

Lisa's Elementary Assessments

SAMPLES

*You may adapt these, use them as-is, or disregard them,
whatever works best for you.*

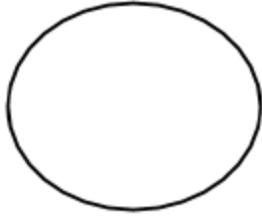
Pre & Post Tests

For Pre-K, I use the pre-k visual arts pre and post assessment available as a free download from I'm Art Smart's store on Teachers Pay Teachers

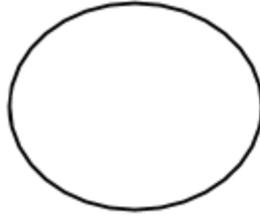
<https://www.teacherspayteachers.com/Product/Pre-K-Visual-Art-Pre-and-Post-Assessment-Checklist-930381>

Kindergarten Pre-Test

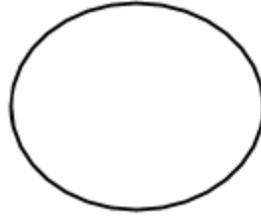
Yellow



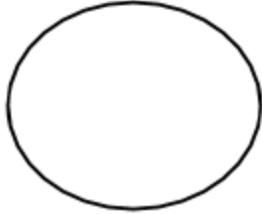
Green



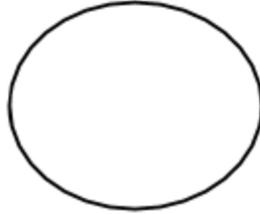
Blue



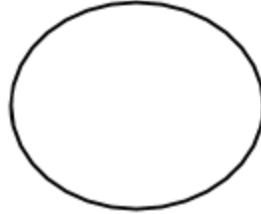
Purple



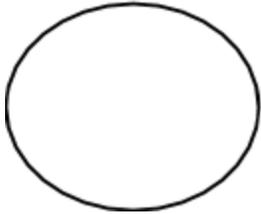
