



Showing Student Growth in Art



An Art Teacher's Guide

Discussion Board 2: Why Student Growth?

We can look at student growth and see why it may be a better option for student achievement data and teacher evaluation, because it allows you to track the progress, instead of attaining an unrealistic goal. Even our lowest students will make progress (in fact, it's these students who will probably make the MOST progress! Student growth models really do benefit our lower kids. Student growth keeps the focus on kids and their individual progress versus comparing apples to oranges on a 'standards' based evaluation.

This is important because:

- Kids don't all start at the same place
- Students can grow significantly, yet never master a grade level skill
- If only using a single score, you don't have a point for comparison

Attainment vs. Student Growth

Attainment of a goal is reaching one data point. For example, in NCLB, all students were expected to reach proficiency, but for some students, this was an unattainable goal, and thus so many schools are failing and 'under watch' because of the unrealistic nature of the goals being set. There are several states who have NCLB waivers to focus instead on student growth and implement new teacher evaluation systems. To learn more, view [this site](#), and please refer to the other state specific examples in the handouts provided in this assignment to dive deeper into each state.



KEY: Anytime you see this 'growth symbol' in the handouts and reading, it indicates an art specific example!

What is Student Growth?

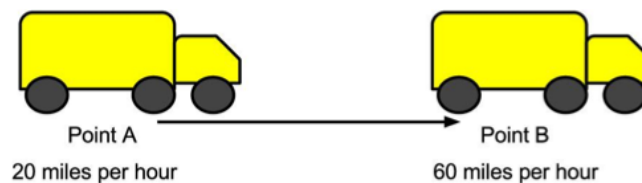
Growth in a nutshell, means multiple data points, preferably more than two (the ever looming pre and post test). Student growth keeps the focus on kids. Think about why you started teaching. It was to help kids grow in the area of art. To teach them new things and see results. Student growth is just a way to measure this. Although daunting, the roots of this movement are less ill intentioned than others in the past. The basic concept of seeing your student grow and succeed over time is something I think we can all get behind. How and what we track, though, is another story.

Change in student understanding over time

Difference between:

A: Student's baseline performance (beginning of the year)

B: Student's subsequent performance (middle, end or another year)



$$60 \text{ mph} - 20 \text{ mph} = 40 \text{ mph}$$

Another way to look at student growth is to show a student's CHANGE in understanding over time. {Image Source: [Kids at the Core](#)}

True growth goes beyond regurgitation. It doesn't count if a student can just simply memorize something based upon multiple data points. We should be going further. You shouldn't just know the primary colors, you should be able to do something with them. Many student growth movements aren't just looking for knowledge based Student Growth Goals, they want more critical thinking skills and big ideas. Harder to assess? Yes. More meaningful and accurate? Yes!

Discussion Board 3: The Types of Student Growth

One of the biggest misconceptions is that a Pre and a Post Test is good enough to show growth from Point A to Point B. This is ONE way to show growth, but perhaps not the most accurate or best way to show growth.

The chart below (which you can download from 'Kids at the Core' [right here](#)) for a larger view, outlines the different types of student growth you may track.

Model	Explanation	Pros/Cons	Example
Simple Growth (Gain Score)	Compares pre-test to post-test (or more data points)	<ul style="list-style-type: none"> + Easy for educators to understand + Easy to calculate - Easy to draw incorrect conclusions (test variations, growth may not be linear) 	
Adjusted Growth	Based on baseline results, sets a growth target of expected results.	<ul style="list-style-type: none"> + Compares student to individual target + Target reflects starting place - Requires historical data - Can be difficult to calculate accurately 	
Value- Tables	Assigns a range of scores to a particular proficiency band. Growth can be seen when students move from one band to another.	<ul style="list-style-type: none"> + Can be easy to calculate + Teacher familiarity - Growth within proficiency band can go undetected 	
Student Growth Percentile	Looks at the percentile rank of a student compared to students with similar score histories	<ul style="list-style-type: none"> + Not a vertical scale - Large sample sizes required 	
Value- Added	Calculates an expected score while controlling for factors outside the teacher's control such as student demographics, etc	<ul style="list-style-type: none"> + Attempts to control for multiple variables - Requires large sample size - Complex data analysis (often using an external source) 	
Student Learning Objectives (SLO)	NOT a measurement model in itself, but a process for setting goals could use multiple models. Teachers use baseline data to set growth targets.	<ul style="list-style-type: none"> + Recommended by PEAC + Uses any measurement model & assessment type + Can be tailored to teacher's goals - Different goals per teacher make results not comparable - Takes time to develop the system 	All of Above

The chart on the next page will take each of these types of student growth and present an art friendly example of each.



