



Welcome

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Assessing Arts Integration in the Era of Common Core Grades K-6

*Developed by Los Angeles County Office of Education &
Los Angeles County Department of Arts and Culture*



What can a child's art show you about what they know?



Instructional Shifts with Common Core Standards

ELA

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary

Math

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity



Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.



Shifts in Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.



Arts Integration is
an **APPROACH** to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.

Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.



John Brown hanged for murder and treason.

Robert E. Lee led the troops.

Guns stored in the arsenal.
Harpers Ferry, VA.

John Brown, abolitionist, planned a huge slave revolt.

Military troops killed

Slaves fought for freedom

Virginians killed





The content is there...

But how do you know if it's working?



Summative Assessment

- Occurs after instruction
- Uses data for student progress
- Informs decision making





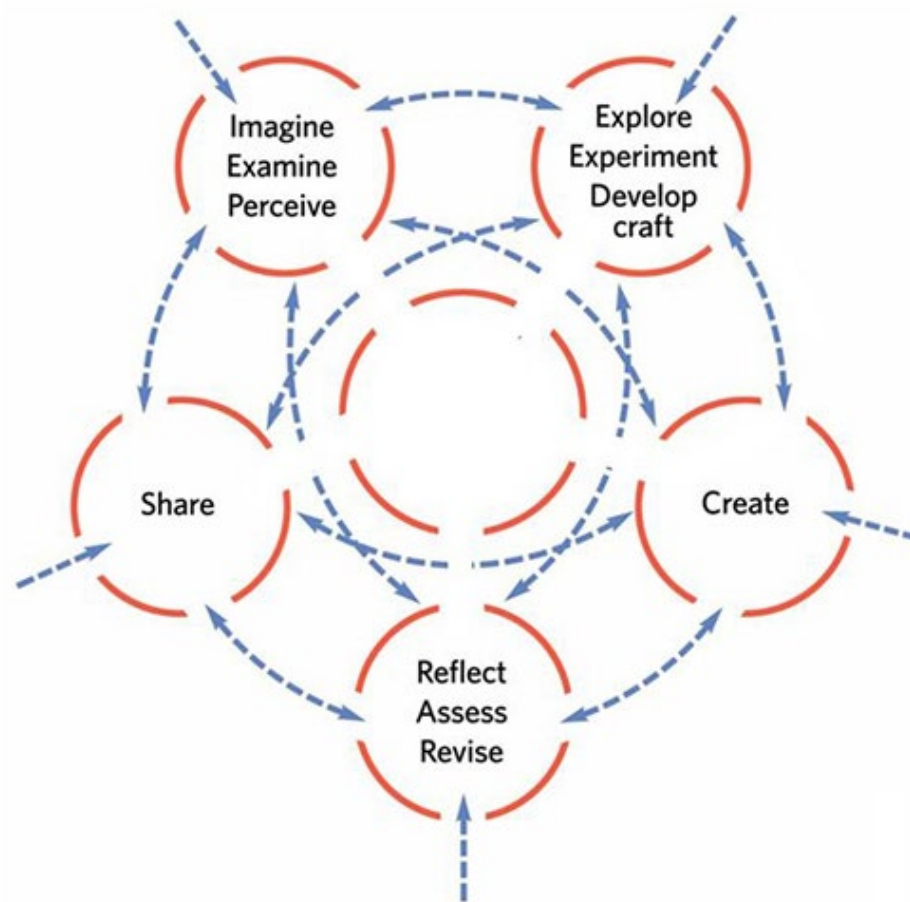
Formative Assessment

- Takes place during instruction
 - Needs clear objectives for the lesson
 - Needs instruments or inquiry questions aligned to objectives
 - Data collection is meant to inform or modify instruction
- Is an ongoing process