Red



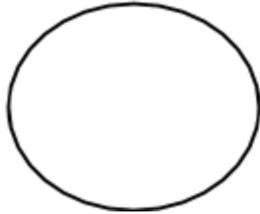
Orange



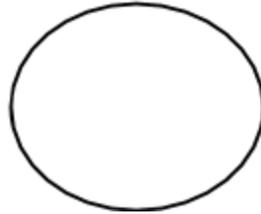
Black



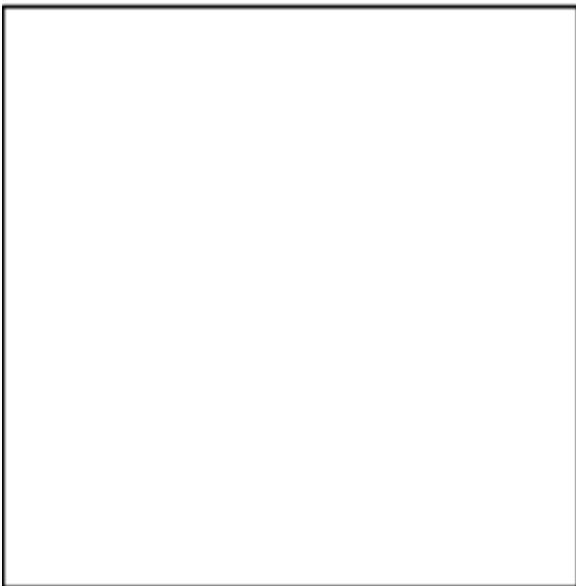
White



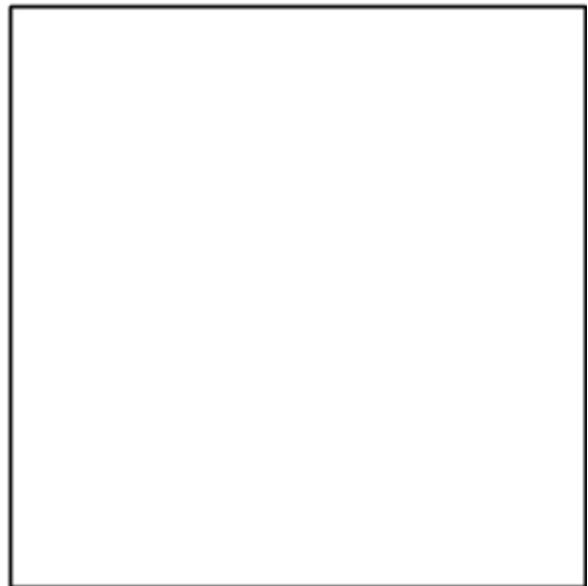
Pink



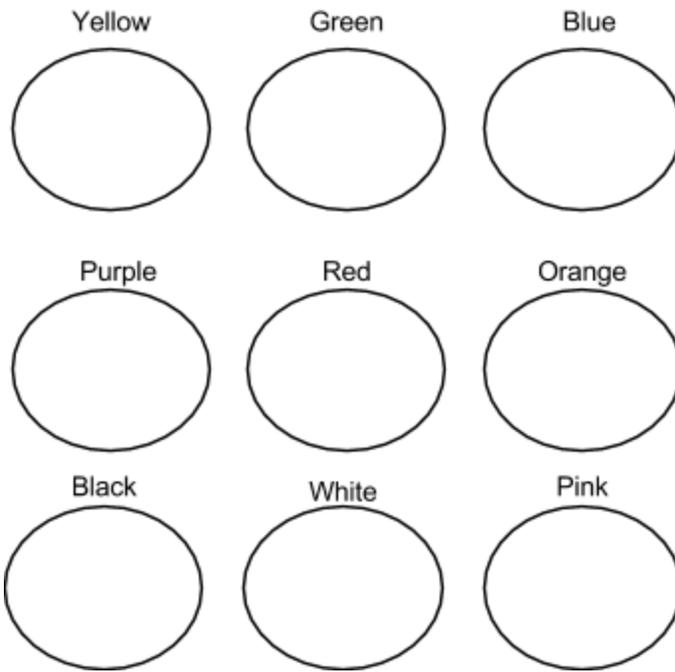
Draw a picture of yourself.



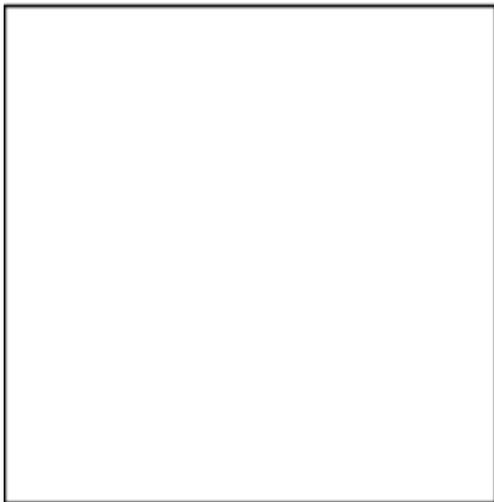
Draw a picture of an animal.



Kindergarten Post-Test



Draw a picture of yourself.



Draw a picture of an animal.



Color the squares with the primary colors.



Color the squares with the secondary colors.

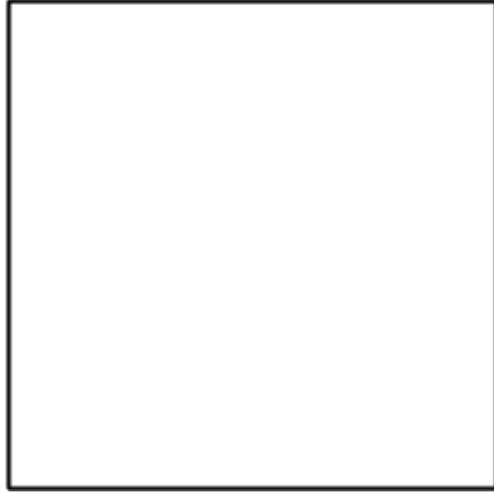


First Grade Pre-Test

Draw a picture of yourself.

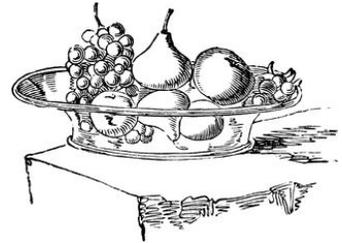
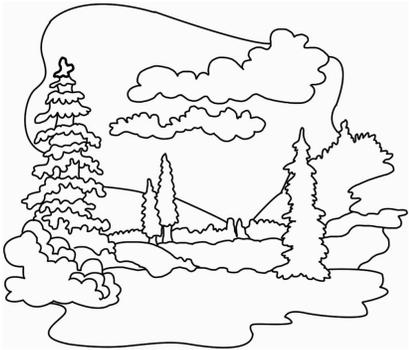


Draw a picture of an animal.