These AOE Articles will also assist you with samples for a simple growth goal:
[Using Pre and Post Test to Measure Student Growth in Art: Part 1](#)
[Using Pre and Post Test to Measure Student Growth in Art: Part 2](#)

Showing Student Growth in Art

Model	Art Specific Example
Simple Growth	<ul style="list-style-type: none"> -Art Educator gives a pre-test on perspective at the beginning of the unit and a post test on perspective at the end of the unit. The growth scores from pre to post represent growth gained for each student. -Data at a mid point may be collected in the form of a formative assessment or the project itself.
Adjusted Growth	<ul style="list-style-type: none"> -Art Educator gives a pre-test on perspective at the beginning of the unit, and keeps track of each individual student's starting points on the pre-test. Based on this data, each student gets an individual target goal to reach. -Jon's Pretest Score: 43% - Reasonable target goal 85% -Sally's Pretest Score: 12% - Reasonable target goal of 60%
Value Tables	<ul style="list-style-type: none"> -Art Educator deems 3 proficiency bands before starting a unit on 1 Point Perspective. Beginning, Intermediate, and Mastery. Each level has a checklist or rubric to indicate what each proficiently band looks like. Example: Beginning (student included 2 out of the 6 necessary parts of a correct one point perspective drawing). -After multiple opportunities to master this skill, students can move to the next band to show growth.
Student Growth Percentile	<ul style="list-style-type: none"> -After the course of 3 years, an art educator gets average data from students in 5th grade on one point perspective. This average data is used to calculate a baseline and median score for the 'average 5th grader' going forward. -This rate is used to determine how the student is growing historically compared to peers. -Then, goals are written to help the student meet or exceed like peers in this area.
Value Added	<ul style="list-style-type: none"> -An art educator focuses on a class of students on one point perspective. Growth gains of this class are compared with average one point perspective gains in other areas to see if that particular teacher is effective compared to peers. ie: how much value did you as an educator add when teaching the same concepts as a peer down the road?

The following articles supplement the more complex concepts (the last two options on the chart). Please read each of them in full. Keeping in mind the last two types (Student Percentile and Value Added) are less applicable to art educators as national baseline data doesn't necessarily exist as readily compared to other 'core' content areas. It's still helpful to understand them for the future, but most likely for the purposes of this class, you will not necessarily choose these two models. However, if your state requires it, the links below will help you dive deeper into these models.

[Student Growth Percentiles: Georgia Model](#)

[Making Sense of the Metrics: Student Growth, Value-added Models and Teacher Effectiveness.](#)

What Groups Should you Measure?

Once you have decided on the type of student growth, or at least understand them, the next big thing to consider is which group to assess. Some states and districts require you to assess a certain percentage of your population. Others leave it more open ended.

Let me ask you this:

If classroom teachers only need to assess 25 students and track their growth AND they see them every single day, why should art teachers be asked to track the growth of 600 students when they see them once a week? If permissible, ask to choose a test pilot class (i.e.: One section of 7th grade or even one grade level) to do your growth assessments with.

You may choose to document General (include everyone) or Specific Student Growth Objectives (includes a specific sub group of students, content or skill).

The chart below from New Jersey outlines the different types of student growth goals you can write, depending on the population you choose:

Review pages 5-7 in the [New Jersey Guidebook](#) for samples of General and Specific SGO's.

Type of SGO	Definition	Example
General	Focused on the teacher's entire student population for a given course. Includes a large proportion of curriculum standards.	Includes all students in a teacher's Algebra 1 classes and is aligned with CCSS.
General - Tiered	Same as above, but with student goals tiered by student preparation levels.	Same as above, but with student goals tiered by preparation levels.
Specific - Student Group	Focused on a subgroup of students that needs specific support.	Includes students in the group that scored below 45% on the pre-test.
Specific - Content/Skill	Focused on specific skills or content that students must master.	Includes CCSS related to quadratic functions and modeling.

Figure 1: Types of SGOs.

The chart on the next page will provide you with art specific examples of each as you consider how this might look in your own classroom.



Showing Student Growth in Art

Model	Art Specific Example
General	Mr. Smith teaches 4 sections of 6th grade art and 2 sections of 7th grade art. He chooses to focus on his 6th grade students. He tracks 3 main concepts throughout the duration of his nine-week course. In this way, he assesses all of his students on the majority of the concepts he teaches.
General Tiered	Mr. Smith pre-tests all his students in 6th grade on 3 main concepts. Based on the results, he sorts the students into three, tiered groups. He sets a different goal for each group according to the baseline data. He tracks the students, assuming that they will achieve different results because they start at different levels of knowledge.
Specific - Student Group	Mr. Smith pre-tests his students and notices some of his special needs students are struggling with fine motor and cutting skills. He sets a student growth goal related to these skills for these students only. Throughout the nine-week course, he tracks only these students in this specific skill set.
Specific - Content/Skill	Mr. Smith pretests all his students in 6th grade on 3 main concepts. He notices that most students do not understand the concept of "value". He sets a student growth goal for all students that is focused on "value." Throughout the nine-week course, he tracks all students on this specific goal.

Discussion Board 4: Choosing Your Content



One of the most important decisions you will make when writing a student growth goal, is to deciding WHAT to measure. As you saw in the general example in the last assignment, the 6th grade teacher is going to asses all of the concepts taught in the 9 week period (probably in the form of a quick pre and post test). While this is a noble goal, I always advise teachers to get more specific with their goal, without becoming SO SPECIFIC that there leaves no room for growth.