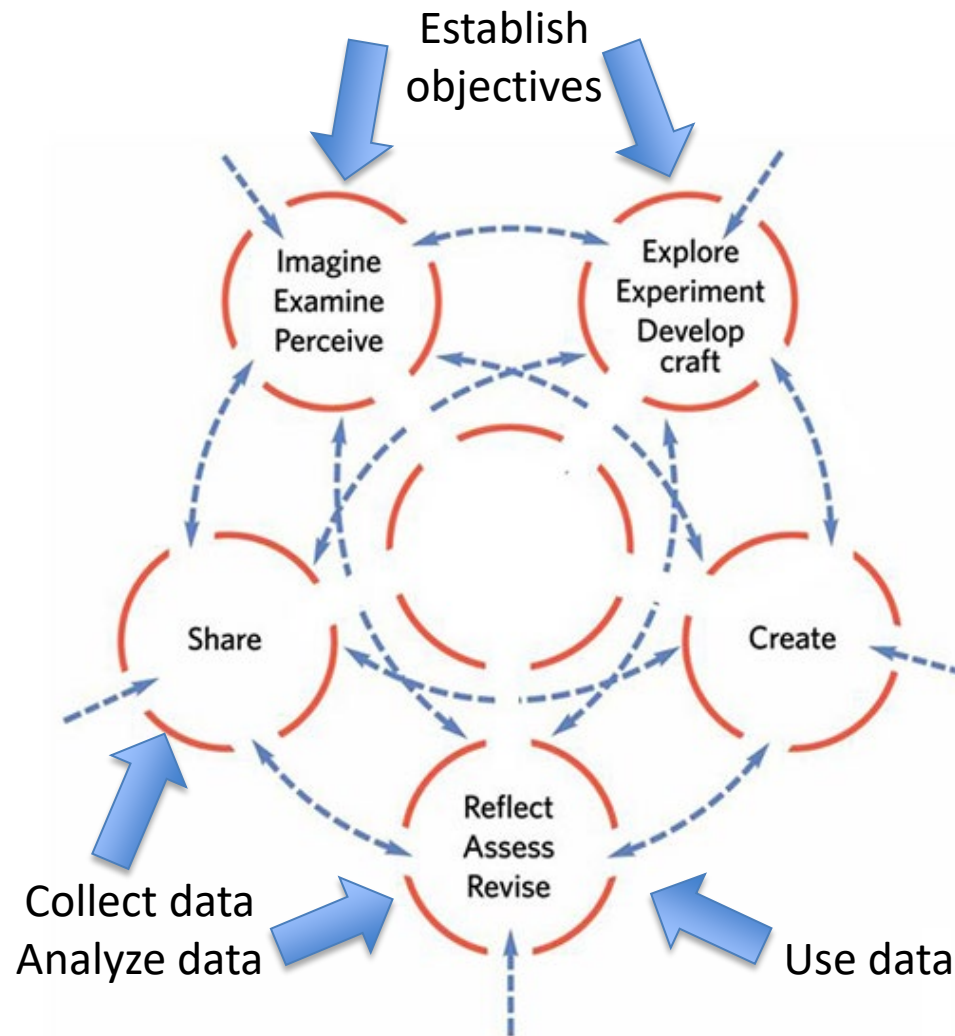
The Role of Process



From the John F. Kennedy Center for the Performing Arts



The Role of Process



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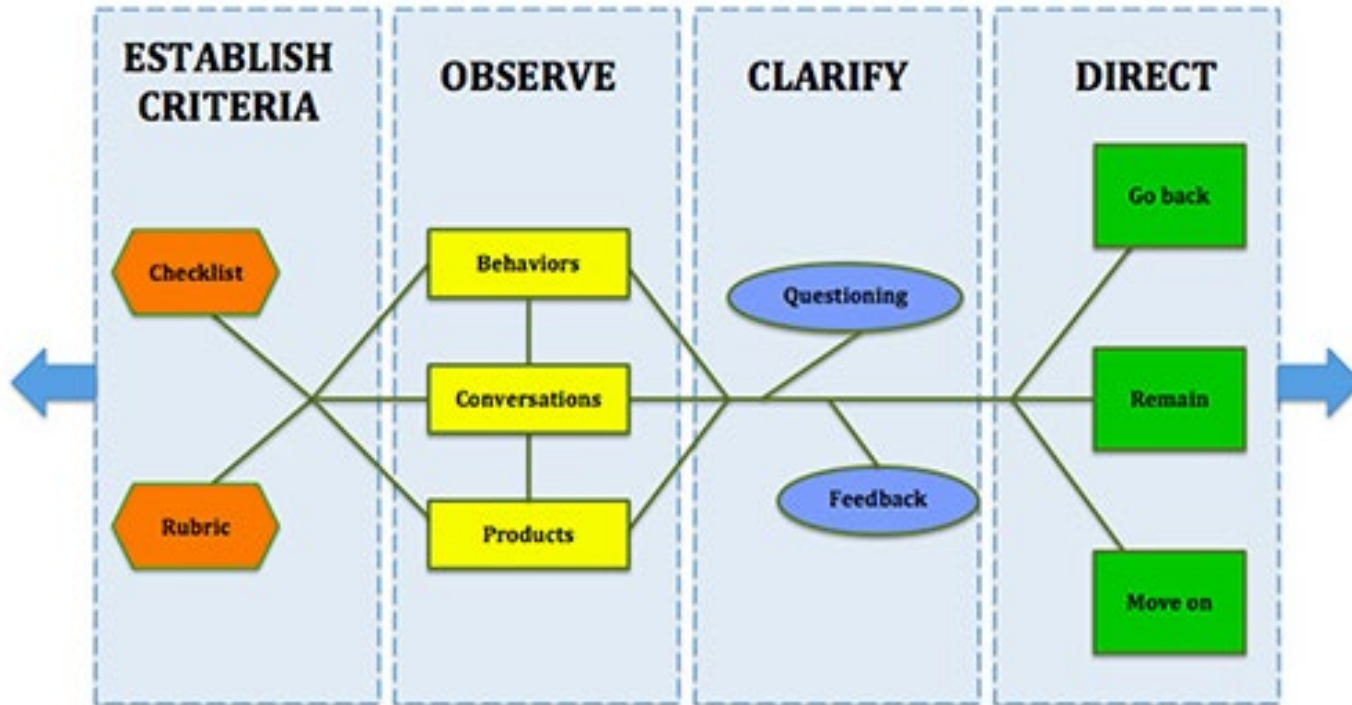
Assessment of Arts Integration

- Formative assessment is
 - Continuous process, embedded in instruction
 - Used to “***diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success.***” *

*Stiggins, R.J., Arter, J.A., Chappuis, J., Chappuis, S. (2004) *Classroom Assessment for Student Learning*. Portland, OR: Assessment Training Institute, 31.