Reflect on the drawings that you just made:

Match the word to the picture:



Still Life

Landscape

Portrait

First Grade Post-Test

Match the word to the picture.

Realistic



Abstract



Draw a picture of yourself.



Draw a picture of an animal.



Reflect on the drawings you just made:



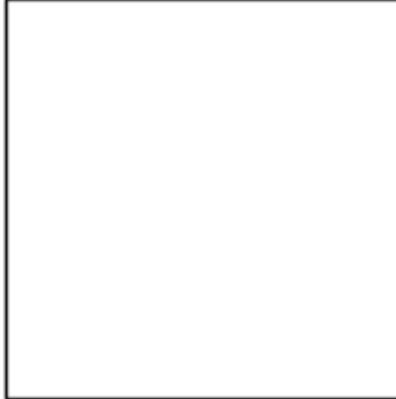
What is the subject of this picture?

Second Grade Pre-Test

Draw a picture of yourself.



Draw a picture of an animal.



Reflect on the drawings that you just made:



What is the subject of this picture?

What genre is this? (Circle one)

Still Life

Landscape

Portrait

Art Goals.

Circle one goal for the year from the list below. You will need to work on your goal during each project.

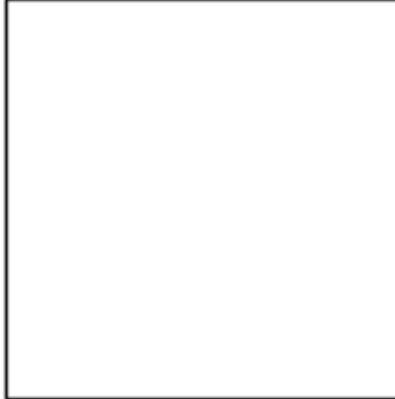
1. My goal is to take more time when I am working on my art.
2. My goal is to put more effort into my artwork.
3. My goal is to listen in class more.
4. My goal is to learn the reasons we create our projects.
5. My goal is to learn how to use supplies correctly, so that I can do better.
6. My goal is to explain my artwork to others.
7. My goal is to feel good about my artwork.
8. My goal is to find an art form I enjoy.

Second Grade Post-Test

Draw a picture of yourself.



Draw a picture of an animal.



Reflect on the drawings that you just made:



What is the subject of this picture?

What genre is this? (Circle one)

Still Life

Landscape

Portrait

This picture is (circle one)

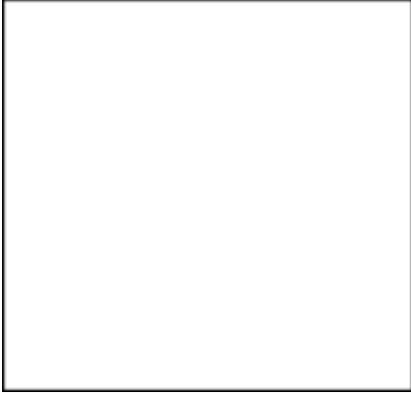
Realistic

Abstract

Why is it important to look at famous artwork?

Third Grade Pre-Test

Draw a picture of yourself.



Draw a picture of an animal.



Reflect on the drawings that you just made:



What is the subject of this picture?

What genre is this? (Circle one)

Still Life

Landscape

Portrait

This picture is (circle one)

Realistic

Abstract

Art Goals.

Circle one goal for the year from the list below. You will need to work on your goal during each unit.

1. My goal is to take more time when I am working on my art.
2. My goal is to put more effort into my artwork.
3. My goal is to listen in class more.
4. My goal is to learn the reasons we create our projects.
5. My goal is to learn how to use supplies correctly, so that I can do better.
6. My goal is to explain my artwork to others.
7. My goal is to feel good about my artwork.
8. My goal is to find an art form I enjoy.

Third Grade Post-Test



What is the subject of this artwork?

(Circle one) This picture is a:

This picture is (Circle one)



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the drawings you just created:

Why is it important to envision completed artwork, or the next step in the process of creating artwork?

Why is it important to study art history?

Fourth Grade Pre-Test



What is the subject of this artwork? _____

(Circle one) This picture is a:

(Circle one) This picture is:

Reflect on this picture, and think about *WHY* the artist created it?
What did the artist want to say to you?