Another thing we will keep in mind during this assignment, is that your growth goal should be based on pre-test data showing something students NEED to work on. In the pilot stages, you may not have data from the previous year or pre-test data to work from.

I think the BEST and most ideal growth goal is a broad one, but this becomes very very difficult to come up with rubrics and track for a large number of students. Starting with something more specific might be helpful for a pilot round. Remember, many art teachers are just getting comfortable using data AT ALL, let alone choosing the most complex and performance based method of tracking (although this is most authentic). You can see I am playing devil's advocate here.

You would probably never want to choose something like 'knowing the primary colors' for your growth area, because this is too specific. Students have no room for growth if they already know them. Even if they know 2/3 colors, the growth to reach 3/3 will be very little. I do think it's important to boil down what you feel are some of the most important concepts (broad or specific) you teach in a given year to help you zero in on writing a good SLO.

Here is a case for choosing something more specific:

Watch the following 30 minute workshop: The Secret to Writing Effective SLO's

<http://www.theartofed.com/2013/08/23/the-secret-to-writing-effective-slos-workshop-recording/>

A screenshot of a YouTube video player. The video title is "AOE Workshop: Writing Effective SLO's". The video content shows a woman speaking in a small window on the left. The main area displays a presentation slide titled "Writing Effective SLO's" with the subtitle "After the project...". The slide contains three columns of text and images: 1. "3. Does this show symmetry?" with a butterfly image and a "CANT TELL" button. 2. "Consider the student's ability to assess symmetry" with a drawing of a face. 3. "In the beginning, assess whether they can symmetry. Then assess the level of symmetry" with a drawing of a square. The video player interface includes a progress bar at the bottom showing 00:00 / 30:41.



Art Sample of a “Specific” Idea:

Students will demonstrate 10 different values on the ‘value scale’ through drawing. A teacher would track growth based on conducting a series of drawings and exercises using the exact same rubric each time. Students can move from 1-10 using a value checker on each project. A student may start out at using only 4 values, and after several projects, may have grown to include 9/10. A tired rubric would be created as students move up the mastery scale of values.

Here is a case for choosing something more broad:

Let’s look at something like the “[8 Studio Habits of Mind](#).” If you tried to track all of these for growth, your rubric would be insane and it would be nearly impossible.



Art Sample of a “Broad” Idea:

What if you chose to focus on just one of the ‘Habits’ such as ‘Observe’ seen below:

Observe: Students are taught to look closely at their own works (the color, line, texture, forms, structure, expression, and style), at others works (whether by their peers or by professional artist), and the world (when they are working from observation) and to notice things they might have otherwise missed.

You could create a rubric that could measure student’s ability to respond to their artwork verbally using vocabulary words to express or notice things about the artwork. This would be very workable and meaningful. It could be tracked on many different projects over a period of time to show the growth.

Of course, we can’t leave this section without talking about the New National Visual Arts Standards, as [outlined in this article](#).



Art Sample of a “Broad” Idea:

If you chose one of the new standards, like Responding, how could you turn this into a growth goal? What exactly do you want students to respond ABOUT their artwork? Perhaps students will create an artist statement for each piece they create throughout the year. Your goal could be focused on the bigger picture of ‘Responding’ but would also focus more specifically on the idea of a student growing in their ability to write an artist statement. The rubric would focus on the writing portion and quality of the content. One

would hope by the end of the term students show growth in writing quality artist statements. What exactly is a quality artist statement? The rubric will outline that.



Using Portfolios to Show Student Growth:

Yes, it can be done. Teachers would create a rubric that would be used to assess each piece going into the portfolio. You would be looking for something broad, like “Elements of Design” or “Space” and the rubric would define what you were looking for.

Then, each piece in the portfolio could be graded using that rubric, going in chronological order to show growth. If not all pieces in the portfolio matched this rubric, you could choose a selection. Perhaps you choose 4 Elements of Design to look for in each piece. A rubric would outline each of the four ‘Elements of Design’. Then, growth can be shown in LINE from multiple projects throughout the year to get an ending number specially in LINE. The rubric can be added together to show a student proficiently in all four “Elements of Design” through their work completed in the portfolio.

Some teachers choose to have multiple measures and assessments within the portfolio. Although complicated, it can be done. You will want to make sure your assessment is mirrored, though, so you are tracking the same thing for growth along the way. The next assignment will cover mirrored assessments.

Using Data to Drive Your Goal

Keep in mind that many times your SLO or growth goal is based upon pre-test data. You would pick a goal to move forward with by choosing something the data shows students NEED help with, or individual students show on pre-test data they could use growth in that area. Sometimes the data will decide for you. In fact, this method is the most authentic.

Some teachers will pre-test on EVERYTHING and then zero in on one area to assess, or they will just pre-test on one specific topic or board ‘big idea’ and assess that one thing going forward. This topic could be chosen based upon past data you have OR could be chosen based upon a teacher’s anecdotal observations of what students should be learning in art class.

