

# Pre-assessment



## A STUDENT CENTERED APPROACH

Bettyann Plishker  
Art Education Consultant  
[bplish@verizon.net](mailto:bplish@verizon.net)

# Pre-assessment

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



# Purpose

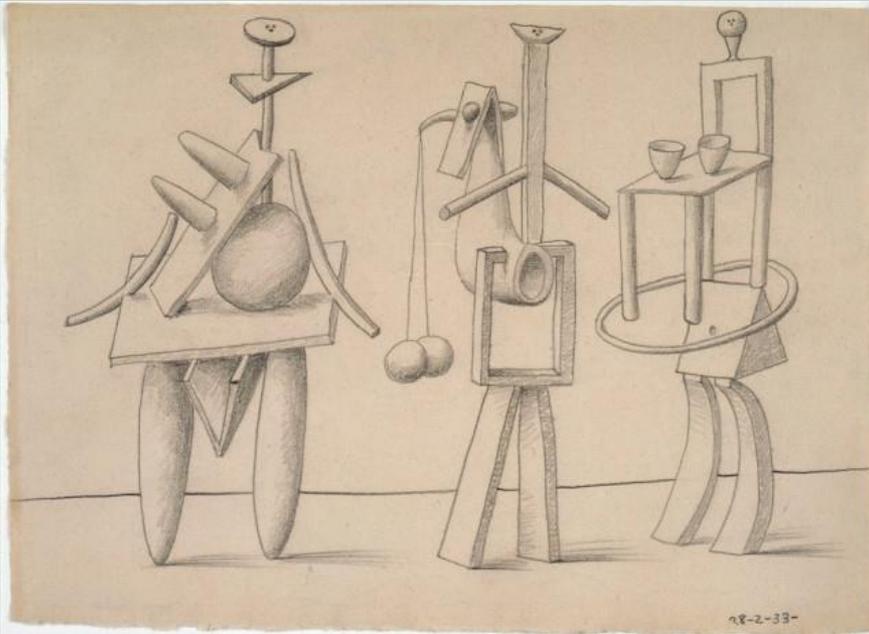


- **Clarify** prior knowledge and skills
- **Gain insight** into breadth and depth of understandings
- **Identify** attitudes, dispositions and beliefs
- **Bookmark** the gap between current level and desired achievement goals



*Woman with a Baby Carriage 1950, Pablo Picasso*

# Process



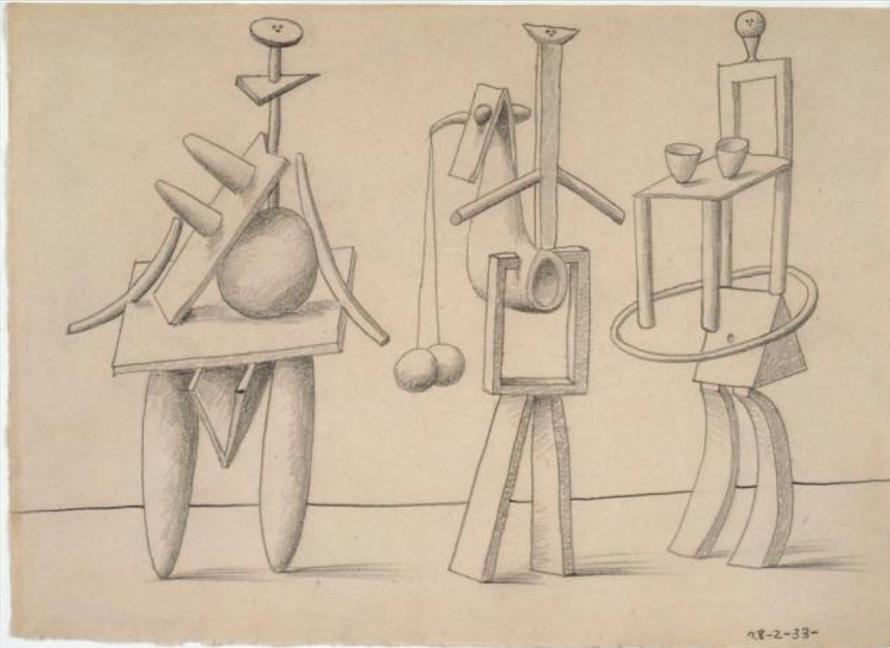
- Learning objective  
Creative process - idea development
- Assessable question  
Demonstrate inventive disposition
- Formal/informal strategy  
Thumbnail sketches
- Introduce/apply a strategy  
Explain and provide a template
- Interpret/respond to results  
Design an artmaking challenge

*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



## HOW?

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

**Strategies**

- Preview a new topic
- Connect to learning objective
- Peak student interest
- Design to measure results
- Open opportunity for valuable input
- Align with post-assessment

# Draw



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.