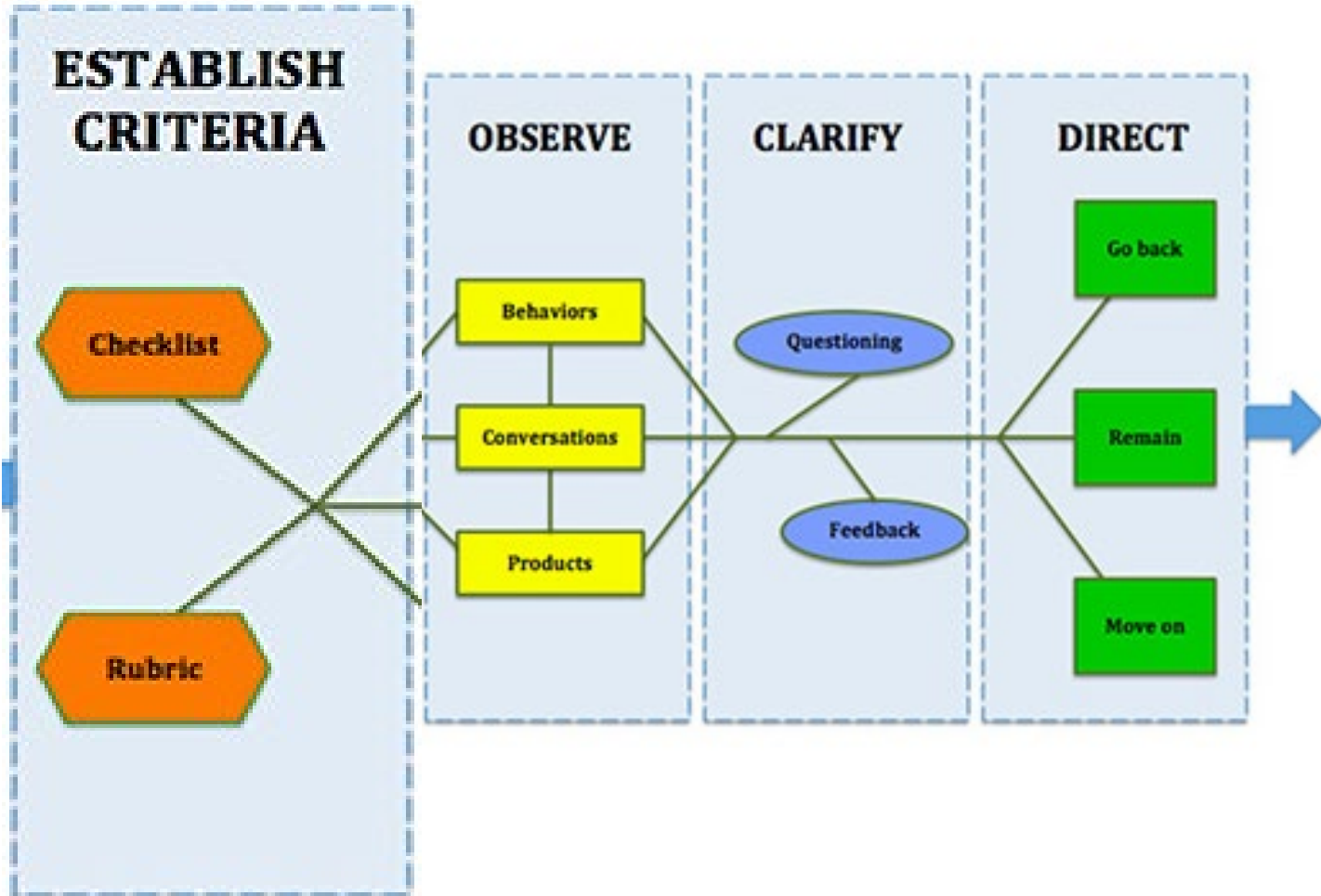
Assessment of Arts Integration



