository of SLO Examples
- Art Gr. 8 - Problem Solving
- Art Gr. 8 - Originality/Creativity
- Art Gr. 8 - Technique
- Choral Gr. 8 - Intonation
- Choral Gr. 8 - Technique
- Choral Gr. 8 - Tone
- Dance Gr. 8
- Instrumental Music Gr. 8
- General Music Gr. 4
- Theatre Gr. 8

The repository continues to grow with examples from multiple content areas. Check back for updates. Also consider submitting examples.

### Outside State SLOs

**SLO Examples in the Arts, Set 2** – Fine Arts areas from various states provided.

### Assessment Ideas

- Art and Design – Drawing Rubrics SLO #1, 2, and 3 – Grade 8, Standard C
- Art and Design Student Goal Sheet – Student Self Assessment Rubrics for SLO #1, 2, and 3
- Choral Music Rubric
- Choral Music Student Goal Sheet
- Dance Rubric
- Dance Student Goal Sheet
- General Music Rubric
- General Music Student Goal Sheet
- Instrumental Music Rubric
- Instrumental Music Student Goal Sheet
- Theatre Rubric
- Theater Student Goal Sheet

### DPI SLO Website

- Wisconsin Educator Effectiveness System
- Student Learning Objectives
- SLO Toolkit - free online PD
- SLO Process

### Websites and Newsletters

Check for additional Student Learning Objectives (SLOs) and Educator Effectiveness information within the DPI site. For arts specific information, check the monthly newsletter, available at [http://cal.dpi.wi.gov/cal_finearts-creativity](http://cal.dpi.wi.gov/cal_finearts-creativity). Contact Julie to be included on the email list for future issues.

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**Fine Arts SLO Resources**

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**What are some types of evidence that can be collected for SLOs?**

<table>
<thead>
<tr>
<th>Performance assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of work</td>
</tr>
<tr>
<td>Student self - assessments of growth</td>
</tr>
<tr>
<td>Project based learning assignments</td>
</tr>
</tbody>
</table>

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Using the **Disciplinary Literacy** tools through the arts offers additional opportunities to explore arts content more deeply. See the DL Arts Tip Sheet for ideas.

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**Outside State SLOs**

SLO Examples in the Arts, Set 2 – Fine Arts areas from various states provided.

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**Assessment Ideas**

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