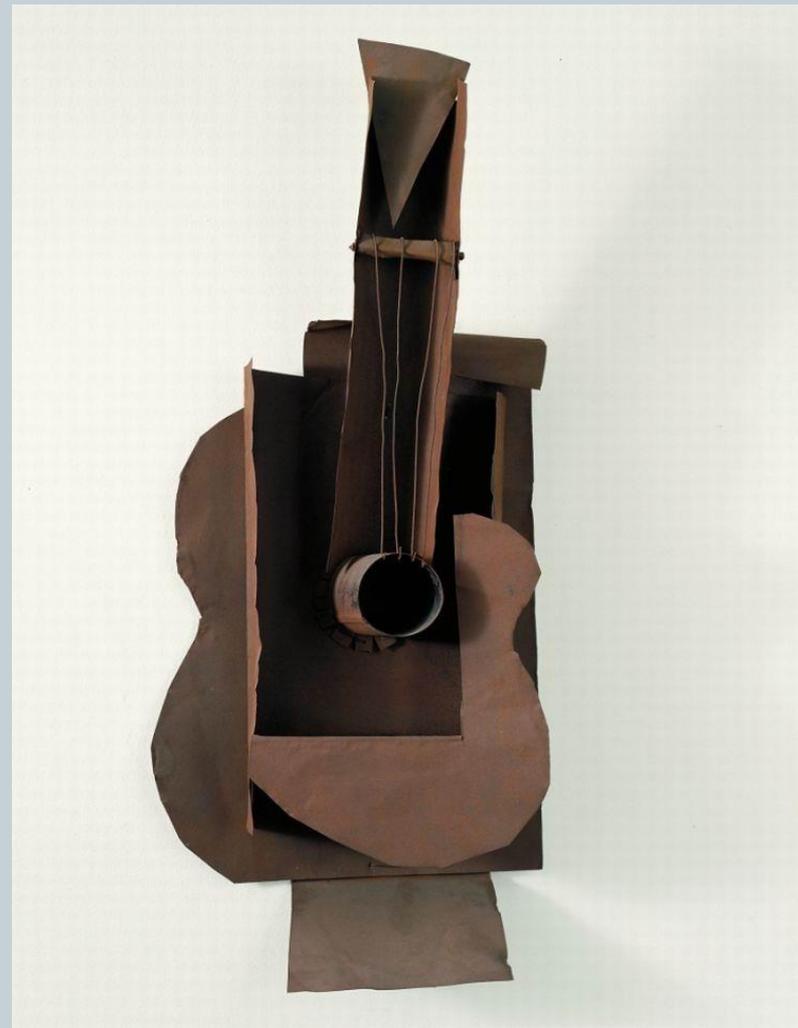
*Sylvette* 1954, Pablo Picasso

# Display



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*



# Rank

VA:Cr1.2.5a 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	—	—	—	—	—	Good
Exciting	—	—	—	—	—	Boring
Effortless	—	—	—	—	—	Challenging
Stressful	—	—	—	—	—	Enjoyable
Pleasant	—	—	—	—	—	Unpleasant
Hard	—	—	—	—	—	Easy
Worthless	—	—	—	—	—	Valuable

