

TASK 3: ASSESSMENT COMMENTARY

Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (**no more than 5 additional pages**) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of this file. These pages do not count toward your page total.

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[The specific learning objective measured by the assessment that I chose for analysis is taken from Lesson two of the Learning Segment which states that students will create a background by using differing values and temperatures of color to create emotion in their artwork. This lesson and assessment follow the North Carolina Essential Standard 2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. The Central focus of this learning segment is that students will develop works of art by understanding the Element of Art: Color and learn basic color theory while experimenting with color mixing to create an original work of art.

In the first lesson, students learned basic color theory and experimented with color mixing to develop a color wheel. In Lesson 2, students built upon their prior knowledge of color by learning that colors have temperatures and can convey emotions. Students also learned that in an artwork there are usually two distinct areas: a foreground and background. During this assignment, students developed their background by choosing the color and mood.

The rubric was the assessment that I chose for Lesson 2 as well as an exit ticket where the students used discourse to explain the mood that they developed as well as the syntax on how they achieved it. This specific assessment revealed the student's understanding of emotions in color and developing that emotion in their artwork. The exit ticket was displayed on the clear touch screen and the students copied the first word of each question and wrote their explanation.

The rubric is the teacher evaluation of the project that measures the student's understanding of using color to develop emotion in artwork and the teacher's assessment of the student's explanation of their work in the exit ticket. The rubric measures the student's ability to develop values with color and also measured the student's draftsmanship while creating artwork. The student could earn a total of 16 points for the project with 12 possible points from the teacher's evaluation of the work and 4 possible points from the teacher's evaluation of explanation from the student's exit ticket. The exit ticket part of the assessment measured the student's ability to explain the mood that they chose for their artwork. Students not only stated the chosen mood, but also explained how they achieved this mood with the colors that they chose. Students turned completed this assessment and were able to personally explain the development of their background to the teacher. The teacher used the student's verbal explanation of their project as their exit ticket for those with special needs to see if they understood how colors and color temperatures can create moods.]

- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

[

Student	Students exhibit evidence of understanding creating moods in their artwork. (Maximum 4 Points)	Students create varied values with color. (Maximum 4 Points)	Students demonstrate control of the medium in their draftsmanship. (Maximum 4 Points)	Students show understanding of moods by explaining the mood and how they developed the mood in their artwork. (Maximum 4 Points)	Total Points (Maximum 16 Points)	Total Grade Percentage
Focus Student 1	2	3	4	1	10	63%
Focus Student 2	3	4	4	4	15	94%
Focus Student 3	3	4	3	2	12	88%
4	4	4	2	3	13	81%
5	4	4	4	4	16	100%
6- Absent for Lesson 2					0	
7	3	4	2	4	13	81%
8	2	3	3	2	10	63%
9	3	4	4	3	14	88%
10	4	4	2	4	14	88%
11	4	4	4	4	16	100%
12	3	4	3	2	12	75%
13	4	4	3	4	15	94%
14	4	4	3	2	13	81%
15	3	4	2	0	9	56%
16	3	3	2	3	11	69%
17	4	3	3	4	14	88%
18	4	4	3	4	15	94%
19	4	4	3	4	15	94%
Average	3.461538462	3.769230769	2.846153846	3.076923077		
Total Percentages	63%	68%	51%	56%		

The focus students are the first three students in the chart. A student can gain a possible 4 points in each category. The total grade percentage is based on how many points each student received over all out of 16 total points. The average of each category is shown at the bottom of the chart. These scores are determined by the teacher based on the finished background and the student exit ticket from lesson 2. The scores are measuring the student's understanding and ability to explain the learning objective which states that, "students will create a background by using differing values and temperatures of color to create emotion in their artwork" from lesson two. For the students that have special needs or accommodations, the video was reviewed to assess the academic language and understanding of the Learning objective for Lesson 2. The colors of the lines indicate the Grade ranges. The yellow lines are the 90-100% Range students. The Blue Lines are the 80-89% Range students. The green line is the one and only student in the 70-79% Range. The orange lines are the 69% or below Range students.

The chart helps me to summarize student learning for your whole class, by showing that the students as a whole are grasping the concepts, but are not as strong in the actual development of the artwork by the handling of the medium. Some of this could have to do with dexterity or time with the medium. Either way the both come down to practice and the need to have more time and experience with the medium that is being used.]

- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or for individual learners relative to their abilities to create, present, or respond to visual art.