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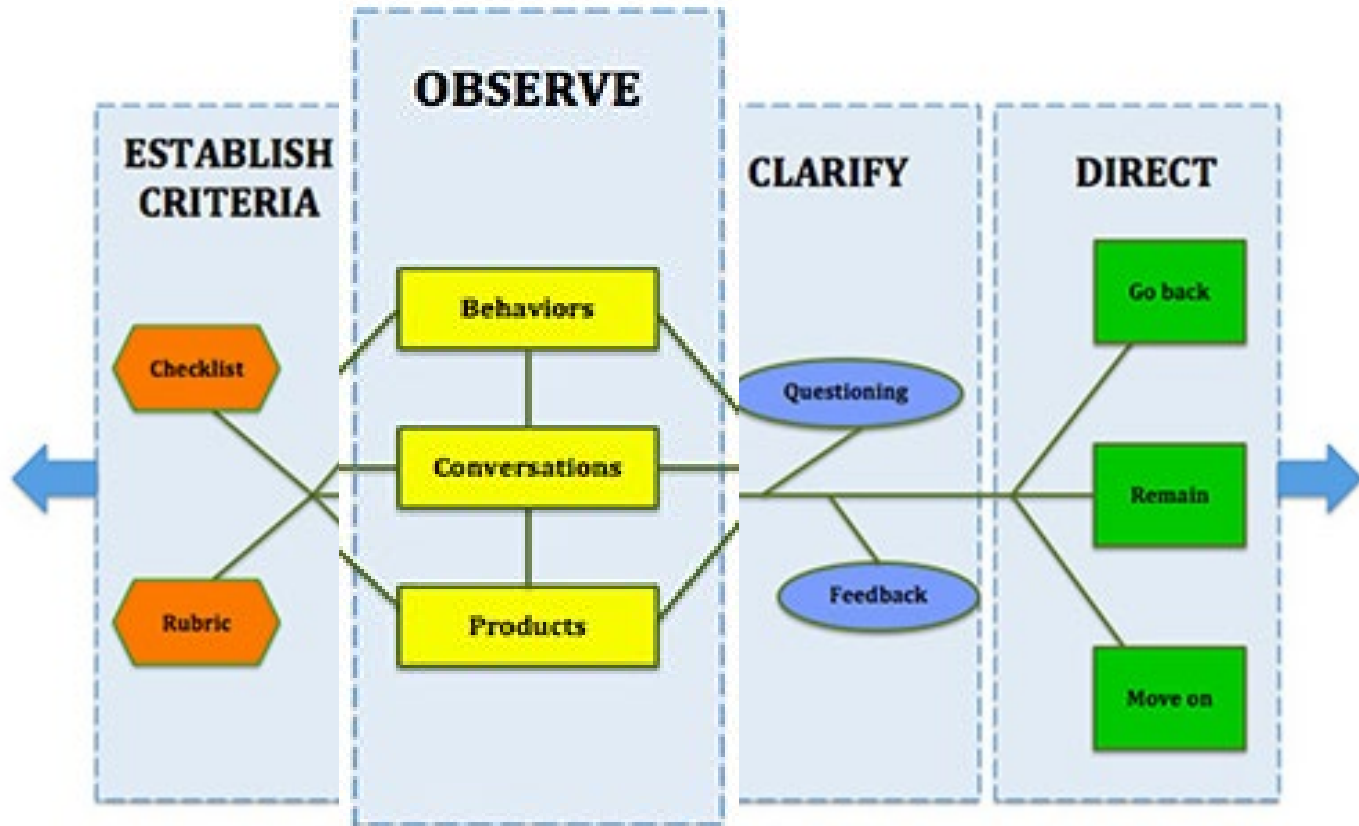