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the artwork you just created. How did you envision it? It is inspired by art history?
How did you choose it? What do you want it to communicate to the viewer?

Art Goals.

Circle one goal for the year from the list below. You will need to work on your goal during each unit.

1. My goal is to take more time when I am working on my art.
2. My goal is to put more effort into my artwork.
3. My goal is to listen in class more.
4. My goal is to learn the reasons we create our projects.
5. My goal is to learn how to use supplies correctly, so that I can do better.
6. My goal is to explain my artwork to others.
7. My goal is to feel good about my artwork.
8. My goal is to find an art form I enjoy.

Fourth Grade Post-Test



What is the subject of this artwork? _____

(Circle one) What art form does this image represent?

(Circle one) This picture is a:

(Circle one) What media was used to create this piece?

What culture is this piece from? _____



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the artwork you just created. How did you envision the piece? Was it inspired by art history?

Why is it important to stretch yourself and explore new things in art?

Why is it important to find things that interest you and to persist until you know how to do things in art?

Why is it important to envision your artwork before you begin, or to envision the next step in a process?

Fifth Grade Pre-Test



What is the subject of this artwork? _____

(Circle one) What art form does this image represent?

(Circle one) This picture is a:

(Circle one) What media was used to create this piece?

What culture is this piece from? _____

Why do you believe this was created? _____



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the artwork you just created. How did you envision it? It is inspired by art history? How did you choose it? What do you want it to communicate to the viewer?

Art Goals.

Circle one goal for the year from the list below. You will need to work on your goal during each unit.

1. My goal is to take more time when I am working on my art.
2. My goal is to put more effort into my artwork.
3. My goal is to listen in class more.
4. My goal is to learn the reasons we create our projects.
5. My goal is to learn how to use supplies correctly, so that I can do better.
6. My goal is to explain my artwork to others.
7. My goal is to feel good about my artwork.
8. My goal is to find an art form I enjoy.

Fifth Grade Post-Test



What is the subject of this artwork? _____

(Circle one) What art form does this image represent?

(Circle one) This picture is a:

(Circle one) What media was used to create this piece?

Why did the artist make this piece? _____



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the artwork you just created. How did you envision the piece? Was it inspired by art history?

Why is it important to stretch yourself and explore new things in art?

Why is it important to find things that interest you and to persist until you know how to do things in art?

Why is it important to envision your artwork before you begin, or to envision the next step in a process?

Sixth Grade Pre-Test



What is the subject of this artwork? _____

(Circle one) What art form does this image represent?

(Circle one) This picture is a:

(Circle one) What media was used to create this piece?



Draw a picture of yourself.



Draw a picture of an animal.

Reflect on the artwork you just created. How did you envision it? It is inspired by art history? How did you choose it? What do you want it to communicate to the viewer?

Art Goals.

Circle one goal for the year from the list below. You will need to work on your goal during each unit.

1. My goal is to take more time when I am working on my art.
2. My goal is to put more effort into my artwork.
3. My goal is to listen in class more.
4. My goal is to learn the reasons we create our projects.
5. My goal is to learn how to use supplies correctly, so that I can do better.
6. My goal is to explain my artwork to others.
7. My goal is to feel good about my artwork.
8. My goal is to find an art form I enjoy.

Note about 6th Grade Post-Test

For my 6th Grade Post-Test, I will be using the 7th grade teacher's pre-test.

Self-Evaluations

I have students self-evaluate their artwork in two ways. The first is a small questionnaire that is completed at the end of every project. The second, is on a letter that is sent home with information about what we learned and will be learning next. The letter includes questions families can use to interview their students.

Self-Evaluation Part I

Evaluating Your Artwork:

- | | | |
|------------------------------------|-----|----|
| 1. I took my time: | yes | no |
| 2. I did my best: | yes | no |
| 3. I challenged myself: | yes | no |
| 4. I know why I made this project: | yes | no |
| 5. I could help someone else: | yes | no |
| 6. I worked toward my goal: | yes | no |
| 7. I am happy with my project: | yes | no |

Self-Evaluation Part II

Level 1: I can create a still life.

Level 2: I can design a paper doll with extra clothes.

Level 3: I can design and create a project that explores beauty.

Write one thing that you would like to share with your family about your art:

Peer Evaluations

Peer-evaluation techniques adapted from Liz Lerman's Critical Response Process

Gallery Walk Procedures:

Line up artwork along tables and stand beside artwork.