If you are still having trouble, hopefully this will help:

Ask yourself...

What is an art concept I teach that is SO important, I would be embarrassed if my students walked out of the classroom and didn’t know this?



In Art, this could encompass many things, but at the end of the day, its personal. Here are more ideas to get you thinking:

- Fine Motor Skills: Cutting, Drawing, Gluing
- Ability to talk or write about artwork
- Hallmark lessons and skills such as one point perspective, color mixing, etc.
- A general skill like 'overlapping' or 'line quality' demonstrated through various projects
- Art Critique through knowledge of art history and art styles
- Creativity (harder to assess)
- A complete portfolio review process of an entire body of work using rubrics.
- A test that overviews every concept learned in the art room.

The secret to this is to have something you care about tracking growth in. Then, take the measures possible to find out what they know. When you first became an art teacher, what were some of the basic things you hoped you could teach students in art? Use this to motivate or help you see if you truly ARE making this impact with data. The more meaningful your goal, the less grueling the data collection process will be.

Discussion Board 5: Writing Quality Assessments

In addition to the reading in this chapter, you will also be reading selected chapters from [“The Complete Guide to Simple Art Assessments”](#) by Jessica Balsley (entire book is available for you and linked right here and embedded in the reading below).

First, let’s talk about the daunting task of writing an assessment. Classroom teachers don’t always have this issue, do they? Many times, a textbook or state/national standardized test is written for them. With art, nothing like this (very rarely) exists. I think it’s fair to say most art teachers aren’t test writers. (Gasp!) but since we can’t leave it to the experts, then perhaps we need to learn a bit about writing good test questions in order to develop quality assessments for our classroom.

To get started on basic assessment writing, please read:

[Chapter 2: Write Better Assessment Questions](#)

[Chapter 7: The Perfect 3’s of Assessment](#)

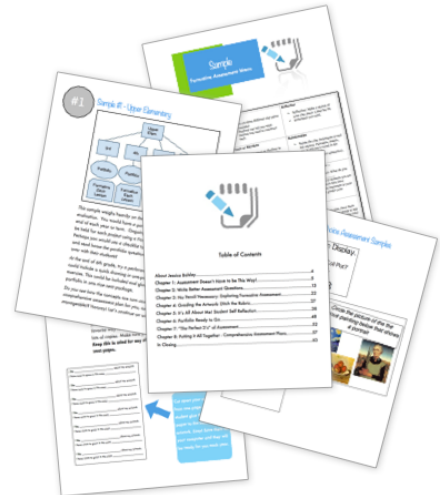
Now...How will I track this TO SHOW GROWTH specifically?

1. Watch the Following (FREE!) online workshop from Anne Weerda at Kids at the Core called [“Aligning Assessments.”](#) This will also be helpful when forming your timeline later in the course:

3 Tiers of Assessment Writing for Art Teachers



Like the video workshop you just watched, you can think of assessment design for growth as 3 tiers. You can imagine yourself in different tiers of the process depending upon your own district/state requirements and or ambition level.



1. **Low:** Give students a written pre-test (either pre-designed or one that you design with a team hopefully), review data and identify a target. Teach unit. Give post assessment (same one). Done.

2. **Medium:** Use more of a performance-based rubric to evaluate where students are with a more over-arching topic like fine motor skills, writing or talking about artwork, using the Elements and Principles of design, etc....Review data and identify a target. Teach with formative assessments in place or even using the rubric as an interim assessment for each project to gauge student learning and make adjustments. Use the rubric to assess a final project that hits the same skills to show growth.

3. **High:** Use a variety of assessments including a portfolio and a rubric. This might align more with the NCCAS standards.

What makes a good question?

- Aligned to standards
- Designed to give data about student understanding of skill
- Intentional level of cognitive demand
- Not designed to trick students
- Answer Choices
 - Parallel grammatical construction (ex: same tense)
 - Similar length of answer choices
 - Include quality distractors
 - Eliminate excessive wordiness
 - Eliminate unnecessarily complex language

Writing a Mirrored Assessment

The next thing you will want to think about when writing assessments isn't just the form it's taking, but how your assessments work together. Are you giving the same test? Different tests? Using the same rubric? How can I make sure I am tracking the exact same thing throughout my growth journey to yield accurate results?

This is called "Mirrored Assessments." The resources below will help you better understand how to answer the following question:

Can I use the same assessment multiple times as I track growth?

Read the following article:

<http://kidsatthecore.com/using-the-same-test-multiple-times/>



Now, take a look at the following art examples that relate to the article:

- a) I am looking to see growth in facts.
 - a) I am looking to see that students know all of the colors on the color wheel. Yes, use the same assessment to track these memorization/identification facts.

- b) I am asking kids to show the same skill multiple times to track growth.
 - a) I am asking kids to mix all 12 colors on the color wheel. Yes, I can use the same rubric to assess multiple projects or exercises which all involve mixing colors on the color wheel to show growth.