Assessment of Arts Integration



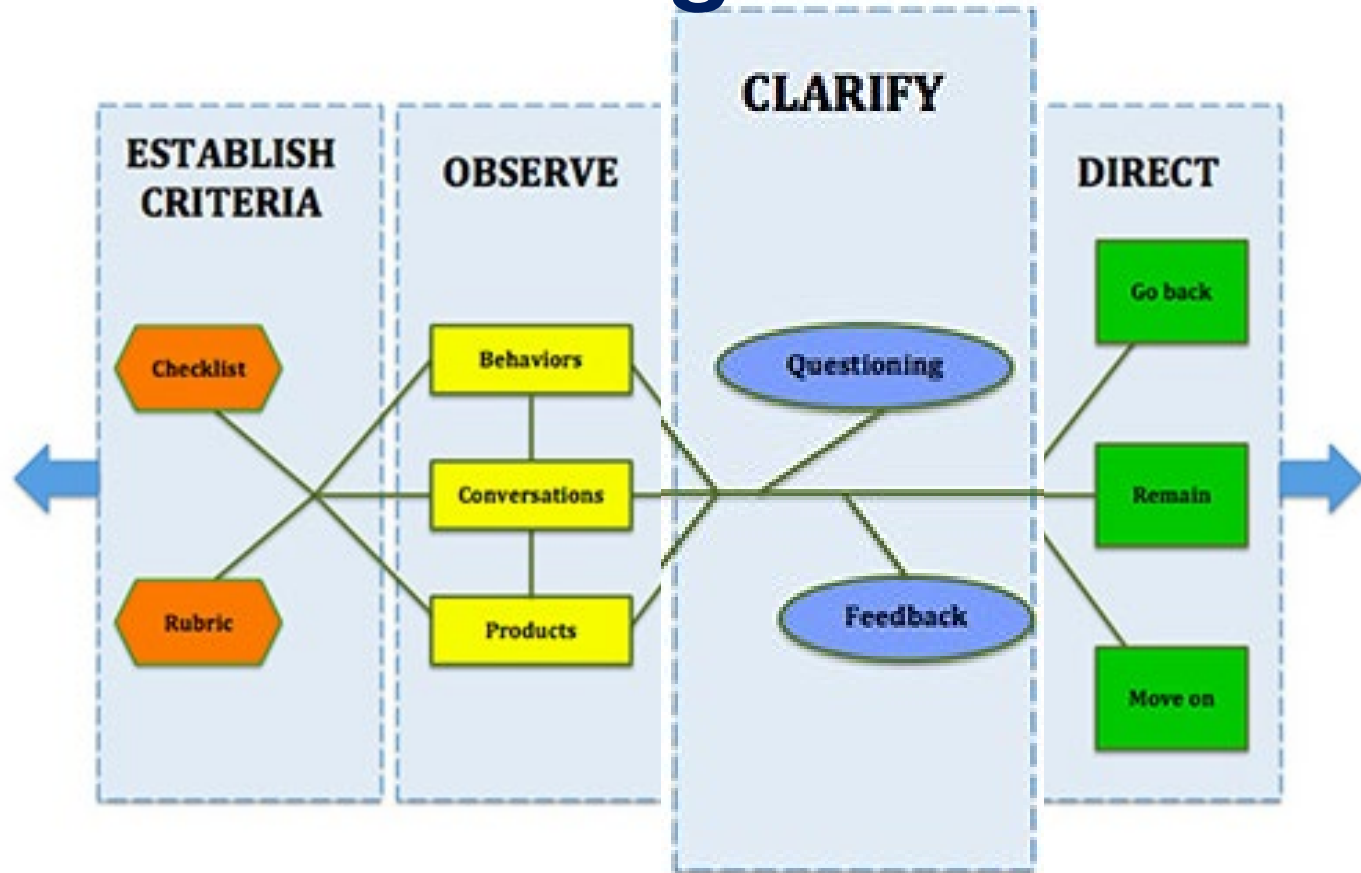


Assessment of Arts Integration



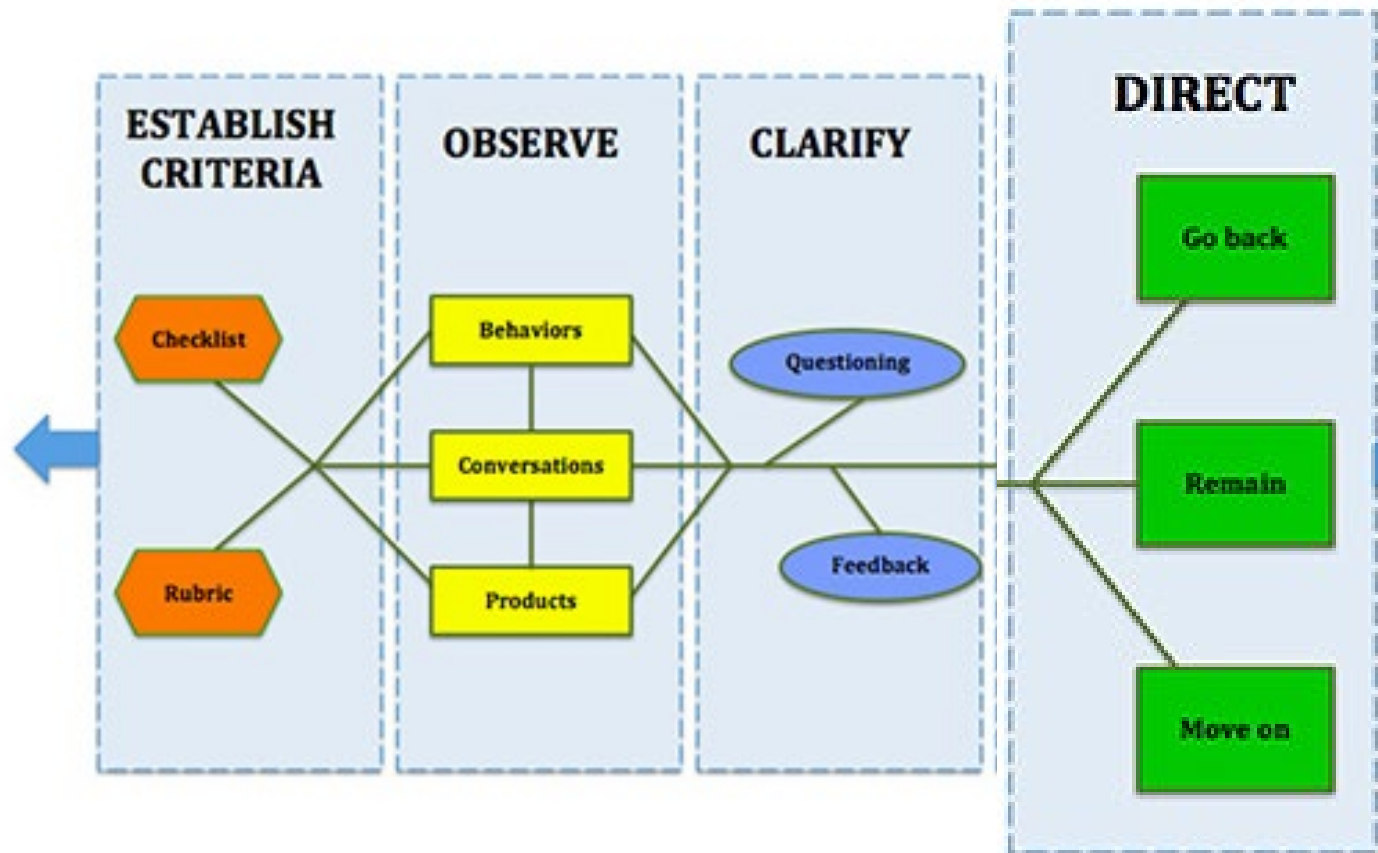


Assessment of Arts Integration





Assessment of Arts Integration

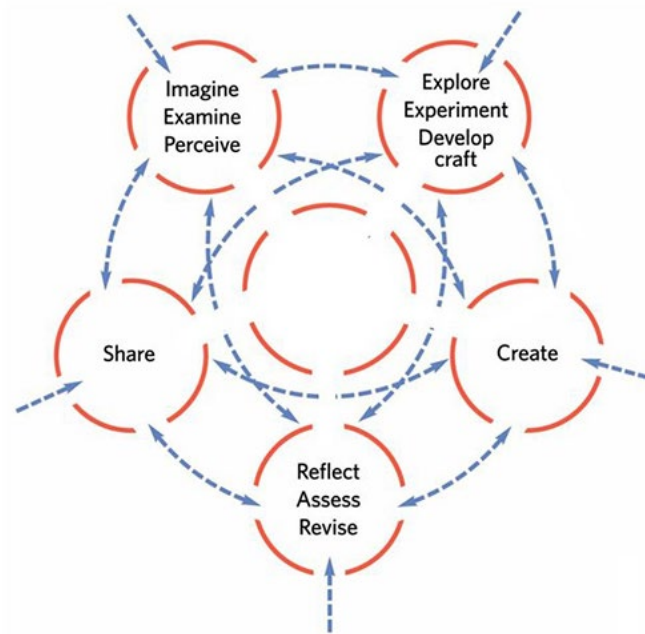




Assessment of Arts Integration

Consider...

- The role of critique
- Involving students in identifying criteria





Assessment of Arts Integration

Reflect...

- Identify possible formative assessment moments in the visual arts/social studies lesson
- What formative assessment methods would you use?

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BREAK

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Arts Integration Lesson

Lorraine Cleary Dale
Armory Center

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Lunch



Presentation Structure: A Look Ahead

- Review: Formative vs. Summative
- Assessment is a Process
- Rubrics
 - Holistic vs. Analytic
 - Components of an Analytic Rubric
 - Characteristics of a Good Rubric
- Creating a High-Quality Rubric
 - Identify Standards
 - Identify Task Criteria
 - Create the Performance Task
 - Set Anchors
 - Complete the Rubric