Teacher will divide into Team 1 and Team 2

Team 1 stands beside artwork while Team 2 walks around the room viewing artwork. Team 2 may ask Team 1 about their decisions. "How did you choose...." "Why did you decide..." "Can you explain..."

After Team 2 has finished they stand by their artwork and Team 1 walks around the room viewing work. Team 1 asks the same questions as Team 2.

All students walk around the room to view work.

Teacher asks:

Go stand beside a piece of artwork that isn't yours, or a friend's, but that has a quality you admire.

Class discusses what qualities they admire and why
Students pick up artwork and revise artwork with remaining time.

Gallery Walk Rules:

We are kind.

We ask thoughtful neutral questions.

We keep our opinions to ourselves.

We stay positive.

We stay on task.

We keep our voices at a "2" or lower.

Share Session Procedures:

Students will partner with the person sitting diagonally from them.

Partner 1 will explain three things about their artwork.

Partner 2 will ask a thoughtful question and will share opinions with "I have an opinion may I voice it" and "I think it would be nice if..."

Partner 2 will explain three things about their artwork.

Partner 1 will ask a thoughtful question and will share opinions with "I have an opinion may I voice it" and "I think it would be nice if..."

Share Session Rules:

We are kind.

We ask thoughtful neutral questions.

We ask permission before giving our opinions.

We give our opinion with "I think it would be nice if..."

We stay positive.
We stay on task.
We keep our voices at “2” or lower.

Peer Critique Procedures:

Students will partner with the person beside them.
Students will exchange papers and think about 2 things that they like about their partner’s work.
Students will share these positive things with each other.
Students may ask neutral questions “why did you choose...” “Can you explain...” “How did you...”
Students will each come up with two suggestions to improve their partner’s work.
Students will ask permission to share “I have an opinion, may I voice it?” and will share with “I think it would be nice if...”
Students will revise their work based on suggestions they receive during the critique.

Peer Critique Rules:

We are kind.
We give genuine praise.
We ask thoughtful neutral questions.
We ask permission before giving our opinions.
We give our opinions with “I think it would be nice if...”
We stay positive.
We stay on task.
We keep our voices at “2” or lower.

Artist Interviews Procedure:

Students will be placed into 5 groups. Groups will “shuffle” their artwork and each group member will receive a random piece of artwork that isn’t theirs.
Students will examine the artwork and think of 3 interview questions (from the stem starters) to ask the artist.
Students will write down their questions, then they will ask the artist.
Students will record the artists answers.
After each student has interviewed their artist, they will show their group the artwork and discuss the artist’s answers like a reporter would.
Groups will share a reflection on the process with the class.

Teacher questions: How did it feel to interview someone about their artwork? How did it feel to be interviewed? Were your answers interpreted differently by your reporter than what you intended?

Artist Interviews Rules:

We are kind.
We ask thoughtful neutral questions.
We keep our opinions to ourselves.

We report the artist's answers like they were given.

We stay positive.

We stay on task.

We keep our voices at a "2" or lower.

Rubrics and Checklists

Sixth Grade Report 1

Name: _____

Weekly Expectations:

Expectation	1	2	3	4	5	6	7
Did I do my energizer activity?							
Did I listen during class?							
Did I follow directions?							
Did I use materials and supplies correctly?							
Did I clean up after myself?							

Project Expectations:

Did I complete my project?	
Did I write my artist statement?	
Was I able to answer how my work answered the big question of the unit?	
Did I participate in the peer review?	
Did I store my project correctly?	

Artist Statement:

Our big question was "How do artists combine ideas to make new ideas?"

Write a **complete paragraph** about how you combined ideas to make new ideas in your project.

Sixth Grade Report 2

Name: _____

Weekly Expectations:

Expectation	1	2	3	4	5	6	7
Did I do my energizer activity?							
Did I listen during class?							
Did I follow directions?							
Did I use materials and supplies correctly?							
Did I clean up after myself?							

**Week 7 is free-choice activity week, when students may choose what materials to use and what to make.*

Project Expectations:

Did I complete my project?	
Did I write my artist statement?	
Was I able to explain how my work answered the big question of the unit?	
Did I participate in the peer review?	
Did I store my project correctly?	

Artist Statement:

Our big question was "How do artists consider the needs of communities?"

Write a **complete paragraph** about how you considered the needs of a community in your project.