Read the following article on creating mirrored assessments (some of this will be review from the workshop earlier in the course)

<http://kidsatthecore.com/are-these-assessments-comparable-for-measuring-growth/>

Rubrics 101:

You will need to include a rubric with your assessment if you are doing ANYTHING performance based (even if the performance is not an art project, but a simple performance on a written test (as seen in the NAEP examples earlier in this class). If you

are only conducting a multiple choice test a rubric may not be necessary, but again, most art teachers will choose something more performance based, so a rubric will be necessary.

Any time you have a series of performance tasks, the task itself may be different but you can use the same rubric to see how students are growing in elements of their performance. This will help your growth stay aligned and your assessments 'mirrored.'

Rubric Samples for Art Educators



The following Power Point Presentation, put out by Cris Guenter at NAEA in 2010 walks you through the types of rubrics you can create, and has art specific samples to browse. This is a great place to start.

[Quality Rubrics, Quality Results](#)



The rubric below from turntin.com has some art specific rubrics that are worth a look. You can view the rest [right here](#) and [here](#).

MYP Arts, Criterion A: Knowledge and Understanding

Achievement Level	MYP Yr II-III
	Objectives: · Demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts · Demonstrated knowledge and understanding of some elements of the art form studied, including some specialized language, concepts, and processes Demonstrate an informed opinion of the art form studied in the context of their own artwork
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to demonstrate a limited awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence their current work. The student is able to demonstrate limited use of some basic language and have a simple understanding of some of the concepts and processes that support their current work. The student is able to express a limited opinion of the art form studied, in the context of his or her own work.
3-4	The student is able to demonstrate a satisfactory awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence their current work. The student is able to demonstrate satisfactory use of some basic language and have a simple understanding of some of the concepts and processes that support their current work. The student is able to express a satisfactory opinion of the art form studied, in the context of his or her own work.
5-6	The student is able to demonstrate a good awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence their current work. The student is able to demonstrate good use of some basic language and have a simple understanding of some of the concepts and processes that support their current work. The student is able to express a good opinion of the art form studied, in the context of his or her own work.
7-8	The student is able to demonstrate excellent awareness of the art form studied in relation to some of the contexts (societal or cultural or historical or personal) that influence their current work. The student is able to demonstrate excellent use of some basic language and have a simple understanding of some of the concepts and processes that support their current work. The student is able to express excellent opinion of the art form studied, in the context of his or her own work.



If your goal will track students writing or responding to artwork, you may want to look at examples of writing rubrics to get you started.

For example if your goal asks students to respond to artwork using the Elements of Design, for each reflection done throughout the year, you could count up the times students used key vocabulary words associated with the Elements of Design. Your hope would be that by the last evaluation, students are able to use more of the terms, showing growth.

Grade 6 Informative/Explanatory Writing Rubric: Aligned to Common Core

Student Name:

Focus Area	3	2	1	Score
Introduction	Introduces a topic clearly by restating the prompt/question and/or takes a clear position on the issue (if applicable)	Introduces a topic somewhat clearly and attempts to restate the prompt/question.	Does not have an introductory/topic statement.	
Organization	Organizes ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect. Orders information logically.	Somewhat organizes concepts and information.	Paragraph lacks organization or is off topic.	
Development	Develops the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	Develops the topic with some details related to the topic.	Does not develop the topic/not enough information.	
Transitions	Uses a variety of transitions. (ex: in contrast, especially)	Lacks a variety of transitions. May be repetitive.	No transitions	
Formatting	Indents at the beginning of each paragraph.	Attempts to indent some paragraphs but not all.	Does not indent any paragraphs.	
Conclusion	Provides a concluding statement that restates the topic using different words.	Attempts a concluding statement.	No concluding statement.	
Mechanics	Free of fragments and run ons; Few spelling and punctuation errors. (Dependent upon length of assignment.)	Some fragments and run ons; Some spelling and punctuation errors. (Dependent upon length of assignment.)	Many fragments and run ons; Many spelling and punctuation errors. (Dependent upon length of assignment.)	
			Student Score	
Comments:				

The chart below will give you a checklist to consider as you look at the big picture of your assessment and rubric plan for this assignment. Source: www.kidsatthecore.com

*	Standards & Alignment:
	All items in the assessment align to grade/subject standards
	The assessments are aligned vertically
	All assessments are backward planned (ie: aligned to end-of-term goals)
*	Question Complexity:
	The assessments are designed so all students will be able to demonstrate growth
	The assessments measures the spectrum of standard complexity; items match the full range of cognitive thinking required in class
*	Validity and Reliability:
	The teacher has a plan for administering assessments consistently across classes.
	Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments
	Assessment sets are mirrored in content and complexity
	Assessment content is unique (ex: Reading passages they have never seen before but are aligned to class objectives that will/have been taught)

