

Data Analysis Project:

Subject Area: Art (Commercial Photography I) Grade Level: 9-12

A. *Reaching Consensus about Proficiency*

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

1. Describe what the students were expected to do?

Students partook in a discussion-based lecture focused around improving their critique skills. The goal was to diversify how they talk about each other's work and become more comfortable talking about their own work as well.

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

- a. **1.1:** (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.
- b. **1.2:** (Observe and Learn to Comprehend) Interpret, analyze, and explain the influence of multiple contexts found in visual art and design.
- c. **2.1:** (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.
- d. **4.2:** (Relate and Connect to Transfer) Develop proficiency in visual communication skills that extends learning to new contexts.

3. 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?

I would consider proficient performance in a few ways. One is verbally participating in the discussion, the other is taking what they have learned and applying it in future critiques.

B. *Diagnosing Student Strengths and Needs*

HIGH (Objectives met) <i>Expand Table as needed</i>	EXPECTED (Objectives partially met)	LOW (Objectives not met)
Heavily participated in discussion Willow, Levi, Roland, Nate <u>30</u> % OF CLASS	Participated little to none in discussion but were engaged Ila Jane, Sierra, Estephany <u>25</u> % OF CLASS	Did not participate in discussion, were not engaged Adamaris, Talina, Rachel, Yaritza, Lexi <u>45</u> % OF CLASS

2. Describe what you were looking for as you sorted the assessments for high, expected, and low?

High: Heavily participated in discussion. **Expected:** Participated little to none in discussion, but were engaged. **Low:** Did not participate in discussion, were not engaged.

C. Identifying Instructional Next Steps

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

What patterns or trends are noted?

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
<ul style="list-style-type: none">• Their discussions transformed what I thought was going to be a 15-20 minute lesson into a 45 minute lesson• I got to see them verbally work through an art piece- having opinions, discussing them, disagreeing with each other, forming new opinions.• I watched them go from hating a piece to loving in in real time- something my classmates and I have done in art history in college- it takes about 10 minutes of continues discussion and for someone- usually person who presented- to know some context about the piece.• They had a lot of fun and I took the opportunity to ask challenging and critical questions to encourage deep thinking• They either really attached to the strategies and heavily incorporated them in future critiques or rebelled against them in following critiques• Bounced off each other lightheartedly and respectfully- even in debate	<ul style="list-style-type: none">• Were more comfortable talking in critique after• Didn't partake in discussion but would react to things said- laugh, nod along, tilt head in contemplation• Attached more to the strategies once prompted- as if they were strict guidelines rather than options and things to think about	<ul style="list-style-type: none">• Students remained all-but-unwilling to speak during critique• Would follow strategies when prompted but only because they didn't have anything else to fall back on

- 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)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
<ul style="list-style-type: none"> I think they would do well discussing more controversial work, or some of the big art questions like art v. not art, art v craft, and the validity of western highbrow art They would do well in leading small group critiques- pairing them with two peers from other levels 	<ul style="list-style-type: none"> Partner or small group critique of their own work before class discussions coming up with more strategies they would like to incorporate practice with critique of other's (like famous artists) work- smaller group 	<ul style="list-style-type: none"> Partner or small group critique of their own work before class discussions practice with critique of other's (like famous artists) work- smaller group <p>Present more options to critique- written reflections- to build up confidence</p>

D. Equity in Assessment – Consider how your assessment(s) showed qualities with consideration to Grading for Equity (Accurate, Bias-free, Motivational)

- I knew while making this lesson who would really take to it and jump at the chance to discuss and have their opinions heard- upperclassmen, group of friends. I was hoping that would get some people motivated and less scared to talk but I'm afraid it may have made it unreachable to students who didn't feel their opinions or vocabulary were at the same level

- Well, this was a type of formative assessment and it was ungraded- that may be as bias-free as you can get with art. On the diversity, equity, and inclusion side of it, I found artists from a variety of different nationalities, cultures, and media types. I did my best to make the presentation as accessible and relatable as possible to the variety of students I had in class.

- I fell short in accuracy- this assessment doesn't perfectly demonstrate whether or not students are "good" at critique- I should have required some sort of write-up during the lesson, or something to mandate engagement. On the flip-side would I have gotten such an organic and intellectual discussion if I made them write and turned this whole thing in to busy work?