



Formative and Summative Assessment Using Arts Integration

Competency

Educator demonstrates how using an art form can enhance traditional formative and/or summative assessment of student learning.

Key Method

The educator designs assessments using art forms to support learning in content areas. The educator uses a growth mindset in creating culturally relevant learning plans that dynamically shift to address student abilities and expected growth based on assessment. The educator then uses assessment to provide feedback to students, which enhances learning.

Method Components

Educators understand that building strong relationships with students, while assessing student learning in authentic ways based on student ways of knowing and doing, effectively supports achievement. They recognize that providing feedback to students in positive ways contributes to student motivation and success. Educators know that using culturally relevant multiple assessment methods provides information about skill and understanding; using artistic expression to demonstrate knowledge can deepen understanding for both the teacher and the learner.



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Components of Assessment Using Arts Integration

- Students demonstrate knowledge on a regular and ongoing basis.
- Students use multiple methods to show what they know.
- Assessments support learning through reflection.
- Assessments include goal-setting.
- Assessments support accountability.
- Assessments may be interdisciplinary.
- Assessments are in direct correlation to teaching strategies and skills learned.
- Students show their understanding of a content area through an art form.
- Students demonstrate understanding rather than recite information.
- Assessments are original creations versus recitations.
- Assessments meet objectives in the content area and in an art form.
- Assessments are culturally responsive

Arts Integration versus Arts Enhancement

“(Arts) enhancement is where the arts are simply supporting the content area but are not being assessed. (Arts) integration is where both the art and the content area have objectives and both are being assessed.” —Education Closet

According to the Kennedy Center for the Performing Arts, arts integration is defined as 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.”

<http://www.kennedy-center.org/education/partners/Adefinitionhandout.pdf>

Supporting Rationale and Research

Andrade, H., et al. (2014). Formative assessment in the visual arts. *Art Education*, 67(1). Retrieved from

https://drive.google.com/file/d/1ZysFTbK_kN7bkWx5vNrDU6kl3PyJeI9J/view?usp=sharing

The article discusses the Artful Learning Communities project, which aimed to help elementary and middle school arts teachers to assess learning in the arts, promote student art achievements through assessment, and develop the ability of teachers to systematize their assessment through the use of feedback.



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Ballengee-Morris, C., & Stuhr, P. L. (2015). Multicultural art and visual cultural education in a changing world. *Art Education*, 54(4), 6-13. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/00043125.2001.11653451?needAccess=true>

(use alternate access options and a free account to read)

Chappell, S. V., & Cahnmann-Taylor, M. (2013). No child left with crayons: The imperative of arts-based education and research with language “minority” and other minoritized communities. *Review of Research in Education*, 37(1), 243-268. Retrieved from <https://www.edpolicyinca.org/newsroom/no-child-left-crayons-imperative-arts-based-education-and-research-language-minority-and>

Latham, K. (2017). Integrating art into the classroom: a necessary component of a well-rounded education. Honors College Capstone Experience/Thesis Projects, paper 717. Retrieved from https://drive.google.com/file/d/12cCFRb3RO5UBpNxJL_ofoMNf-mXQnG3i/view?usp=sharing

Resources

Tech Tools

[Canva, a free graphic design tool](#)

[How to upload a video to YouTube](#)

Articles

[Defining Arts Integration](#)

[More Schools Are Working to Integrate the Arts into Classroom Learning](#)

[How Integrating Arts into Other Subject Areas Makes Learning Come Alive](#)

[Using Expressive Writing to Keep Students Grounded and Engaged in Science Courses](#)



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[Formative Assessment in Arts Education](#)

[Dipsticks: Efficient Ways to Check for Understanding](#)

[40 Alternative Assessment Ideas for Learning](#)

Video

[Mae Jemison: Teaching Arts and Sciences Together](#)

[Ken Robinson: Do Schools Kill Creativity?](#)

[Ken Robinson: Changing Education Paradigms](#)

[Arts Integration for Deeper Learning in Middle School](#)

Teaching Resources

[The Kennedy Center—ArtsEdge](#)

[EducationCloset](#)

[A Guide for Assessing Classroom Practice of Arts Integration](#)

[Integrating Arts Learning with the Common Core State Standards](#)

[Structuring Summative & Formative Assessments in Visual Art](#)

[Project Zero \(Harvard Graduate School of Education\)](#)