Discussion Board 6: Timeline of Implementation

4 Year Plan Sample:

Initiative	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
PERA: Evaluation Changes	Implementation of Danielson or Danielson like model PERA Joint Committee formed	Pilot Student Growth (no stakes)	Pilot Student Growth (no stakes)	Full Implementation of Student Growth as minimum 30% Teacher in Evaluations
Common Core State Standards	Full Adoption of Common Core Standards	PARCC Assessment Launch		
Assessment Sets for Growth	Develop Local Assessment Sets for Growth	Pilot Local Assessment Sets for Growth	Adjust and continue Assessment Pilot	Assessments for Growth Live in Evaluations

1 Year Plan Sample:

August-September
Determine Team
Identify student group
September-October
Develop assessment(s)
Get assessment approval
Administer baseline assessment; Analyze baseline assessment results; Create Growth Target (SLO)
End of October
Deadline: Complete and submit SLOs
September-April
Monitor Student progress; Implement strategies
Administer additional assessments
January
Administer mid-year assessment
Deadline: Update SLOs with initial growth data
April-May
Administer post assessments (change for evaluation cycle??)

1 Term/ Unit Plan Sample:



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3 MONTH TIMELINE: COLOR UNIT
August
Pre-Test to Determine Student Tiers
Create Growth Target (SLO/SGO)
September
Project 1: Graded via Rubric
October
Project 2: Quick Exercise Graded Via Rubric
October
Final Post-Test to Determine final results

Discussion Board 7: Collecting and Analyzing Data

5 Sample Data Collection Tools



Staying organized and keeping your data easy to view will be an important part of tracking your growth goal. One of the best samples we've found to easily track growth uses the rubric as a way to also record scores. This was created by an AOE Student in our "Assessment in Art Education" course.

First Name: _____ Last Name: _____ Class Code: _____ Table
Color _____

Dates: Pre: _____ Post: _____

4th Grade: **Observation Drawing of Spoon:** Correct Proportion, demonstration of value, and highlights/shadow.

Definitions						
		5	4	3	0	Pre Post
A)	Definition: Value	A scale of light to dark	How dark or light something is	How much pencil you use	Blank, or incorrect	
B)	Definition: Proportion	How big is "this" compared to "that" – or, the words "ratio" or "relative size" are used	Comparing something to something else	Size	Blank or incorrect	
C)	Definition: Highlight	The fleck of "white" where light is reflected off an object.	Where an object is brightest.	White	Blank or incorrect	
Artwork						
		20	18	16	0	Pre Post
D)	Artwork: Proportion of Drawing of Spoon:	The spoon is drawn with carefully observed relative sizes. The bowl of the spoon is in the correct ratio to the handle of the spoon. The handle of the spoon is well drawn with the right width compared to length proportion.	While the spoon has correct ratio in some area, another area does not have correct ratio.	The spoon, while drawn, does not demonstrate correct ratio.	Blank paper, or not a drawing of the spoon.	
E)	Artwork: Observation of spoon:	Student demonstrated careful observational skills – they were obviously comparing sizes, and looking carefully.	The student looked and drew, however they also often drew without observing.	The student, while focused on his/her work, spent most of the time drawing what they THOUGHT a spoon looked like (not observing).	Student did not finish the drawing because they were not focused on their work.	
F)	Artwork: Use of Value on spoon drawing:	At Least: 3 value techniques; 5 different values Background value field added Smooth transition between values	2 value techniques 4 shades of value Background value field added smooth transition is missing in spots	1 value technique 3 or fewer shades of value transitions rough Background value field not added	1 value technique, 2 or fewer values. No value field in background	
G)	Artwork: Use of Light and shadow on spoon drawing:	Drew realistic highlights. Light source direction is obvious. Cast shadow is present.	Attempted to create realistic highlights (may be incorrectly placed.) Direction of light is still clear. Shadow is attempted (may be incorrectly placed.)	Only highlights or shadows are present. Difficult to tell where the direction of the light is coming from.	No highlights or cast shadows are present.	
Pre and Post Totals:						



This collection sheet is designed to get bigger, over-arching numbers, as seen in [this article](#). After you look at individual student totals, you will want to see how many of the students achieved their goal in your program. Perhaps one of your larger goals will be to have 80% of your students reach their individual tiered goals. A spreadsheet like this for each section of students you see will bring your data together further.

Teacher	3	2	1	Total # of Students
Totals				



Here are a few more examples of data collection tools. Although these are not staged specifically for 'Student Growth' they are able to put a great deal of information on one page, and they also have nice visual aspects. [Source 1](#), [Source 2](#).

