

Utilizing Assessment: Praise, Feedback, and Other Comments Influencing Student Learning

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Session Description:

Discover which types of teacher responses given during art class promote student learning and which hinder it. Learn how to provide effective comments via assessment to promote student learning in art

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1. Unpacking the Presentation

Utilizing Assessment: Praise, Feedback, and Other Comments Influencing Student Learning
*Praise, feedback, & other comments & responses are **Not Assessments** but the **Use of Assessment Information/Data***

2. Specific Language Tied to Purpose

3. Educational Feedback

First, the art teachers provides and explains information about the learning goal (examples, handouts, posters of the steps, scoring rubrics, etc.)

Secondly, the art teacher gives timely feedback, points out specific information close or how far the student is from meeting the learning goal (comments, written notes, not grades)

Black & William, 1998 • Hattie & Timperley, 2007 • Wiggins, 2012

4. To be Effective, Comments are:

- a. Based on assessment results
- b. Based on the student's work or actions, not about the student
- c. Timely
- d. Specific
- e. One-on-one
- f. Verbal or written

5. Range of Effectiveness of Comments to Leverage Student Learning

Highly Effective	Feedback: telling specific examples found in the work of the students to indicate how close or far the work is to the learning goal	
	Guidance: on how to proceed	
	Advice: towards an action that is needed	
Positive	Clarification: to clear up misunderstandings	
	Exemplars	
	Validation	
Marginal	Vague Advice	<i>Improved by transforming into Advice</i>
	Praise	<i>Improved by transforming into Validation</i>
	Directives	<i>Improved by transforming into Guidance</i>
	Comparing Students	<i>Improved by transforming into Exemplars</i>
	Chatter	<i>Improved by transforming into Quiet</i>
Detrimental	Silence	<i>Improved by transforming with effective comments</i>
	Berating, Embarrassing	<i>Can't be fixed</i>