



Assessing Expressive Learning: A Practical Guide for Teacher-directed Authentic Assessment in K- 12 Visual Arts Education

Charles M. Dorn, Robert Sabol, Stanley S. Madeja, F. Robert Sabol

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Assessing Expressive Learning is the only book in the art education field to date to propose and support a research-supported teacher-directed authentic assessment model for evaluating K-12 studio art, and to offer practical information on how to implement the model.

This practical text for developing visual arts assessment for grades 1-12 is based on and supported by the results of a year-long research effort primarily sponsored by the National Endowment for the Arts, involving 70 art teachers and 1,500 students in 12 school districts in Florida, Indiana, and Illinois. The purpose of the study was to demonstrate that creative artwork by K-12 students can be empirically assessed using quantitative measures that are consistent with the philosophical assumptions of authentic learning and with the means and ends of art, and that these measures can reliably assess student art growth. A further goal was to provide a rationale for the assessment of student art as an essential part of the K-12 instructional program and to encourage art teachers to take responsibility for and assume a leadership role in the assessment of art learning in the school and the school district.

Assessing Expressive Learning:

*reports on current assessment methods but also stresses a time-tested portfolio assessment process that can be used or adapted for use in any K-12 art classroom;

*includes the assessment instruments used in the study and several case studies of art teachers using electronic portfolios of student work, a bibliography of major art assessment efforts, and a critical review of current methods;

*is designed to be teacher- and system-friendly, unlike many other art assessment publications that provide only a review of information on assessment; and

*both documents an experiment where artistic values and aesthetic issues were considered paramount in the education of K-12 students in the visual arts, and also serves as a guide for the conduct of similar experiments by art teachers in the nation's schools--the research methodology and results are reported in an appendix in a format that will enable educational researchers to duplicate the study.

This volume is ideal as a text for upper-division undergraduate and graduate classes in visual arts education assessment, and highly relevant for college art education professors, researchers, and school district personnel involved in the education and supervision of art teachers, and researchers interested in performance measurement.

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