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COLASITE NAISIUNTA EALAINÉ IS DEARTHA
NATIONAL COLLEGE OF ART AND DESIGN
FACULTY OF EDUCATION

**ASPECTS OF ASSESSMENT IN EDUCATION AND
ART EDUCATION**
**A SYSTEM DEvised TO ENHANCE PERFORMANCE
IN THE CLASSROOM**

A Dissertation submitted to the Faculty of Education

in

Candidacy for the

B.A. DEGREE IN ART AND DESIGN EDUCATION

by

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APRIL 1997

FOR THE NATIONAL INSTITUTE OF EDUCATION

NATIONAL OFFICE OF EDUCATION

WASHINGTON, D.C. 20002

ASPECTS OF ASSESSMENT IN EDUCATION AND

INSTRUCTION

A SYSTEM OF EFFECTIVE INSTRUCTION

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WILLIAM M. MURPHY

1971

TABLE OF CONTENTS

LIST OF FIGURES	iii
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	v
ACKNOWLEDGEMENTS	vi
INTRODUCTION	vii
 CHAPTER	
I OVERVIEW OF EVALUATION AND ASSESSMENT	1
Literature review	
II ASSESSMENT WITHIN THE SCHOOL	8
The nature of assessment	
The purpose of assessment in schools	
Assessment procedures	
Disadvantages of assessment	
III ASSESSMENT WITHIN THE IRISH EDUCATION SYSTEM	21
Overview	
Within the Leaving Certificate Applied Programme	
Within the Leaving Certificate Vocational Programme	
IV ASSESSMENT WITHIN THE JUNIOR CERTIFICATE	28
PROGRAMME, ART CRAFT AND DESIGN	
Chief Examiners Report	
School-Based Assessment	
Alternatives to school-based assessment	
Current procedures in assessing art craft and design	
V PROPOSED ASSESSMENT SYSTEM	38
Introduction	
Self-assessment	
Assessment system	
Proposed assessment system	
Case studies using the system	
VI EVALUATION OF SYSTEM	73
Survey of practicing teachers and their	
appraisal of the proposed system	
CONCLUSION	78
APPENDICES	80
SELECTED BIBLIOGRAPHY	84

1. The first

2. The second

3. The third

4. The fourth

5. The fifth

6. The sixth

7. The seventh

8. The eighth

9. The ninth

10. The tenth

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13. The thirteenth

14. The fourteenth

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16. The sixteenth

17. The seventeenth

18. The eighteenth

19. The nineteenth

20. The twentieth

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22. The twenty-second

23. The twenty-third

24. The twenty-fourth

25. The twenty-fifth

26. The twenty-sixth

27. The twenty-seventh

28. The twenty-eighth

29. The twenty-ninth

30. The thirtieth

31. The thirty-first

32. The thirty-second

33. The thirty-third

34. The thirty-fourth

LIST OF FIGURES

1.1	Charles Shulz's "Lucy" cartoon.	5
3.1	Assessment of Modules Leaving Certificate Vocational Programme	25
3.2	Link Module Results Leaving Certificate Vocational Programme	26
4.1	Junior Certificate Examination Results, 1994	29
4.2	Assessment Objectives, Junior Certificate - Art Craft and Design	29
4.3	Junior Certificate Marking Scheme, 1996 Art Craft and Design	34
5.1	Illustration: student's work in progress and on completion	69
5.2	Illustration: students at work.	70

LIST OF TABLES

5.1	End of scheme, Art Craft and Design Student's self-assessment	40 41
5.2	Results to preliminary self-assessment First year students	42
5.3	Teacher's Assessment Sheet	45
5.4	Student Self-Assessment Sheet	46, 47
5.5	Assessment Correlation Sheet	48
5.6	Assessment Sheets for Case Study 1A	52-55
5.7	Assessment Sheets for Case Study 1B	56-59
5.8	Assessment Sheets for Case Study 1C	60-63
5.9	Assessment Sheets for Case Study 1D	64-67
5.10	Case Studies, 1A; 1B; 1C; 1D; Reasons for Answers:	67
5.11	Case Studies, 2A; 2B; 2C; 2D; Reasons for Answers:	72
6.1	Art Teacher's Survey	74
6.2	Art Teacher's Survey, compilation of answers	75
6.3	Art Teacher's preference for timing	75
6.4	Art Teacher's Comments	76

LIST OF ILLUSTRATIONS

5.1	First Year student's work in progress and on completion, theme: transpeotation	69
5.2	First year students at work	70

ACKNOWLEDGEMENTS

This Dissertation is dedicated to my parents,
Martin and Roseanne Mulhall.

