

# Classroom Assessment

## Introduction

As you work with your colleagues to design an arts-integrated unit using the Perpich Arts Integration Network of Teachers Planning Guide you will want to select or create activities that will help students show themselves, you and their community what they know and can do. We call these assessment activities. They are helpfully aligned with the kind of learning called for in the benchmark(s) you have identified and unpacked along with the learning goal(s) you have written.

After extensive international review of content standards, Rick Stiggins and his associates at the Assessment Training Institute have identified four specific types of learning (Stiggins uses the word “learning” to refer to what we originally called “knowledge.”) In the Stiggins’ model of learning, declarative knowledge becomes simply knowledge while procedural knowledge is broken down into reasoning, skill and performance/product. Stiggins and his colleagues identified these four types of learning—**knowledge, reasoning, skill and performance/ product**— by reviewing national and state standard requirements.

Using Stiggins’ four types of learning allows us to be more precise about the best types of assessment activities to use to gather information about the specific student learning called for in a standard benchmark. **Assessments are activities students complete to demonstrate their learning.** Students may still demonstrate arts-integrated knowledge on paper and pencil tests, but for the other types of arts-integrated learning such as performance/product students may need to develop a portfolio of videotaped music performances (singing or playing an instrument), for reasoning they may need to write an artist’s statement for a series of watercolors, for skill they may need to edit a short film using specific software. Once teachers have information from the assessment activity by watching, reading, or listening to the student work, they are able to evaluate the quality of the learning. **Evaluation is the judgment about the level of achievement in student learning.**

## Assessment Activities:

Based on a review of assessment practices across content areas, Stiggins proposes that each of the four kinds of assessment activities align well with certain learning targets.

1. **Selected response and short answer:** aligns well with knowledge targets and some patterns of reasoning.

This assessment activity requires a student to produce evidence of learning by selected a response or generating a brief “right” or “wrong” answer. It includes multiple choice, true/false, fill-in-the-blank, matching, and short answer

2. **Extended written response:** aligns best with reasoning and knowledge targets showing the level reasoning proficiency and the student’s mastery of knowledge and relationship among

elements. It is a poor match for skill or performance/product unless the product is a piece of writing.

This assessment activity requires a student to produce evidence of learning by constructing a written response to a question or task. An extended written response is at least several sentences in length. It may include:

- a. comparing pieces of literature, forms of government, or solutions to problems
- b. analyzing works of art, forms of government, or solutions to problems
- c. interpreting music, scientific information, survey information
- d. solving math problems and explaining all the steps or work to solution
- e. describing in detail scientific, mathematical, economic or other kinds of processes or principles: for example, how supply and demand works

**3. Performance assessment:** aligns well with performance/product and with skill and reasoning targets, however it is not a good match for knowledge targets because it takes too much time.

This assessment activity requires a student to produce evidence of learning by either creating or developing a product or performance. Examples include:

- a. complex performances such as playing a musical instrument, carrying out the steps of a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. In these cases it's the doing--the process--that's important.
- b. creating complex products such as term papers, lab reports, or works of art. In these assessments what counts is not so much the process (although that can be assessed also) but the level of quality of the product itself.

**4. Personal communication:** aligns well with reasoning, and can be a window into knowledge though it too is time intensive. Does not align well with performance/product or skill, unless the target is oral skill.

This assessment activity requires a student to produce evidence of learning by speaking or writing. The teacher may directly interact with the student either in writing or verbally in the communication process which may extend over a period of time. Examples include (assessment activities--what the students do--are in italics):

- a. reading and responding to *students' comments in journals or logs*
- b. asking questions during instruction and listening to *verbal answers of specific students*
- c. listening to *individual student responses in interviews or conferences*
- d. listening to *individual student contributions in large or small group discussions*
- e. listening to *individual student responses during oral examinations*