# Ticket



**VA:Re7.2.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**

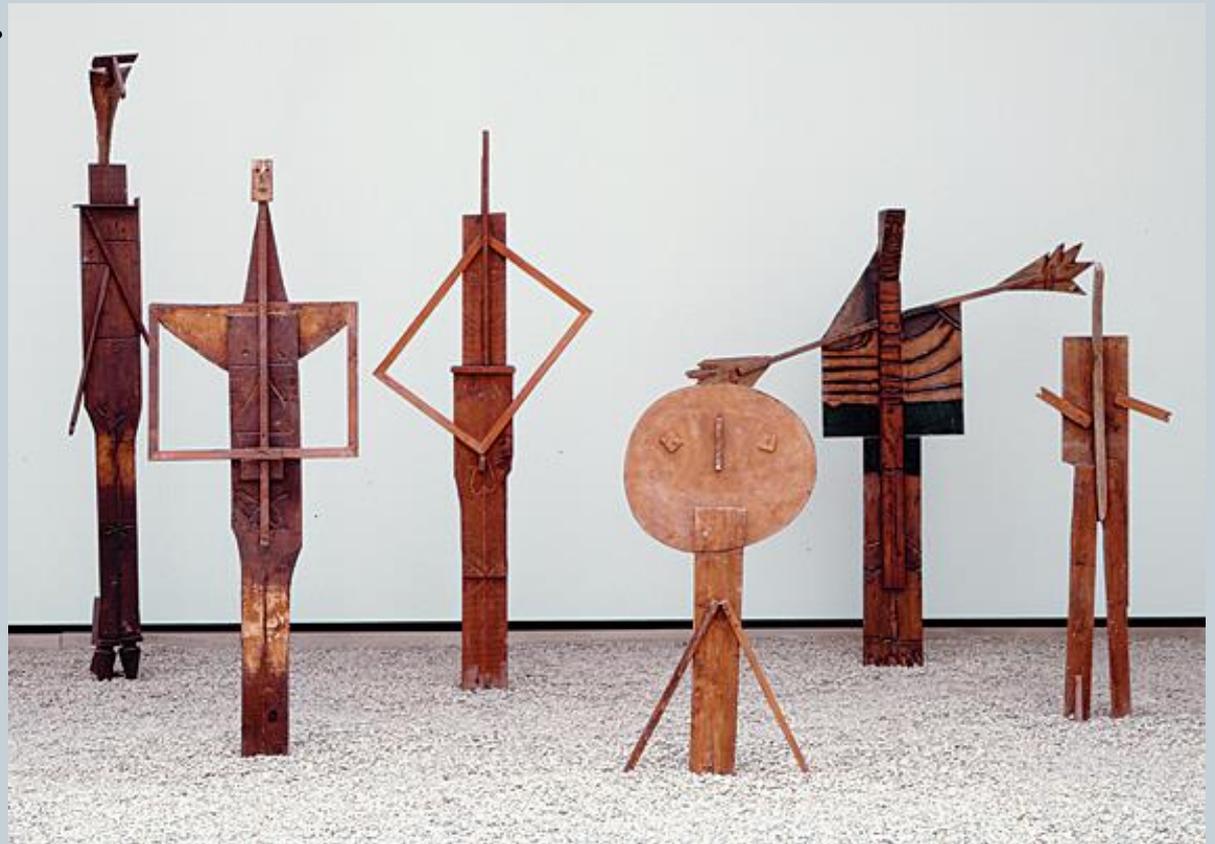
Name all of the common characteristics you can identify in the artworks displayed.

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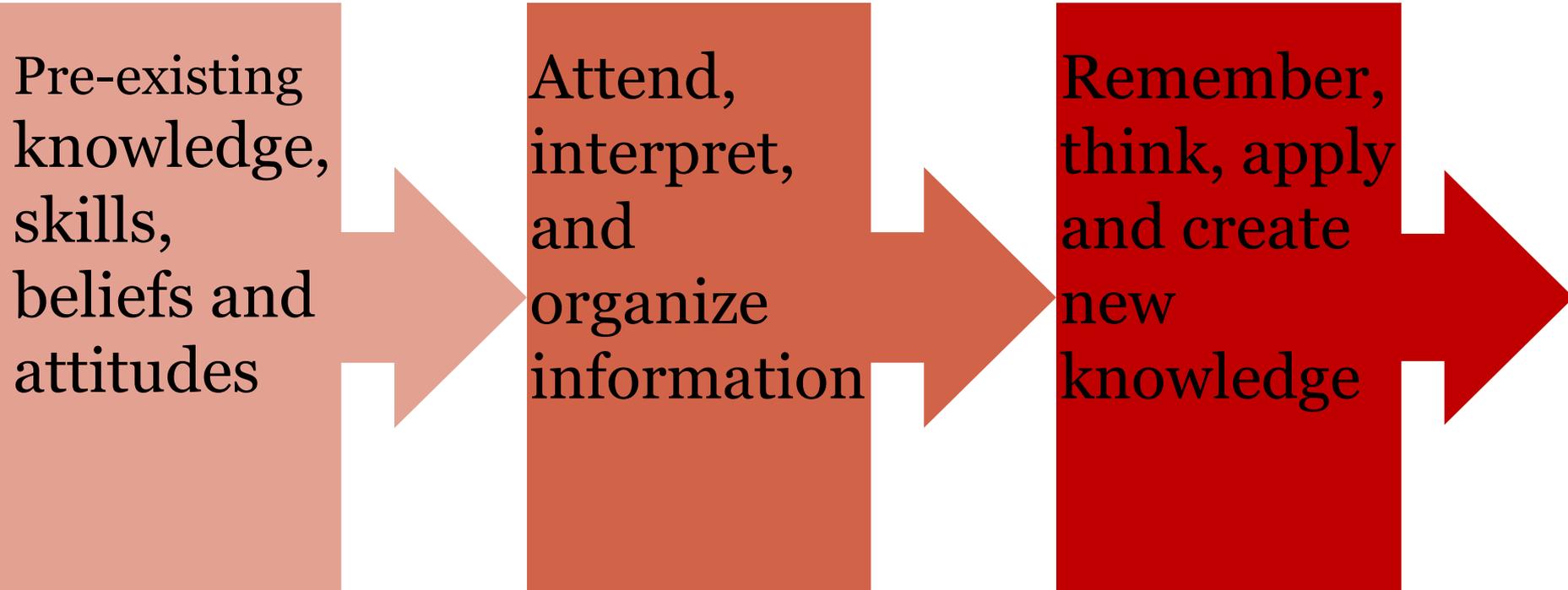
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*The Bathers*, 1956, Pablo Picasso