(4, 3, 2, 1 or 0)					
 Glue					
 Cutting					
 Coloring					
 Painting					
 Followed Directions					
 Creativity					
 Craftsmanship					
 Composition					
 Name					
 Used Time Wisely					
New Concept:	Comments:				

Name	Date				Date					
Shapes										
Lines	Recognition		Yes	No	Recognition		Yes	No		
Color Names	Color	Y/N	Word	P/S	Color	Y/N	Word	P/S		
	Red				Red					
	Yellow				Yellow					
	Green				Green					
	Orange				Orange					
	Blue				Blue					
Color Mixing	Red+ Yellow				Red+ Yellow					
	Red+ Blue				Red+ Blue					
	Blue +Yellow				Blue+ Yellow					
Mediums/ Other	Pencil				Pencil					
	Markers				Markers					
	Paint				Paint					
	Pencil Crayon				Pencil Crayon					
	Oil Pastel				Oil Pastel					
	Collage				Collage					
	Glue				Glue					
	Scissors				Scissors					
2D/3D	2D				2D					
	3D				3D					
Near and Far	Small				Small					
	Big				Big					
	Up				Up					
	Down				Down					
Color Wheel	Yes		No		Yes		No			

Discussion Board 8: Writing a Student Growth Goal

The last, and most important part of your Student Growth Plan is to write your actual goal. Once you have baseline data and a plan in place, you can accurately decide what is a reasonable and yet challenging goal for your students to meet by the end of the collection period.

Gaining Baseline Data

There are many ways to create your baseline data. This initial data will help you form your ending student growth goal.

- Grades and performance in the current year
- Beginning of course tests or pre-tests on a specific subject
- Prior year test results
- Test results in other subject from prior years students grades in previous classes.
- You can use any / all that apply.



For Example:

Let's say you give students a pre-test to draw a self portrait. You could have students do a simple self portrait at the beginning and ending of your unit. A project and a formative assessment in between would be more data points you could use. Your same rubric would be used at each data collection point. Your pre-test data would help you to determine a reasonable ending goal for your students.

Next read the article: [Turning Pre- Assessment Data into Growth Goals](#) by Anne Weerda

The Wording of Your Growth Goal



Example 1: 80% of my students will meet their individual growth target.



Example 2: Each student measured will grow by 2 points on a 10 point rubric for self portraits.



Example 3: 75% of students will make half the growth required to score 100.

This is actually one of our favorite ways to write a goal. By allowing each student to make 'half the growth needed to score 100' each student is essentially growing at a reasonable rate against themselves.

Here is how that would look:

Student A: Pre-test score is 50%, their goal would be 75% (or half the growth needed to reach 100.)

Student B: Pre-test score is 90% their goal would be 95% (or half the growth needed to reach 100)

Student C: Pre-Test score is 0% their goal would be to reach 50% (or half the growth needed to reach 100.)

This chart can help you see how calculating 'half the growth needed to reach 100) can look. We've put this into an EXCEL worksheet. Use, [download right here](#), and tweak if you wish.

Students	Pre-test	%	Mid Term	%	Post Test	%	% Growth	50% Growth?
1	40	40.00%	65	65.00%	80	80.00%	66.67%	Yes
2	80	80.00%	85	85.00%	95	95.00%	75.00%	Yes
3	20	20.00%	40	40.00%	60	60.00%	50.00%	Yes
4	30	30.00%	35	35.00%	70	70.00%	57.14%	Yes
5	10	10.00%	55	55.00%	60	60.00%	55.56%	Yes
6	0	0.00%	25	25.00%	40	40.00%	40.00%	No
7	90	90.00%	85	85.00%	95	95.00%	50.00%	Yes
8	25	25.00%	50	50.00%	75	75.00%	66.67%	Yes
9	60	60.00%	75	75.00%	85	85.00%	62.50%	Yes
10	40	40.00%	60	60.00%	80	80.00%	66.67%	Yes

Question: Should you include special education students in your goal?

You can set a different target for those students. You can set 2 goals, and one of the goals could focus on special populations.

Your Sample Data Set

The chart above can be used as your sample data set if needed during this assignment. It represents 10 students and 3 data points.

Putting it All Together: Completed SLO/SGO Samples

Indiana SLO Sample

Example 10: High School Drama Teacher

Teacher(s): *High School (9-12) Theatre Teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Classroom Teacher Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>85 out of 100 or 85%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 6 Medium – 15 Low - 3		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.</i>

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Student Performance Rubric</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low (pulled from class above): 3 Students		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	<p>Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2 3 Students</p> <p>Targeted IN Content Standards: <i>Standard 6 (Students create scripts and theatre pieces through collaboration, inquiry, and improvisation) and Standard 8 (Students develop acting skills through observation, improvisation, and script analysis).</i></p> <p>Growth and/or Mastery Goal: <i>2 out of 3 targeted students will achieve a score of 4 out of 6 or higher on the Student Performance Rubric assessing student mastery of Indiana Academic Theatre Standards 6 and 8.</i></p>			

New York State SLO Sample

New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
Population	Third Grade General Music Classes: all 82 students.
Learning Content	All New York State Learning Standards for the Arts will be covered over the course of the year. New York State Learning Standards 1& 2 will be particularly focused on (Creating, Performing and Participating in the Arts (1). Knowing and using Arts Materials and Resources (2)).
Interval of Instructional Time	October 2011 - June 2012
Evidence	<ol style="list-style-type: none"> 1. All students took a district-developed diagnostic assessment on the recorder to demonstrate baseline knowledge in rhythm, pitch, articulation and technique. 2. The students will take a district-developed summative assessment in June to assess their growth in the same skills. <p><i>Note: all students will be assessed on the summative performance task by another music teacher.</i></p>
Baseline	<p>Scores ranged from 4-15 on the diagnostic assessment which was used as a baseline for all third grade students. The rubric used to assesses has a scale from 4-16.</p> <p>6% scored a 14-16</p> <p>51% scored a 10-13</p> <p>28% scored a 7-9</p> <p>15% scored a 4-6</p>