Digital Narrative Examples

[5 Digital Storytelling Assignments in the Classroom](#)

[7 of the Best Examples of Digital Storytelling](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(175-250 word limit)

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will identify you to your reviewers.*

1. Describe your current teaching assignment, including the grades or levels taught and subject(s).
2. Describe any cultural and/or background information about your demographic as it relates to your teaching assignment. Add any special considerations and accommodations that support learners in your classroom.
3. How does your learning plan reflect authentic and artistic assessment?
4. Describe your learning goal for earning this micro-credential, and share what you hope to gain from this learning.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will identify you or your students to your reviewers.*

Artifact 1: Lesson Plan

Connect evidence of student learning that shows understanding of the content area through the culturally relevant art form. Discuss (using the key elements listed in Method Components) the relationship between student learning, lesson planning, and student achievement that develops when teaching in and through an art form (600-word limit).

Artifact 2: Assessment Design



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Choose ONE of the following to show how you design assessments using art forms that show deep understanding for both the teacher and the learner. (Take care to protect student identity.)

- Upload a two- to four-minute video showing one or more students engaged in artistic expression as a form of assessment. At the beginning of (and/or throughout) the video, narrate or display information to explain the connection to the content area and student cultures (follow your district's policy for video with students).

Video Tips: Include a time stamp for specific evidence; video children from the back of the head, neck down, or with instruments blocking faces.

- Share, in a photo essay of at least 10 and no more than 20 slides, student work samples that indicate a deep knowledge of content expressed through a culturally relevant art form. Include text or captions on each slide to guide the assessor (follow your district's policy for photography with students).

Artifact 3: Written Analysis

Connect your choice in the second option (video, photo essay, or lesson plan) to a written analysis (600-word limit) that includes the following information:

1. How you inform your instructional practice based on the integration of an art form with your content area
2. How your assessment(s) support learning through reflection
3. How your assessment(s) include goal-setting
4. How your assessment(s) support accountability
5. How your assessment(s) are in direct correlation to teaching strategies and skills learned
6. How students demonstrate understanding as opposed to reciting information
7. How your assessment(s) are original creations rather than recitations
8. How your assessment(s) meet objectives in both the content area and an art form
9. How your assessment celebrates individual student cultures

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Lesson Plan	Plan includes grade level and time. Plan includes at least one content standard.	Plan includes grade level and time. Plan includes at least one content standard.	Plan may not include grade level, time. Plan may not include a content standard.



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	<p>Plan includes an art standard.</p> <p>Plan includes learning objectives/ outcomes.</p> <p>Plan includes key elements of an Arts Integrated Lesson:</p> <ul style="list-style-type: none"> -Elements of Constructivism in art -Students make connections to content and their own or another’s culture. -Students construct and demonstrate understanding through an art form. -Students create original artwork. -Students revise original artwork. -The artwork created reinforces the content being taught. -The artwork and content connect to one another. -Objectives exist for both the art form and the content. 	<p>Plan includes an art standard.</p> <p>Plan includes learning objectives/ outcomes.</p> <p>Content of lessons has vague connections or is not grade-level appropriate.</p> <p>Plan includes <u>6 to 8</u> of the key elements of an Arts Integrated Lesson:</p> <ul style="list-style-type: none"> -Elements of Constructivism -Students make connections to content. -Students construct and demonstrate understanding through an art form. -Students create original artwork. -Students revise original artwork. -The artwork created reinforces the content being taught. -The artwork and content connect to one another. 	<p>Plan may not include an art standard.</p> <p>Plan may not include learning objectives/ outcomes.</p> <p>Plan includes <u>fewer than 6</u> of the key elements of an Arts Integrated Lesson:</p> <ul style="list-style-type: none"> -Elements of Constructivism -Students use their understanding of an art form to make connections to content. -Students construct and demonstrate understanding through an art form. -Students create original artwork. -Students revise original artwork. -The artwork created reinforces the content being taught. -The artwork and content connect to one another. -Objectives exist for both the art form and the content.
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	Art forms are integrated in a natural way.	-Objectives exist for both the art form and the content.	
Artifact 2: Assessment Design, Video Option	<p>Video includes <u>all</u> points below:</p> <ul style="list-style-type: none"> -Shows how you know students have gained a deep knowledge of content expressed through an art form. -Information in video provides examples of the relationship between the content, culture, and the art form. -Narration or display of information to explain the learning intended for both the art form and the standard is at the beginning and throughout the video. -Narration or display of information to explain the connection between the art form and the content area is at the beginning and throughout the video. 	<p>Video includes <u>3 of the 4</u> points below:</p> <ul style="list-style-type: none"> -Shows how you know students have gained a deep knowledge of content expressed through an art form. -Information in video provides examples of the relationship between the content and the art form. -Narration or display of information to explain the learning intended for both the art form and the standard is at the beginning and throughout the video. -Narration or display of information to explain the connection between the art form and the content area is at the beginning and throughout the video. 	<p>Video includes <u>fewer than 3</u> of the points below:</p> <ul style="list-style-type: none"> -Shows how you know students have gained a deep knowledge of content expressed through an art form. -Information in video provides examples of the relationship between the content and the art form. -Narration or display of information to explain the learning intended for both the art form and the standard is at the beginning and throughout the video. -Narration or display of information to explain the connection between the art form and the content area is at the beginning and throughout the video.



