Student Work Analysis Protocol

Teachers: Marisol and Bethany

Subject Area: Art **Grade Level:** High School - Juniors, Sophomore **Performance Task:** Art Exercise

A. *Reaching Consensus about Proficiency*

Read the assessment prompt and/or rubric and explain:

- **What are the students expected to do?**

    For this lesson, students were expected to create a drawing of the object they had in their mystery bags. Students got the chance to feel their object for a few minutes and use their sense of touch to demonstrate what they were feeling - whether rough, smooth, etc. Based on what they felt they drew the texture and shape of their mystery object.

- **Which standards (CCSS or content standards) or curriculum expectations are being assessed?**

    Standard 3: Invent & Discover to Create: 1

    Standard 3: Invent & Discover to Create: 2

    Standard 3: Invent & Discover to Create: 3

- **What do you consider to be a proficient response on this assessment? Exactly what do students need to say or write for you to consider their work proficient?**

    For this assignment, a proficient response for this assignment would be students demonstrating in the work and outline of their object along with value or line thickness to demonstrate a sense of depth and/or texture. This is a higher-level drawing class, so there is a higher expectation for students to use their knowledge of the elements and principles of art to inform their drawings.

- **Did the assessment give students a good opportunity to demonstrate what they know?**

    Yes, this class is a pre-AP classroom there where students have great knowledge about their art principles. Additionally, there were various students that were trying to deeply respond to what they were feeling and illustrate it in their papers. However, a time constraint might have hindered students from fully demonstrating their abilities.
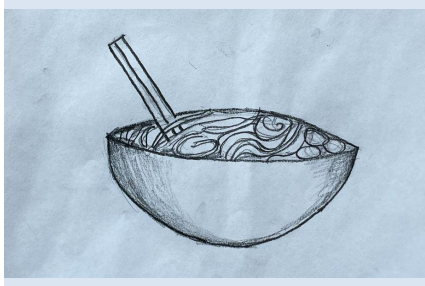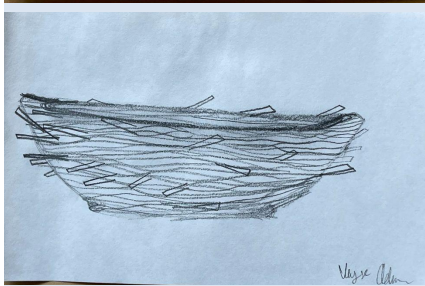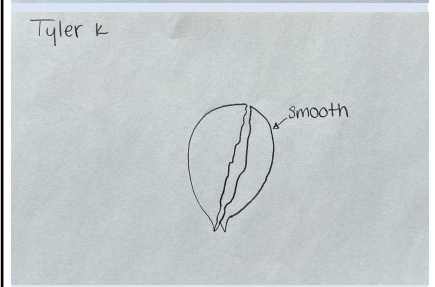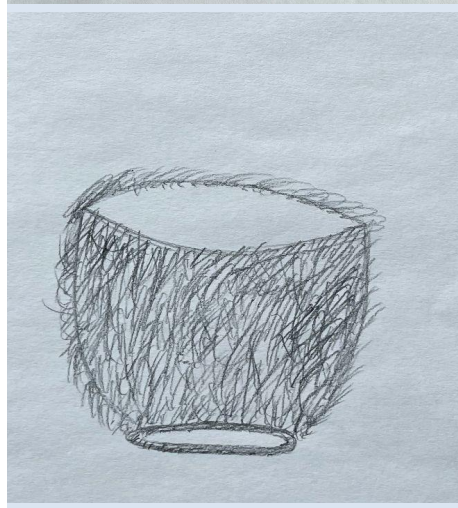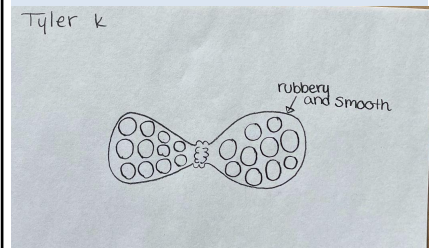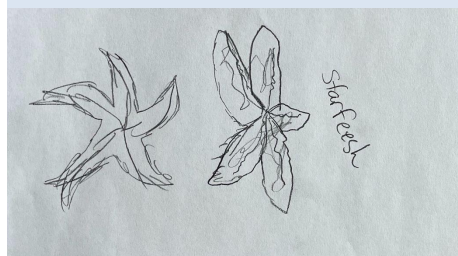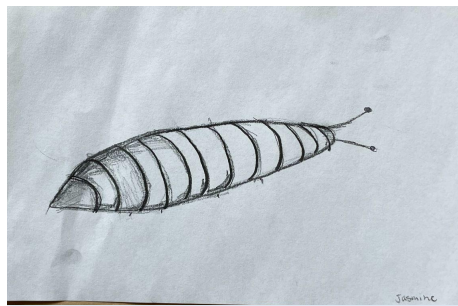
B. *Diagnosing Student Strengths and Needs*