The evidence being analyzed should incorporate learning about at least one of the following components:

- interpreting art
- developing works of art/design
- relating art to context

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[The above chart shows the breakdown of the Evaluation Criterion Rubric for Lesson 2. The rubric contains the teacher's analysis of the student's development of their work of art as well as the student's explanation of their backgrounds by using an exit ticket. The student's input is assessed by the teacher for their understanding of creating moods with color through their explanation.

The evidence found in the works samples of the Focus Students which are the first three students listed are indicated through the chart. Focus Student One has special needs and therefore has a difficult time writing as well as communicating. She currently does not have an IEP, but is being tested to see what accommodations are needed. When I met with her in the Task 3 Part B Evidence of Feedback Student 1 video at timestamp 0:07, she was unable to explain how colors create moods. She focused on the colors themselves and how she drew her snowman for the next phase of the project. When I asked her how the colors made her feel she just talked about what she drew. Although the student has a difficult time verbally or writing her explanation, the evidence proves that she excels in her use of the art medium as seen in the chart and on her rubric for the lesson 2 assessment. She has strong artistic skills in drawing and color mediums. She often mimics what she sees and duplicates it in her artwork as seen in the flying donut on the top of her drawing after watching me draw one as a demonstration one day. Her lowest scores were in the area of communication by explaining what she is doing or the

mood that she chose which dropped her down to the 69% or below Range level, but visually she excels.

The evidence found for Focus student two is that he truly excelled in this phase of the project and his work ranked in the 90-100% Range level as one of the 6 developing in this bracket. I chose him as the mid-ranged student, but he effectively explained his background as well as explaining how the different colors create moods. He seems to grasp the learning objective based on his explanation of color and moods in relation to developing his artwork. He also worked well with the medium in developing his background.

The evidence found in Focus Student three is that she is at a good skill level with the medium. She understands colors and moods and she began creating it, but she kept adding objects while she developed her artwork which made her background busy while she explained that it was calming. Because her artwork did not match what she was explaining, she did not receive as high of marks in her student assessment. I chose this student as the High-range student, and after reviewing the evidence from the assessment, I see the need to teach about composition and communicating visually. Focus student two is still above average but was not as high as I thought she would be.

After reviewing the evidence of a total of 18 students assessed, I discovered that 6 students were in the 90-100% Range Group, 7 students are in the 80-89% Range Group, 1 student is at the 70-79% Range, 3 students are in the 69% and below Range. Overall the class seems to do well with creating values with color as well as a good understanding explaining how colors create moods. The one area that seems to be the lowest range for the assessment is controlling the medium. This was the first time using watercolor for some of the students this school year and for the average to be 2.85 out of 4 possible points, they are above average in their skill level in developing artwork with watercolors.]

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

[All videos for the Focus Students are individual clips.]

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. **(Delete choices that do not apply.)**
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In video clip(s) from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

[All videos for the Focus Students are individual clips.]

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[I provided two forms of feedback for the students on this project. The first was a rubric where I graded the students on different categories of the project. Each category was worth 4 points. Category 1 was if they exhibited an understanding of moods in their artwork. Category 2 assessed if the student used varied values in their background. Category 3 measured the students handling of the medium for draftsmanship. Category 4 measured the explanation of the moods in their background. Students were assessed on their use of verbalizing the moods as well as the execution of the paint to develop moods in their artwork.

Focus student 1 has special needs. She currently does not have an IEP, but she is being tested for some form of Autism. Her English is broken, but she seems to understand what's going on, she just does not know how to think abstractly. She is very artistic in mimicking what she sees. I addressed Focus Student 1 in the rubric by complementing her brushwork as well as her choice of colors. I also complemented her creativity in the drawing of her snowman and looked forward to seeing her final product. Her strengths are definitely in her artistic ability to draw what she sees and the handling of art mediums. She does like to jump ahead, and I also cautioned her not to jump ahead. She drew something on her painting that she tried to cover up with the drawing of her snowman, which may repel the paint because she used crayons. Her lowest score was on her explaining of the color moods. She did not make the connection between color and mood. On her exit ticket, she only wrote two words, "background" and "color", but it seems like she is limited in her writing. She just identifies what she sees, but doesn't seem to comprehend or have the ability to explain what is in the abstract. In her video, I asked her to tell me about her background. She responds at 0:12 seconds in the Task 3 Part B Evidence of Feedback Student 1 video with, "I make the reds pink." I tried prompting her with questions to see if she would talk about the moods by asking her how pink made her feel, but she would never say an emotion. I asked her at 0:17 seconds in the same video what made it pink, she responded at 0:19 seconds with, "blue." I was seeing if she understood that adding more water made it pink, but she did not understand what I was asking. In the interview I asked her at 0:24 what she felt with these colors, and she responded at 0:29 with, "I was trying to make the snow." We had talked in class about putting our scene in the background and snowman in the foreground which were vocabulary words, and I asked her at 0:39 seconds where her snow was, and she said foreground at 0:47 seconds. At 0:57 seconds in the same video, she explained what her snowman drawing is chewing "gum and it said pop." She only commented on what she saw. I suggested at 1:08 that she used her strong colors which we talked about in Lesson one with the color wheel to make her snowman stand out. I reminded her of value where we talked about light and shadow in prior lessons to add to her snowman at 1:16.