I wish to acknowledge and thank the staff and the Faculty of Education at National College of Art and Design for their support and encouragement. Special thanks to my tutor Eileen Doyle for her expertise, advice and direction. Also, Frances Leslie for her help and encouragement.

In particular, I wish to thank my children Andrew, Kevin and Daniel for their patience, tolerance and understanding, of the time we could not spend together. It is with profound and sincere love and gratitude that I acknowledge the support and encouragement given me by my wife Eithne. Her dedication and commitment were an inspiration to me. I wish to acknowledge her vast contribution in time and energy to the realization of this Dissertation. Many thanks to friends and colleagues for their encouragement over the past four years.

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INTRODUCTION

Education in it's truest ideal is preparation for life. In school, academic subjects are concentrated on, while subjects such as Physical Education, Domestic Science, Art, Civics and Religion are appreciated somewhat as necessary diversions, less demanding optionals and as pursuits which create a *well rounded individual*. They are rarely appreciated for their *preparation for life* aspects, or their importance in developing traits which remain with the individual long after algebraic formulae and geometric theorems are forgotten.

Consider what can be developed from the study of Art Craft and Design - observation, appreciation of beauty, motor skills, proportion, perspective, problem solving skills and many more. These skills and benefits need to be more fully acknowledged and appreciated by educators, employers, students and parents or a good grade in art will not represent an observant, creative or inventive individual but will continue to be regarded as of no consequence.

Introduction

The purpose of this study is to investigate the relationship between the physical and psychological aspects of human behavior. The study is based on the assumption that the physical and psychological aspects of human behavior are interrelated and cannot be studied in isolation. The study is designed to explore the relationship between the physical and psychological aspects of human behavior in a systematic and scientific manner. The study is based on the assumption that the physical and psychological aspects of human behavior are interrelated and cannot be studied in isolation. The study is designed to explore the relationship between the physical and psychological aspects of human behavior in a systematic and scientific manner.

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Part of the problem is that many of these qualities, developed and encouraged by the study and practice of Art Craft and Design are never assessed in the classroom or for examination purposes. In this Dissertation I will investigate the relationship of assessment and evaluation in education. The nature, purpose, method and practice of assessment will be outlined and explored. Current assessment and evaluation procedures are scrutinized and commented on. Art Craft and Design criteria and marking structures will be outlined.

An assessment system incorporating student self-assessment is devised and proposed and specific case studies of end of scheme first year students will be examined and correlated to show problems encountered and conclusions drawn. Finally, the results of a survey of Art teacher's impressions of the proposal will be furnished and their comments explored. The benefits of this or a similar system will be summed up.

CHAPTER 1

OVERVIEW OF EVALUATION AND ASSESSMENT

LITERATURE REVIEW

The terms assessment and evaluation have been used interchangeably in the context of education. At the International Conference held at Bosschenhoofd in the Netherlands in Dec of 1990, eighteen of the worlds leading scholars examined the current state of Assessment and Evaluation in Visual Arts for the purpose of identifying desirable developments. The discussions revealed that among the seven nationalities represented, there was some lack of shared understanding as to how these terms were used, not only in the different countries but among the Scholars themselves. That they have specific roles and relationships is outlined by Allison:

Evaluation is, by definition, a judgement, or in other words, a qualitative statement of value of some kind. Assessment however is generally taken to imply some form of measurement which, although it is not always or necessarily the case is most often expressed in quantative terms. Assessment therefore, is different from evaluation in that it can be seen as one of the contributors to a range of factors upon which evaluation can be made. (1)

The Department of Education in 1995 brought out it's White Paper on Education:- "Charting our Education Future". It outlines policy directions and targets for future development, based on consensus between Ireland's leading educators and drawing on the findings of the National Education Convention of Oct 1993. It reiterates the role of assessment as an integral part of evaluation and apprises of the supersedence of assessment over evaluation.

