**Instruction and Assessment**

The world can be discovered through creative means as well as scientific. When students make art, they are expressing their views of the world through images, symbols and movement. Sometimes an art work can speak more than a book. As an art teacher, my goal is to help students find their voice not only in writing or speech, but in a visual language. My ultimate goal is to help students process the information they must learn every day such as problem solving, brainstorming and connecting to family and community.

* Authentic Assessment

Authentic Assessment, or “*Backward Design” (Wiggins/Mc Tighe, 2005)*, is starting with learning goals and then building a lesson from that point. Considering students needs of mastering skills and what is important for them to remember becomes the driving method of lesson planning. Authentic Assessment then is the measure of a student’s mastery and depth of knowledge of skills from a particular lesson. Students can show their knowledge and mastery through a variety of steps. Their sketchbooks can show the brainstorming used to come up with ideas and refinements. By using formative assessments during the creation process, students can also show their ability to adapt and problem solve. Using a type of traditional assessment can give finality to a project which can take form of critiques, extended essays, portfolios, mini-exhibitions and/or artist statements.

* Formative Assessment

Formative Assessment in art education happens while the teacher is roaming from student to student helping and guiding where needed. Formative assessment is central to learning so that a teacher can judge whether a student is grasping a concept or technique. This type of assessment is very important so that a teacher can adjust their instruction. During this type of assessment students need to feel that it is acceptable to take risks in their thinking and applications of concepts. This allows them to realize that sometimes the way we learn is through failure.

* Summative Assessment

Summative Assessment in art is also important so that students and administrators know when goals were accomplished. Summative assessments in art are also critiques. Critiques can give input to projects from fellow students that could be used for future art. In middle and high school, this can be more effective than having a teacher only give feedback. Students can benefit from critiques but in a different way.