New Jersey SGO Sample

Student Growth Objective (Physics, General, Tiered)

Grade	Course/Subject	Number of Students	Interval of Instruction		
9	Physics 1	65	Full year <input checked="" type="checkbox"/>	Semester <input type="checkbox"/>	Other _____
Name of Assessment	Department-developed Physics 1 assessment	SGO Type	General <input checked="" type="checkbox"/>	Specific <input type="checkbox"/>	
Rationale for Student Growth Objective					
(Please include content standards covered and explanation of assessment method.)					
<p>This SGO covers all of my students, all of the physical science content standards and all four science practice standards: NJCCCS physical science 5.2.12 C-E (energy, energy transformation, force and motion) NJCCCS science practices 5.1.12 A-D Physics 1 assessment – Written: 60 multiple choice (4 choice), 5 short response questions. Practical: students design a simple apparatus, take measurement and collect data.</p>					
Student Growth Objective					
Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"		
Low	36/65	70	25-30		
Medium	21/65	80	15-18		
High	8/65	90	6-7		
Baseline Data and Preparedness Groupings					
(Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)					
<p>Based on the Physics 1 pre-assessment, students are grouped into 3 levels of preparedness. These groupings are also supported by prior year's math scores. Low – 36 students scored 35-49% Medium – 21 students scored 50-66% High – 8 students scored 67-80%</p>					
Scoring Plan					
Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional Attainment (4)	Full Attainment (3)	Partial Attainment (2)	Insufficient Attainment (1)
Low	70	>85% students (31-36)	≥70% students (25-30)	≥55% students (18-24)	<55% students (0-17)
Medium	80	>85% students (19-21)	≥70% students (15-18)	≥55% students (11-14)	<55% students (0-10)
High	90	>85% students (8)	≥70% students (6-7)	≥55% students (4-5)	<55% students (0-3)



AOE Sample: Elementary Art



Showing Student Growth in Art



SAMPLE #1	ELEMENTARY ART STUDENT GROWTH GOAL
Assessment Tool	Performance Based Self-Portrait Series and Rubric: See attached
Alignment	Assessment and rubric is aligned to the National Art Standards and was peer reviewed in the K-5 Art PLC. Assessment series is aligned to the district art learning objectives outlined in the curriculum map.
Interval	<p>Assessment series consists of 4 individual data collection points. Student growth on standards will be monitored using the attached rubric.</p> <ul style="list-style-type: none"> A. September B. October C. December D. February
Student Baseline	On September 15 a pre-test of a student self portrait was given. Student's portraits were scored using a rubric. Baseline scores ranged from a 1-7 on a 10 Point Scale.
Growth Target	Class Goal: 80% of the students will grow at least 2 tiers on the 10 Point Scale in Self Portraits by the end of the term.
Growth Progress	At least 50% of the students grew 1 tier on the 2nd data collection point in October.
Strategies and Support Needed	Our PLC will use inter-rater reliability to help score self portraits during the December data collection point. Resources around self portraits, (Van Gogh, etc) will be collected.
Student Population	All 80 1st grade students on my roster: 4 sections. See attached rosters



AOE Sample: MS/HS Art



Showing Student Growth in Art



SAMPLE #2	MS/HS ART STUDENT GROWTH GOAL
Assessment Tool	Pre-Post Test (Multiple Choice, Short Answer, Performance)
Alignment	Assessment series is aligned to the district art learning objectives outlined in the curriculum map and the National Art Standards.
Interval	Assessment series consists of 3 individual data collection points in the Semester course. A. September - Pre-Test B. Ongoing Formative Assessment C. December - Final Exam
Student Baseline	On September 5 a Pre-Test was given to all students in "Intro to Art" reflecting the Elements of Design.
Growth Target	Class Goal: 75% of students will receive 80% or above on the final exam.
Growth Progress	Formative assessments indicate that students are making progress toward each standard. Instruction was altered based upon formative data to re-teach 2 of the Elements.
Strategies and Support Needed	Formative assessment training will be needed and formative assessments created.
Student Population	All students in Fall Semester "Intro to Art" (3 sections) 52 students.



Blank SLO/SGO Template

AOE Blank Template (if your state or school doesn't have one, or you would prefer a blank copy for the purposes of this class) This should incorporate the basics.

Download this template:

[PDF Format](#)

[Word Format](#)

Pages Format (mac) email jessica@theartofed.com

You can also create your own based up on the samples or use your own state/ district required format.



Showing Student Growth in Art



Assessment Tool	
Alignment	
Interval	
Student Baseline	
Growth Target	
Growth Progress	
Strategies and Support Needed	
Student Population	