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<p>Artifact 2: Assessment Design, Photo Essay Option</p>	<p>Photos show documentation of your process creating and implementing your arts integrated lesson.</p> <p>Art forms documented show a deep understanding of the connection between the content, culture, and the art form for both the teacher and the learner.</p> <p>There are at least 10 and no more than 20 photos.</p> <p>All photos are captioned with complete sentences.</p>	<p>Process is documented but incomplete and missing some components.</p> <p>Photo essay does not contain correct number of photographs.</p> <p>Captions do not sufficiently demonstrate process.</p> <p>Some or all captions are missing.</p>	<p>Photo essay does not contain correct number of photographs or photos and/or captions are omitted.</p> <p>Photos are not related to the lesson.</p>
<p>Artifact 3: Written Analysis</p>	<p>Analysis contains <u>all</u> the following points:</p> <p>Rationale used to inform your instructional practice based on the integration of an art form to content</p> <p>In what ways does this lesson support elements of Constructivism?</p> <p>How this lesson shows how students made connections</p>	<p>Analysis contains <u>7 to 9</u> of the following points:</p> <p>Rationale used to inform your instructional practice based on the integration of an art form to content</p> <p>In what ways does this lesson support elements of Constructivism?</p> <p>How this lesson shows how students made connections</p>	<p>Analysis contains <u>fewer than 7</u> of the following points:</p> <p>Rationale used to inform your instructional practice based on the integration of an art form to content</p> <p>In what ways does this lesson support elements of Constructivism?</p> <p>How this lesson shows how students made connections</p>



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	<p>between the art form and the content</p> <p>How students constructed and demonstrated understanding through an art form</p> <p>How students created original artwork</p> <p>How students revised original artwork</p> <p>How the artwork created reinforces the content being taught</p> <p>How the artwork and content connect to one another</p> <p>How the objectives for both the art form and the content were met</p> <p>How the content standard was met through the art form</p> <p>How the artwork created connects with student culture</p> <p>Grammar, spelling, and sentence structure <u>enhance</u> clear communication.</p>	<p>between the art form and the content</p> <p>How students constructed and demonstrated understanding through an art form</p> <p>How students created original artwork</p> <p>How students revised original artwork</p> <p>How the artwork created reinforces the content being taught</p> <p>How the artwork and content connect to one another</p> <p>How the objectives for both the art form and the content were met</p> <p>How the content standard was met through the art form</p> <p>Grammar, spelling, and sentence structure <u>allow for</u> clear communication.</p>	<p>between the art form and the content</p> <p>How students constructed and demonstrated understanding through an art form</p> <p>How students created original artwork</p> <p>How students revised original artwork</p> <p>How the artwork created reinforces the content being taught</p> <p>How the artwork and content connect to one another</p> <p>How the objectives for both the art form and the content were met</p> <p>How the content standard was met through the art form</p> <p>Grammar, spelling, and sentence structure <u>may inhibit</u> clear communication.</p>
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Part 3. Reflection

(400 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions. *Please do not include any information that will identify you to your reviewers.*

Based on your experiences, share how teaching in and through an art form and using an art form as a means to assess knowledge in your content area impacts understanding and cultural competence for both you and your students. Discuss advantages and limitations you encountered and solutions or accommodations you made or will make in your future practice. Include anecdotal student-related information to support this approach to teaching.

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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