After reaching a consensus, read student work and without scoring, do a "quick sort" of students' work by the general degree of the objectives met, partially met, or not met. You may need a "not sure" pile. After sorting, any papers in the "not sure" pile should be matched with the typical papers in one of the other existing piles. Student names should be recorded in the columns in order to monitor progress over time.

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
Alyse Cora	Jasmine Kyla	Tyler K. Dom
33.3% OF CLASS	33.3% OF CLASS	33.3% OF CLASS

C. Choose a few samples to review from each level (low, expected, high) and discuss and identify the prerequisite knowledge that students demonstrated that they knew.

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)

Pink

Cora Wiltz

Ulysse Adam

Ulysse Adam

Jasmine

Starfeesh

Dom

Lol

Tyler K

rubbery and smooth

Tyler K

smooth
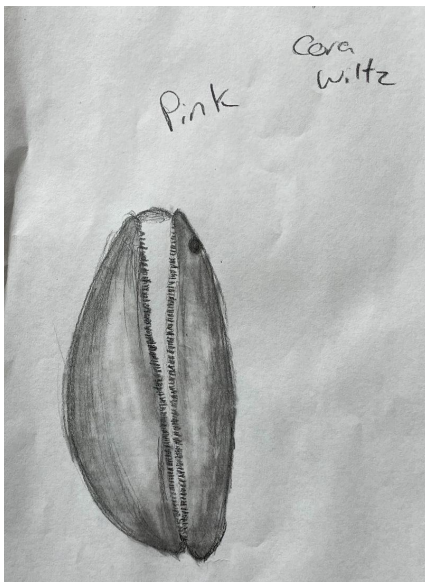
D. Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
In student work they demonstrate value or different line thicknesses to illustrate the depth and texture of their mystery object.	There is partial value/shading to demonstrate the depth or the texture of their object. The student did not use the full time to draw.	Students only did a basic outline of their objects and did not push past the initial first sketch.

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E. ***Identifying Instructional Next Steps***

> After diagnosing what the student knows and still needs to learn, discuss as a team the learning needs of the students at each level considering the following questions:

Based on the team's diagnosis of the student's performance:

- **What patterns or trends are noted for the whole class?**

  One of the patterns that I noticed was that from the moment that they were feeling their object they were trying to use their prior knowledge of what they held before to determine what their object was. However, for some this made it either more difficult or easy to determine what they were going to be drawing.

- **What instructional strategies will be beneficial for the whole class?**

  An instructional strategy that would be beneficial for students would be having more direct instruction. At the beginning of the class, we could demonstrate to students how different thicknesses of the line can demonstrate depth. Another way that would have benefited students was using a demonstration of how we would approach the exercise, rather than just allowing them to jump straight into the exercise.

- **Based on the team's diagnosis of student responses at the high, expected, and low levels, what instructional strategies will students at each level benefit from?**

HIGH (Objectives met)	EXPECTED (Objectives partially met)	LOW (Objectives not met)
Students in high levels will benefit from specific suggestions to push their art exercise even further. The teacher offers an extension activity verbally or with a worksheet, outlining that "Students can develop a narrative about their mystery object, and place it in a real space or landscape."	As a whole-class announcement/ demo, the teacher can go through options to give students tangible explanations of how to make a drawing meet objectives. Plan ahead and identify common places of stopping or getting stuck. "I see there is a good start in an example like this" and show a non-student example or draw a teacher's example of what partially meeting expectations looks like. Identify places to take that drawing to fully meet/exceed objectives.	Offer more targeted assistance to students that might fall into not meeting objectives for this exercise. Like with the partially met category, offer students visual examples of what "not meeting objectives" looks like, what you are looking for as a teacher, and how to take a non-meeting drawing to a meet or exceed objectives drawing. Emphasize the learning objectives on a board or projector for students to see throughout the activity.