Summative Assessment

Adrienne Quinn Washington
WestEd

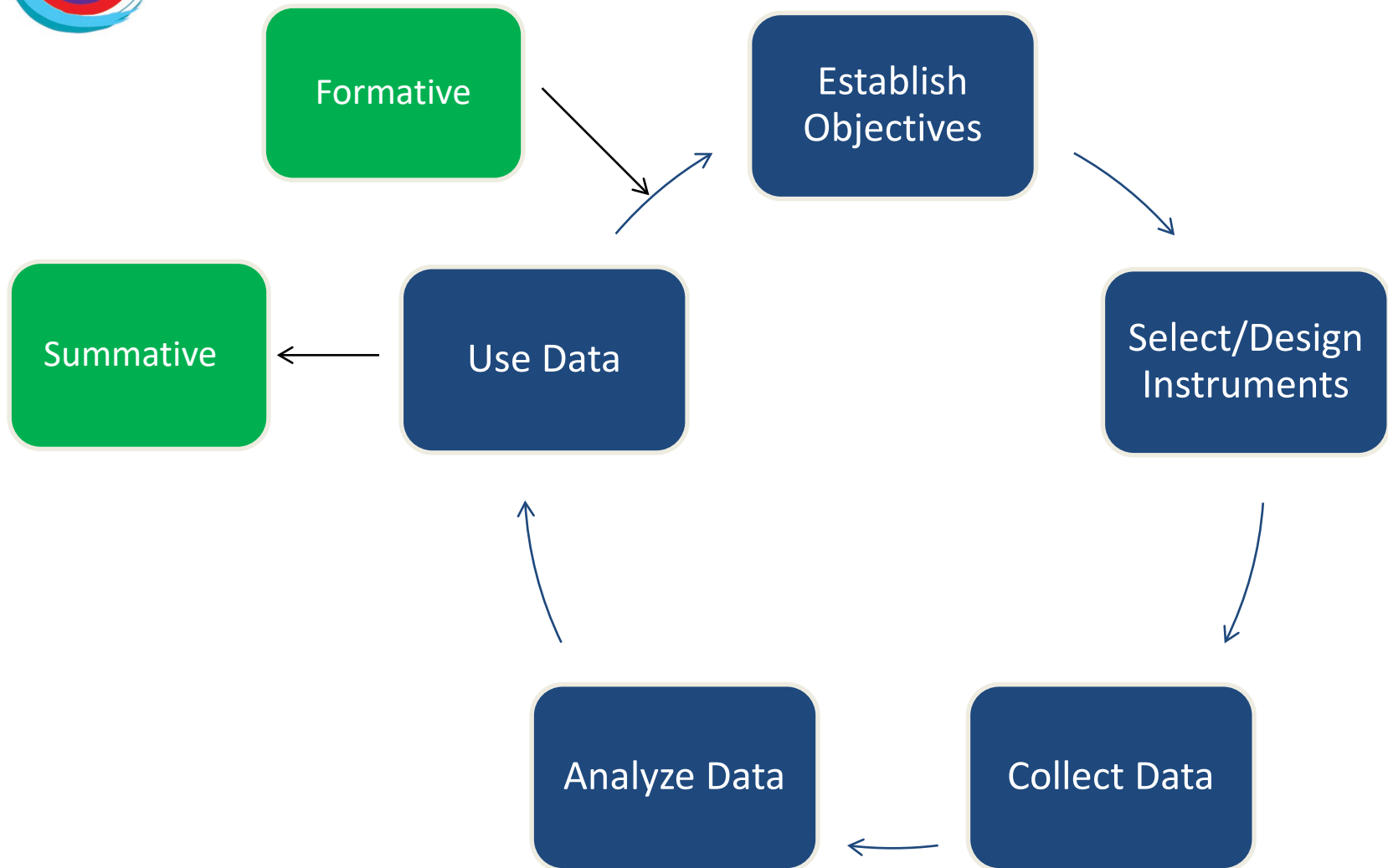


Formative vs. Summative





Assessment is a Process



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ASSESSING SKILLS: RUBRICS





Rubrics - Definition

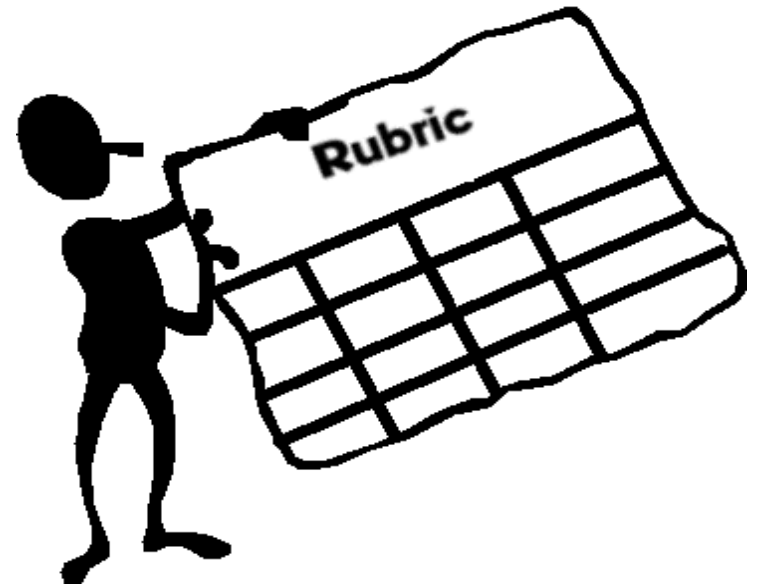
- A rubric is a form or tool, used to grade student work, that identifies clear guidelines for distinguishing among gradations of quality
- Rubrics can be either holistic or analytic





