Pre-assessment

A STUDENT CENTERED APPROACH

Bettyann Plishker
Art Education Consultant
bplish@verizon.net
Pre-assessment

A tool to determine students’ knowledge, understandings, skills, beliefs, attitudes and interests prior to the start of instruction.
Purpose

- **Clarify** prior knowledge and skills
- **Gain insight** into breadth and depth of understandings
- **Identify** attitudes, dispositions and beliefs
- **Bookmark** the gap between current level and desired achievement goals

*Woman with a Baby Carriage 1950, Pablo Picasso*
Process

- Learning objective
  Creative process - idea development
- Assessable question
  Demonstrate inventive disposition
- Formal/informal strategy
  Thumbnail sketches
- Introduce/apply a strategy
  Explain and provide a template
- Interpret/respond to results
  Design an artmaking challenge

*Three Women 1930, Pablo Picasso*
VA: Cr1.2.1a Use observation and investigation to prepare for making artworks.

Select a found object and draw four ways it could become something new.

Ask students to:
- Name and describe the intended use of a selection of found objects.
- Collaborate to arrange found objects into an invented playground.
- Select, observe, transform and draw a found object in an invented setting.

Three Women 1930, Pablo Picasso
Consideration

What?

• Readiness
  Procedural, sequential, literate, inventive

• Attitudes
  Focused, determined, open, inventive

• Interests
  Reality, fantasy, humanity, mechanics ...

• Learning characteristics
  Attentive, curious, diligent, skilled...

*The Owl 1953, Pablo Picasso*
VA:Cr3.1.7a Explain information about a personal artwork...

Illustrate the process steps you used to create an artwork.

- Read and compare two or more artist’s statements describing their creative process.
- Identify, define and chart steps of the creative process.
- Compose an artist’s statement to describe your creative process.

*The Owl* 1953, Pablo Picasso
Consideration

When?

- Start of the year
  - Start of a course
- Prior to unit
  - Introduction to aesthetics
- Start of a lesson
  - Aesthetic theory
- Closure to anticipate the next lesson
  - Conducting inquiry and responding to questions about art

*Goose, Pablo Picasso*
VA:Re9.1.Ia Establish relevant criteria to evaluate an artwork.

Examine an artwork and explain why you like or dislike it.

- Conduct a critique focused on personal preferences.
- Introduce and apply aesthetic theories such as formalism and expressionism.
- Pose and discuss questions about art such as, “What makes an artwork original?”

Goose, Pablo Picasso
Strategies

- Draw
- Experiment
- Display
- Match
- Rank
- Sort
- Ticket

HOW?

- Preview a new topic
- Connect to learning objective
- Peak student interest
- Design to measure results
- Open opportunity for valuable input
- Align with post-assessment
VA:Cr.1.1.3a Elaborate on an imaginative idea.

**Pre-assessment:** Fold a paper into quarters and draw four different ways you might change or elaborate on the idea for your artwork.

*Sylvette 1954, Pablo Picasso*
VA:Cr3.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation.

**Pre-assessment:** Answer the question, “In your opinion why was this artwork chosen to be displayed in an art museum?”

*Guitar 1912, Pablo Picasso*
CA:Cr1.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for artmaking.

Pre-assessment: Place an X in one of the spaces to indicate how well the words describe the lesson challenge.

- Poor
- Exciting
- Effortless
- Stressful
- Pleasant
- Hard
- Worthless
- Good
- Boring
- Challenging
- Enjoyable
- Unpleasant
- Easy
- Valuable

Little Girl Jumping Rope, 1950-54 Pablo Picasso
IIIa Determine the commonalities within a group of artists or images attributed to a particular type of art, timeframe or culture.

Pre-assessment:

Ticket to Enter
Name all of the common characteristics you can identify in the artworks displayed.

The Bathers, 1956, Pablo Picasso
Cycle of Influence

Pre-existing knowledge, skills, beliefs and attitudes

Attend, interpret, and organize information

Remember, think, apply and create new knowledge
- **Assessing Prior Knowledge.** (Carnegie Mellon Eberly Center 2015) [https://www.cmu.edu/teaching/designteach/teach/assesslearningteaching.html](https://www.cmu.edu/teaching/designteach/teach/assesslearningteaching.html);