When I chose Focus Student 2, I chose him as my Mid-Range student. But after assessing his understanding of the Learning Objective for Lesson 2, he showed evidence of an understanding about emotions in colors. I provided feedback in his Rubric by addressing his strengths in exhibiting the moods that he described on his exit ticket in his work. I also explained how he used the color temperatures which were also included in the learning objective to cool down his artwork towards the ice. Focus student 2 handled the medium very well and scored a 15 out of 16 points on the project which placed him in the "A" bracket of the class standings.

When I met with focus student 2 on video, I asked him to explain his background at 0:07 seconds on the Task 3 Part B Evidence of Feedback Student 2 video. He began at 0:10 by saying, "My background is suppose to be at a hockey game. Its kind of happy and the lower you get down, it gets sadder, but up here its like where all the crowd is like mad and at the same time this is happy [Pointing at the orange] this is like ok [the green section] and this is where its mad. [The purple section at the bottom]". At 0:45 seconds, I talked to him about the colors feeling calming towards the bottom and those are cool colors which would be where the ice is. I

reminded him how we talked about color temperatures and that his colors were cool. At 0:56, I did refer to his comment about how at hockey games people do get angry and his colors work for the red section. At 1:04, I complement how the way his background shows a lot of energy. At 1:13, Focus student 2 explains his snowman and how he fits into the picture. At 1:51, I gave feedback to look for opportunities to use solid shapes and color since his background is so energetic. At 1:45, the student asks a question about painting the details on his snowman, and I return with feedback on possibly drawing over the paint when it dries or drawing with the brush on top of the paint. I also shared techniques to steady his hand if painting details.

I chose Focus student 3 as my Higher Range Student. On her rubric the evidence indicated that she scored a 14 out of 16 which put her in the 80-89% Range bracket for the class. The reason that she did not score higher is because her words were not matching the artwork completely. She wrote on her exit ticket that she wanted to represent a calm background, and she did but added dark black lines to represent birds and it became a little busy. However, on the Task 3 Part B Evidence of Feedback Student 3 video, at 0:12 seconds, she explains that her background is happy on the top with the lighter colors and sad in the middle and it changes back to happy. In the video, she exhibits more of an understanding when she explains her artwork. At 0:28, she goes on to explain that her snowman is at the beach on the sand. I ask her about the position of her snowman to see if she exhibits evidence of understanding the background. At 0:50, she says that her sky is in the background and her snowman is in the foreground using her vocabulary words. An area on her rubric where I offered suggestions when showing something as calm, she may not include as many birds in the future because it can take away from her calming feeling. In the video at 1:59, I also shared how I like the use of the lighter values because it does feel happy and lighter, but when she does her snowman to add more layers so that it's a little thicker so that its more solid and gives contrast and makes the foreground stand out.]

- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[I supported each focus student in lesson 3 of the same learning segment in which the learning objective states, "Students will apply their understanding of form to develop a snowman by applying value to a circle to create spheres for their snowman in the foreground of their painting. Students will also choose all of the accessories and the look of the snowman to make it more personal." All three of the focus students had a similar need in that their backgrounds were a little busy. The foreground needs to stand out more; therefore, I supported them by demonstrating how to use more contrasting values in the foreground as well as solid shapes to also help bring their snowman forward as well. I have already demonstrated the process of creating form with color. The next step was to allow the students to develop their artwork and snowmen. While were doing this, I will walked around the room and offered help as needed to coach the students in creating spheres. I would demonstrate how to apply the paint to develop the look of their artwork they wanted on a case-by-case basis.]

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clip(s) from Instruction Task 2 and provide time-stamp references for evidence of language use.
 2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
 3. Use the student work samples analyzed in Assessment Task 3 and cite language use.
- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
- selected language function,
 - vocabulary and/or key phrases, **AND**
 - syntax or discourse
- to develop content understandings.