Components of an Analytic Rubric

- Task Criteria
- Levels of Performance
- Gradations of Quality





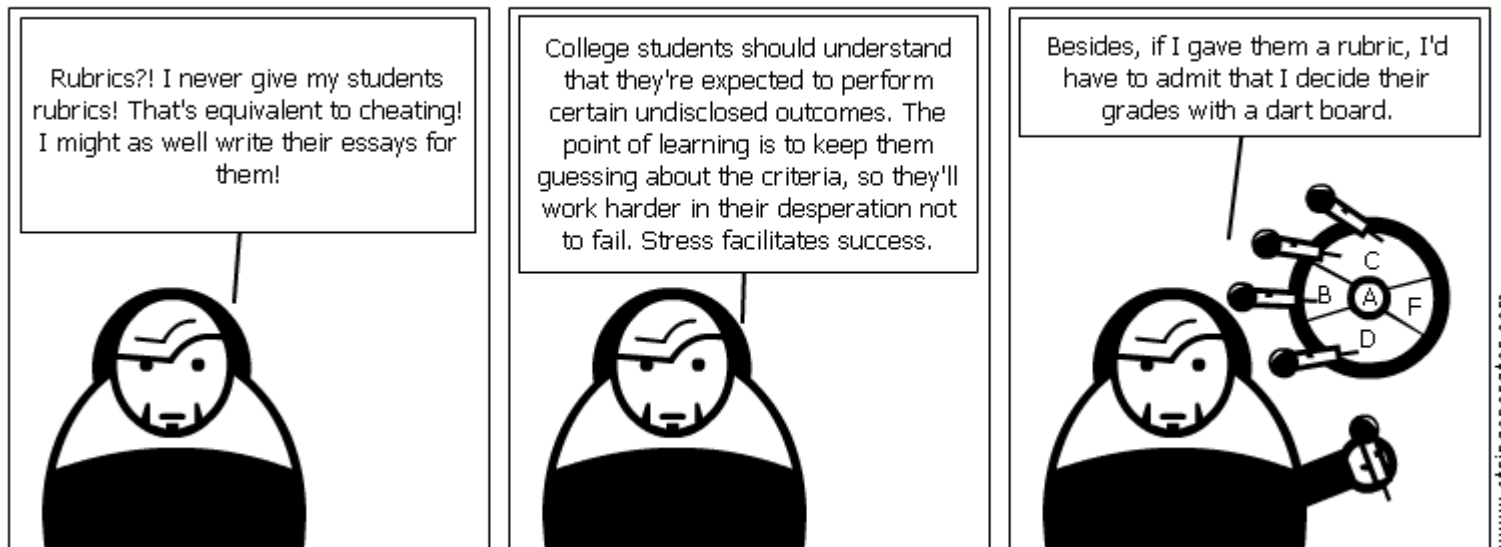
Analytic Rubrics

- Articulates **levels of performance** and **gradations of quality** for each criterion
- The more criteria to be assessed, the more important to use an analytic rubric
- Ease of mathematical manipulation
 - Ratings can be weighted, giving certain criteria more weight
 - Ratings across multiple criteria can be added/averaged to create a single score



Analytic Rubric Example: GRAY

Rubrics & the Secret to Grading



 Sample Rubric – Musical Theatre

Standard	4 – Advanced	3 – Proficient	2 – Basic	1 – Below Basic
Movement Technique 1-f: Students demonstrate the ability to remember extended movement sequences.	The axial and loco motor movements are more than 90% memorized.	The axial and loco motor movements are 80-90% memorized.	The axial and loco motor movements are 70-79% memorized.	The axial and loco motor movements are less than 70% memorized.
Rhythmic Acuity 1-b: Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance.	Performs a variety of musical time signatures and tempos with better than 90% accurately.	Performs a variety of musical time signatures and tempos with 80-90% accuracy.	Performs a variety of musical time signatures and tempos with 70-79% accuracy.	Performs a variety of musical time signatures and tempos with less than 70% accuracy.
Performance 1-b: Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance.	The dancer is focused, concentrated and committed to the performance of the movement more than 90% of the time.	The dancer is focused, concentrated and committed to the performance of the movement 80-90% of the time.	The dancer is focused, concentrated and committed to the performance of the movement 70-79% of the time.	The dancer is focused, concentrated and committed to the performance of the movement less than 70% of the time.
Character Concentration 2-c: Students in an ensemble create and sustain characters that communicate with audience members.	Actor and character are integrated more than 90% of the time.	Actor and character are integrated 80-90% of the time.	Actor and character are integrated 70-79% of the time.	Actor and character are integrated less than 70% of the time.
Physical Expression 2-c: Students in an ensemble create and sustain characters that communicate with audience members.	Actor commits to physical choices that suggest the character more than 90% of the time.	Actor commits to physical choices that suggest the character 80-90% of the time.	Actor commits to physical choices that suggest the character 70-79% of the time.	Actor commits to physical choices that suggest the character less than 70% of the time.
Vocal Expression 2-c: Students in an ensemble create and sustain characters that communicate with audience members.	Actor demonstrates strong vocal choices which reflect the character more than 90% of the time.	Actor demonstrates strong vocal choices which reflect the character 80-90% of the time.	Actor demonstrates strong vocal choices which reflect the character 70-79% of the time.	Actor demonstrates strong vocal choices which reflect the character less than 70% of the time.
Phrasing 2-b: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.	Phrasing is more than 90% consistent and sensitive to the style of music being played.	Phrasing is 80-90% consistent and sensitive to the style of music being played.	Phrasing is 70-79% consistent and sensitive to the style of music being played.	Phrasing is less than 70% consistent and sensitive to the style of music being played.



Characteristics of a Good Rubric

- **Criteria:** Uni-dimensional
- **Gradations:** Distinct and descriptive
 - Specific, clear, easy to understand
- **Continuity in Ranges**
- **Reliable:** Consistency in ratings
- **Valid:** Rates what was intended

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Group Rubric Creation



Creating a High-Quality Rubric

1. Identify Standards
2. Identify Task Criteria
3. Create Performance Task
4. Set Anchors
5. Complete Rubric



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Closing Thoughts