Welcome

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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
<table>
<thead>
<tr>
<th>Shift 1</th>
<th>Balancing Informational &amp; Literary Text</th>
<th>Students read a true balance of informational and literary texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>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.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
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<tr>
<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
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<tr>
<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Shifts in Mathematics

<table>
<thead>
<tr>
<th>Shift</th>
<th>Focus</th>
<th>Description</th>
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<tbody>
<tr>
<td>Shift 1</td>
<td>Focus</td>
<td>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.</td>
</tr>
<tr>
<td>Shift 2</td>
<td>Coherence</td>
<td>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Fluency</td>
<td>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.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Deep Understanding</td>
<td>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.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Application</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
</tr>
<tr>
<td>Shift 6</td>
<td>Dual Intensity</td>
<td>Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.</td>
</tr>
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</table>
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.

Guns stored in the arsenal, Harpers Ferry, VA.

Military troops killed

Slaves fought for freedom

Robert E. Lee led the troops.

John Brown, abolitionist, planned a huge slave revolt.

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

- Establish objectives
- Collect data
- Analyze data
- Use data

From the John F. Kennedy Center for the Performing Arts
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.” *

Assessment of Arts Integration
Assessment of Arts Integration
Assessment of Arts Integration
Assessment of Arts Integration

ESTABLISH CRITERIA
- Checklist
- Rubric

OBSERVE
- Behaviors
- Conversations
- Products

CLARIFY
- Questioning
- Feedback

DIRECT
- Go back
- Remain
- Move on
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?
BREAK
Arts Integration Lesson

Lorraine Cleary Dale
Armory Center
Lunch
• 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

- Establish Objectives
- Select/Design Instruments
- Collect Data
- Analyze Data
- Use Data
- Summative
- Formative
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
Rubrics & the Secret to Grading

Rubrics?! I never give my students rubrics! That's equivalent to cheating! I might as well write their essays for them!

College students should understand that they're expected to perform certain undisclosed outcomes. The point of learning is to keep them guessing about the criteria, so they'll work harder in their desperation not to fail. Stress facilitates success.

Besides, if I gave them a rubric, I'd have to admit that I decide their grades with a dart board.
<table>
<thead>
<tr>
<th>Standard</th>
<th>4 - Advanced</th>
<th>3 – Proficient</th>
<th>2 – Basic</th>
<th>1 – Below Basic</th>
</tr>
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<tr>
<td>Movement Technique 1-f:</td>
<td>The axial and loco motor movements are more than 90% memorized.</td>
<td>The axial and loco motor movements are 80-90% memorized.</td>
<td>The axial and loco motor movements are 70-79% memorized.</td>
<td>The axial and loco motor movements are less than 70% memorized.</td>
</tr>
<tr>
<td>Rhythmic Acuity 1-b:</td>
<td>Performs a variety of musical time signatures and tempos with better than 90% accurately.</td>
<td>Performs a variety of musical time signatures and tempos with 80-90% accuracy.</td>
<td>Performs a variety of musical time signatures and tempos with 70-79% accuracy.</td>
<td>Performs a variety of musical time signatures and tempos with less than 70% accuracy.</td>
</tr>
<tr>
<td>Performance 1-b:</td>
<td>The dancer is focused, concentrated and committed to the performance of the movement more than 90% of the time.</td>
<td>The dancer is focused, concentrated and committed to the performance of the movement 80-90% of the time.</td>
<td>The dancer is focused, concentrated and committed to the performance of the movement 70-79% of the time.</td>
<td>The dancer is focused, concentrated and committed to the performance of the movement less than 70% of the time.</td>
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<tr>
<td>Character Concentration 2-c:</td>
<td>Actor and character are integrated more than 90% of the time.</td>
<td>Actor and character are integrated 80-90% of the time.</td>
<td>Actor and character are integrated 70-79% of the time.</td>
<td>Actor and character are integrated less than 70% of the time.</td>
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<td>Physical Expression 2-c:</td>
<td>Actor commits to physical choices that suggest the character more than 90% of the time.</td>
<td>Actor commits to physical choices that suggest the character 80-90% of the time.</td>
<td>Actor commits to physical choices that suggest the character 70-79% of the time.</td>
<td>Actor commits to physical choices that suggest the character less than 70% of the time.</td>
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<td>Vocal Expression 2-c:</td>
<td>Actor demonstrates strong vocal choices which reflect the character more than 90% of the time.</td>
<td>Actor demonstrates strong vocal choices which reflect the character 80-90% of the time.</td>
<td>Actor demonstrates strong vocal choices which reflect the character 70-79% of the time.</td>
<td>Actor demonstrates strong vocal choices which reflect the character less than 70% of the time.</td>
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<td>Phrasing 2-b:</td>
<td>Phrasing is more than 90% consistent and sensitive to the style of music being played.</td>
<td>Phrasing is 80-90% consistent and sensitive to the style of music being played.</td>
<td>Phrasing is 70-79% consistent and sensitive to the style of music being played.</td>
<td>Phrasing is less than 70% consistent and sensitive to the style of music being played.</td>
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</table>
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
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
Closing Thoughts