[For lesson two in the learning segment, I chose the language function, "explain". I wanted the students to be able to "explain" how colors and color temperatures affect moods. They also explained how to create artwork that has a foreground and background and how to develop their background. During the learning segment in the Lesson 2 Assessment, Focus student 2 in the video "Task 3 Part B Evidence of Feedback Student 2 used academic language in a discourse format to explain his artwork by using the vocabulary words learned in class. He began his discourse at timestamp 0:10 by explaining his background and talking about the moods created with color in the development of his artwork. He says, "My background is suppose to be at a hockey game. Its kind of happy and the lower you get down, it gets sadder, but up here it's like where all the crowd is like mad and at the same time this is happy [Pointing at the orange] this is like ok [the green section] and this is where its mad. [The purple section at the bottom]". He also writes the vocabulary word, "background" while explaining how he developed the moods along with the colors of his choice. He chose a happy background and used yellow, orange and red to show this in his artwork on his exit ticket. In the video named, "Task 3 Part B Evidence of Feedback Student 3", Focus Student 3 also gives a discourse explaining her vocabulary word "background" and how she created a calm happy feeling as well and the mood that she developed with her light valued colors with syntax in her artwork. Like Focus Student 2, Focus Student 3 also uses the vocabulary in her exit ticket by explaining her background being calm and using pinks and black for her background. Focus Student 1 also writes one of the vocabulary words "background" on her exit ticket and when asked about her background in the video named Task 3 Part B Evidence of Feedback Student 1, she explains her background colors in the development of her artwork through syntax by sharing her process as well at timestamp 0:12 by saying, "I make the reds pink.".]

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
- For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners,

struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Based on my analysis of student learning presented in prompts 1b-c, my next steps for instruction would be to provide more opportunities and time for students to practice with the medium of watercolor to develop their medium handling skills. The students did not score as well in their use of the medium as they did in relating colors with moods. I also feel like the students get excited about using a different medium and their excitement sometimes takes over what they want to say with their artwork. Because of this, they often overwork or rush their project and then constantly ask if they can start over. Because of our limited time and resources, that is usually not an option, but it does open the door to make suggestions on how they can turn “their mess into a and/or opportunities to teach about making a plan for developing their artwork. By allowing students to have more time with their art medium, they may be able to plan out their project a little better because the medium will be more familiar. This will also give the students like Focus Student 1 with special needs and those with attention deficits more hands on experiences.

I also feel like I need to explain how art communicates and allow students time to think about what they are explaining about their artwork versus what they actually developed. For example, I can show more samples of different backgrounds and allow the students time to analyze what they see so that when they develop their artwork, they can communicate more effectively what they are choosing to create. This will help the students like Focus Student 2 and 3 to understand how to communicate with art.]

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[In “A Guide for Teaching and Learning in the Visual Arts” by Judith M. Burton she talks about the connection between visual representation with the materials used. (Burton, p. 140) My next steps in allowing my students more time to experiment with the mediums is to figure out how to make my lectures and demonstrations more concise. According to the College Board Research Child Development Report, Students at this age gravitate towards more active participation with the materials. (College p. 47) I need to cut back on examples and maybe allow for just a few students to answer the questions instead of everyone that raises their hands. I also need to not review as extensive. I can limit my questions to a few important review questions that are pertinent to the current specific learning segment, but not go all the way back to the beginning of the school year each time. I also need to block out time and plan the minutes to get the most out of the 40 minutes that I have with the students. I may need to incorporate the use of a timer so that the students will be aware of their time as well. They already know when my alarm sounds after 30 minutes, we are nearing the time to clean up and wind down. This may allow for the students to have a more regimented schedule as well so that our time is used wisely in developing.]

References

College Board. (2012). Child Development and Arts Education: A review of current research and best practices.

https://canvas.uncp.edu/courses/33797/files/5595971?module_item_id=188020

Burton, J.M. (2004). A guide for teaching and learning in the visual arts.
Teachers College Columbia University.

Lesson 2: Student Assessment**Exit Ticket: Background**

Fill in the blanks with your response to the questions about the color and mood of your background.

Name: _____

Explain (What was the mood of your background?):

Explain how you created this mood.

Lesson 2: Using Color to Create Moods
Teacher Assessment Rubric

Criterion	Very Clearly Demonstrated 4 points	Demonstrated 3 points	Somewhat Demonstrated 2 points	Very Little Demonstration 1 points	No Demonstration 0 points
Students exhibit evidence of understanding creating moods.					
Students create varied values with color.					
Students demonstrate control of the medium in their draftsmanship.					
Student shows understanding of moods by explaining the moods and how they developed that mood in their artwork.					
Total Points					

*The above exit ticket is for the student to give a written discourse explaining the mood they chose to create and syntax on how they developed their background. The rubric is for the teacher to assess where the student is developmentally in art for this specific lesson and phase of the development of the artwork.