

# Program 6

## The Role of Assessment in Curriculum Design

### Description

What are some of the ways teachers can evaluate student learning in a classroom that integrates the arts? How can teachers use assessment effectively to inform curriculum design?

Having laid foundations for their own units of study in Program 5, the Learner Teams in Program 6 discover how to build formative and summative assessments into the units they are developing. They consider assessment strategies used in the lessons of Programs 1–4, continue working on their own units by developing performance tasks that address assessment criteria, and create scoring guidelines.

The Learner Teams refer to Programs 1–4, which used *Quidam* as the focal point for an entire arts-based unit. The Learner Teams look at the assessment strategies used in those programs to:

- understand the role and value of assessments;
- define, identify, and analyze various types of assessments;
- develop performance tasks to use as assessment tools; and
- create scoring guidelines for assessing how well students carry out performance tasks.

In this session, you will develop performance tasks and scoring guidelines to evaluate students' performance on the tasks. You can use the assessment practices discussed here in designing curriculum for virtually any subject area.

### Learning Objectives

- Write a performance task to use as an assessment tool.
- Align the performance task with a unit objective.
- Design a set of scoring guidelines, or rubric.

### Guiding Questions

The following are questions for your group to consider as you work through the session.

- How can assessments be used as curriculum planning tools?
- What is the difference between a performance task and a performance?
- How can you establish effective criteria for assessment in the arts?

## **Key Concepts/Vocabulary**

- *Criteria*: the essential components that demonstrate successful accomplishment of learning objectives
- *Formative assessment*: evaluation that occurs throughout a unit of study to let teachers know how well students are learning what has been taught so far
- *Informal observations*: teacher-conducted observations or recordings of a whole group, small group, or individual learner performances
- *Performance tasks*: activities that allow the learner to demonstrate his/her understandings through a scenario, employing a goal and a role to create a product or performance for a given audience
- *Reflection*: the opportunity for learners to think about previous learning and how it affected their understanding and decision-making; it can be expressed in verbal or written form
- *Rubric*: a scoring guide that includes all criteria for a range of levels of achievement; it is provided to learners prior to learning activities and uses clear and concise language
- *Summative assessment*: an evaluation conducted at the end of a lesson or unit of study to measure accomplishment of a completed process or product

# Workshop Session (On-Site)

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## Materials and Resources

- Videotape or broadcast of Program 6—The Role of Assessment in Curriculum Design
- Paper, pencils, and markers
- Written work, completed during the workshop session for Program 5, including constructed enduring ideas/understandings and essential questions
- Handout: Evaluating Performance Tasks Worksheet (with sample)
- Handout: Performance Tasks Worksheet (with sample)
- Handout: Performance Tasks Rubric Worksheet (with sample)
- Reading: Criteria for Planning Multi-Arts Instruction

Handouts and readings are available in the Appendix of this guide or on the workshop Web site.

## Getting Ready (10 minutes)

At the conclusion of the previous workshop session, you were asked to think about how you might design curriculum using practices introduced in Program 5, such as the development of enduring ideas/understandings and essential questions. Discuss the difficulties and successes you encountered in working with this curriculum design model.

**Facilitator:** Encourage participants to begin thinking about assessment by discussing the following questions.

- How do we know students have learned what we taught?
- What is the difference between a formative assessment and a summative assessment?
- How are formative assessment and summative assessment interrelated?

## Watch the Workshop Program (60 minutes)

View Program 6—The Role of Assessment in Curriculum Design.

As you watch the program, consider the following focus questions.

- What does it mean to ask students to reflect on their learning?
- How does a performance task influence a student performance?
- How does a rubric serve as a valid and reliable assessment tool?

# Workshop Session (On-Site), cont'd.

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## Suggested Activities and Discussion (50 minutes)

### Writing and Evaluating Performance Tasks (40 minutes)

Reassemble in the four groups established in Program 5. Each group will write a performance task that would enable students to demonstrate their grasp of the enduring idea/understanding and essential questions previously crafted for a lesson integrating the arts. Use the Performance Tasks Worksheet and the completed sample as a guide in writing the performance task.

**Facilitator:** Distribute the handout, Performance Tasks Worksheet (with sample).

As you work, consider the following questions.

- How will you refer to this task when giving instructions? What will be the title?
- What knowledge and skills will be assessed through this task? How will this task enable students to show what they know and can do?
- What is the purpose of this assessment tool? Will you use this evaluation to monitor students' progress and inform further instruction, or will you measure the students' completed process or product?
- What is the goal of the task? How will this task help to confirm students' achievement of the unit objectives?

Decide on the following:

- the situation in which the performance task will take place,
- what students must do to complete the task,
- the intended audience for the task, and
- the product or process that will result from the task.

Write a scenario for the performance task that takes the following key elements into account:

- *Goal:* Why are you asking students to do this?
- *Role:* Whom will students portray as they develop the scenario?
- *Audience:* For whom is the process or product intended?
- *Situation:* What will students do to accomplish the goal?
- *Performance or product:* How will students demonstrate their understanding?