# Cycle of Influence

Pre-existing  
knowledge,  
skills,  
beliefs and  
attitudes



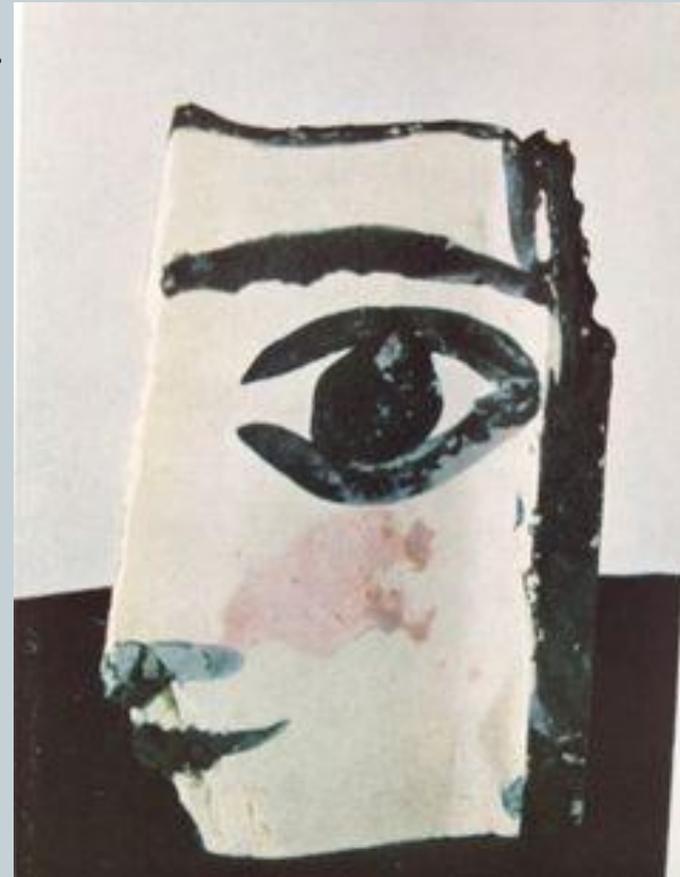
Attend,  
interpret,  
and  
organize  
information

Remember,  
think, apply  
and create  
new  
knowledge

# Resources



- *Assessing Prior Knowledge*. (Carnegie Mellon Eberly Center 2015)  
<https://www.cmu.edu/teaching/designteach/teach/assesslearningteaching.html>;
- Beattie, Donna Kay, *Assessment in Art Education*. (Worcester, Massachusetts: Davis Publications 1997)
- Greenspan, Laura, *What Teachers Really Need to Know about Formative Assessment* (Alexandria, Virginia: ASCD 2010)
- Fountain, Heather, *Differentiated Instruction in Art*. (Worcester, Massachusetts: Davis Publications 2014)
- Mursky, Chrystyna, *Pre-Assessment*. (Wisconsin Department of Public Instruction: 2011).  
<http://cal.dpi.wi.gov/sites/default/files/imce/cal/pdf/pre-assessment.pdf>



*Ceramic, Pablo Picasso*