**Facilitator:** Distribute the handout, Evaluating Performance Tasks Worksheet (with sample).

Using the Evaluating Performance Tasks Worksheet and completed sample to organize your thoughts, analyze your performance task to ensure that task criteria are aligned with lesson objectives. Edit your completed scenario if necessary.

Based on the performance task scenario you have written, design an assessment rubric that would enable you to effectively score students' performance. Use the Performance Tasks Rubric Worksheet and completed sample as a guide.

**Facilitator:** Distribute the handout, Performance Tasks Rubric Worksheet (with sample).

### Reflection (10 minutes)

- What benefits do you see in the "backward planning" approach to writing curriculum?
- Based on these insights, how might you use assessment differently in your classroom?

**Facilitator:** Use the following questions to focus a closing discussion.

This process for designing performance tasks is adapted from Wiggins' and McTighe's *Understanding by Design*. (See [www.ascd.org/readingroom/books/wiggins98toc.html](http://www.ascd.org/readingroom/books/wiggins98toc.html) for more information.)

# Between Sessions (On Your Own)

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## Homework Assignment

Having done the “backward planning” of using assessment as a starting point for curriculum design, you now are prepared for the next step in the curriculum design process—development of the sequence and content for your lesson plans. Consider these key elements as you continue to develop lesson plans and write notes in your journal:

- *Content:* The knowledge and skills you intend to measure through your performance task represent what you must teach in this unit. How many lessons will it take for students to learn what they need to successfully complete the task?
- *Instruction:* As you develop content, consider various ways students could learn it, including both traditional and inquiry-based methods of instruction. If most of the instructional strategies you plan to use fall into the traditional category, consider trying methods that are more inquiry-based. What methods help your students learn most effectively? Daily lectures? Hands-on activities? A combination of approaches?
- *Integration of subjects:* Integrate a variety of subjects if each subject plays an essential role in the learning that is desired. If you took one of the intended subjects out, would students still get what they should out of the lesson or unit?

If possible, apply the ideas from Program 6 in your own classroom. For example, create a lesson plan integrating the arts based on knowledge and skills that you want to assess. Design a performance task that would enable students to show that they have achieved the relevant objective.

You can find the assessment design plans and handouts on the workshop Web site at [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom).

Develop your own multi-arts unit of study. To assist you in your planning, use the checklist of criteria provided in the reading, *Criteria for Planning Multi-Arts Instruction*, which can be found in the Appendix of this guide.

## Optional Activities

Other enrichment activities can boost your learning between workshop sessions. Consider the recommended activities below and choose those that best meet your needs. Time permitting, you might share what you find out before or after your next workshop session.

Watch some or all of these programs from *The Arts in Every Classroom: A Video Library, K–5*:

- What Is Arts Education?
- How Do You Know They’re Learning?
- Developing an Arts-Based Unit
- Students Create a Multi-Arts Performance
- Borrowing From the Arts To Enhance Learning

Research resources on performance task assessment and curriculum design at your school or public library or on the Web.

# Between Sessions (On Your Own), cont'd.

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## Reading Assignment

To support your understanding of Program 6, see the following reading:

- Criteria for Planning Multi-Arts Instruction

In addition, see the following articles:

- "Arts Assessment Guide" ([www.kosd.org/~patt/arts/](http://www.kosd.org/~patt/arts/)) by Ray Wilkins, Pennsylvania Department of Education. This guide is intended to assist teachers in matching challenging curriculum and instruction with authentic assessment strategies that mirror the teaching/learning experience.
- "Assessment in the Arts" ([www.eduweb.vic.gov.au/curriculumatwork/arts/ar\\_assess.htm](http://www.eduweb.vic.gov.au/curriculumatwork/arts/ar_assess.htm)). This is a discussion of arts assessment with sample learning outcomes and indicators.

## Suggested Additional Reading

- "Classroom Assessment for Learning" ([www.ascd.org/frameedlead.html](http://www.ascd.org/frameedlead.html)) by Stephen Chappuis and Richard J. Stiggins, *Educational Leadership*, Volume 60, September 2002. Classroom assessment that involves students in the process and focuses on increasing learning can motivate rather than merely measure students.

To prepare for Program 7, review these readings:

- Roles of Arts Specialists and Classroom Teachers
- Comprehensive Arts Education

These readings can be found in the Appendix of this guide or on the workshop Web site at [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom).

In addition, read about the Learner Teams and their schools in the About the Contributors section of this guide.

If time permits, look up additional resources on writing assessment rubrics:

- National standards for student achievement in all major subject areas, which can be found easily on the Internet, can help you set expectations for student learning.
- Most states and many local school districts also have established academic standards or guidelines for student learning. Find out whether your school district provides benchmarks for the knowledge and skills that students are expected to master at various grade levels.
- For arts education, many states rely on the *National Standards for Arts Education*, available at [http://artsedge.kennedy-center.org/professional\\_resources/standards/natstandards/](http://artsedge.kennedy-center.org/professional_resources/standards/natstandards/).
- An excellent resource on assessment specific to the arts is Beattie's *Assessment in the Arts*. For more information, see [www.davis-art.com](http://www.davis-art.com).