Careful assessment underpins all good educational practice... Assessment encompasses all methods used to evaluate the achievements of an individual or group. It is usually concerned with the gathering of information related to the student's knowledge, understanding, skills and aptitudes....An essential shift in emphasis from external examinations to internal assessment will be implemented in the future. (2)

Bringing it down to classroom level, ongoing assessment is desirable to effectively monitor students development and learning. Feedback on learning is vital to the learners motivation and should be used on an ongoing basis rather than totally for examination purposes. Nathan contends that:

To be an effective teacher you need to ensure that you achieve your lesson objectives. This means that the students should have learnt what you have tried to teach them. How do you know whether they have learnt anything? Finding out what the pupils have learnt will involve you in assessment. It is how you evaluate the progress the students have made. (3)

In these different perusals of assessment there is a common premise that assessment is an effective means to enable the teacher to measure how well pupils are learning. As is customary with the notion of assessment the focus is on the student, the question is usually what have they learned, achieved or experienced. Although this is properly the most important focus it should not be the only one. Some other candidates for assessment in the equation are the facilities, the curriculum, and the quality and manner of it's mediation. Child recommends self-assessment by teachers:

It is part of the process of curriculum design for teachers to evaluate the effectiveness and efficiency of their methods and the suitability of the content. Care is clearly needed in making these judgements because so many variables, apart from considerations of the teachers competence, impinge on pupil performance. Nevertheless, the methods of presentation and communication, the suitability and level of content, in fact all the learning experiences offered by the teacher will be reflected to some extent in the results of any evaluative programme. (4)

There are complex problems in assessing art as compared with other school subjects. Art may be too diversified and too much of an individual, personal activity to be assessed in the same way as other subjects. For instance mathematics and science are by their nature governed by a set of rules which provide consistency of results and so assessment of pupils ability can be made objectively, in relation to the application of the rules. In comparing art to other subjects Clement's contention is that:

Art does not rely so much upon the acquisition of a certain body of knowledge as is so evident in such subjects as history and physics. There are fewer certainties in art - in such subjects as mathematics and science, many things can be said to be right or wrong - in art we are more concerned with appropriate responses than with right answers....Art and design is strongly argued by many, that it is not primarily concerned with working towards particular solutions to problems but with finding varieties of solutions as well as differences in reaching them. (5)

By the nature of the subject art involves continuous negotiated assessment which may be less necessary in other subjects. The problem lies in allocating marks to art work in a manner that is consistent with other subjects. Art is a very broad subject that calls for a variety of skills and disciplines. Because of this a more flexible system of

assessing art is necessary. Tasks as varied as modeling clay figures, lino prints, papier maché, graphics and abilities such as use of equipment, medium, observation and presentation skills cannot be assessed or marked by the same criteria. Hynes claims that:

....One important dimension of learning lies beyond the grasp of the evaluator. It is the irreducible core of individual meaning which must precede and give form to the communicated knowledge that is most important, yet defies measurement...evaluative endeavour is unable to cope with the complexity, ambiguity, and nuance of artistic learning....The cognitive state of the learner is beyond the reach of assessment practices because the highly personal and emotional nature of aesthetic experience cannot be translated into a communicable form without significantly altering it's character. (6)

On the other hand Allison argues that:

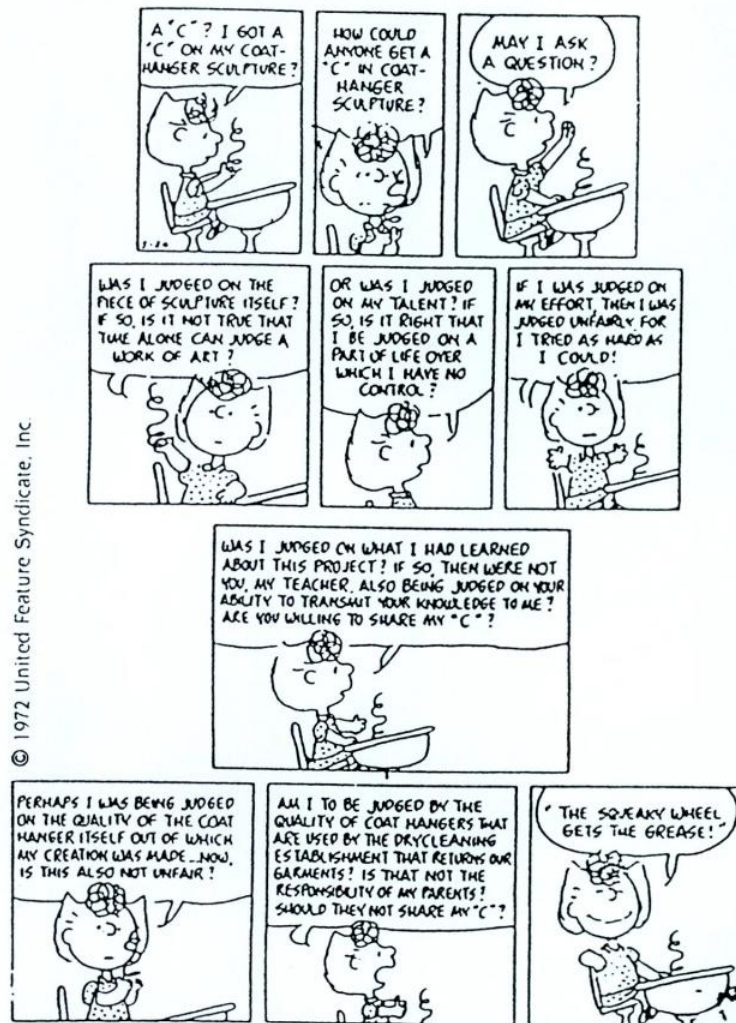
Criteria...can be stated in words as descriptions of performance levels or, as is often the case, by a set of examples, such as art or design works for which assessors have agreed grades, against which any piece of work can be compared. (7)

One of the major problems is the lack of clarity in what is to be assessed and in what ways criteria can be defined. They are usually broadly expressed and left to the interpretation of the examiners. In essence there are universal assessments in which variable weight is given to such aspects as skill level, understanding, originality and creativity. There is no precise definition or expectation of the level of skills to be attained. Originality and creativity are difficult concepts for examiners to define and agree. The general consensus is that there is no adequate system of assessing student's work in a consistent manner as stated in the White Paper:

It is the view of the Secretariat that the present system of assessment at Junior Cycle is inadequate and unless reforms are introduced the objectives of the Junior Certificate programme will not be achieved. (8)

Charles Schulz's famous cartoon (Figure 1.1) where Lucy considers the implications of her being awarded a "C" for her "coat-hanger sculpture" says more about the need for ongoing, continuous, consistent assessment than any expert.

FIGURE 1.1



Source: Charles Schulz, United Feature Syndicate, Inc. 1972

What Lucy is amusingly and rightly demanding is that her coat hanger sculpture should be judged by criteria that are rather more descriptive than the symbol "C", and that her own views on the circumstances and quality of achievement should also be taken into account.

The literature review has shown that art work could be more appropriately and imaginatively appraised. While the Government White Paper indicates a desire for more assessment rather than external examinations, in practice, there is still much to be accomplished in the area of assessment.

1. The first part of the report is a general
introduction to the subject of the study.
It is followed by a description of the
methodology used in the study.
The third part of the report is a
discussion of the results of the study.

FOOTNOTES CHAPTER 1

1. Brian Allison, "Some Aspects of Assessment in Art and Design Education" in Assessment in Arts Education, A Necessary Discipline or a Loss of Happiness? ed. Malcolm Ross. (Oxford: Pergamon Press, 1986) p. 115
2. Department of Education, Charting our Education Future, White Paper on Education. (Dublin: Stationary Office. Government Publications, 1995) pp. 59,60
3. Marilyn Nathan, The New Teacher's Survival Guide (London: Kogan Page Limited, 1995) p. 137
4. Dennis Child, Psychology and the teacher 5th edition (London: Cassell. 1993) pp 311,312
5. Robert Clement, The Art Teacher's Handbook (London: Hutchinson, 1986) p 233
6. Felicity Hynes, "Zero Plus One: Evaluation and Assessment in the Visual Arts" in Evaluating and Assessing the Visual Arts in Education, ed. Doug Boughton, Elliot W. Eisner and Johan Ligtoet. (New York: Teachers College Press. 1996) p. 19
7. Allison, " Some aspects of Assessment in Art and Design Education " p. 117
8. Department of Education, Charting our Education Future p. 60

CHAPTER 2

ASSESSMENT WITHIN THE SCHOOL

THE NATURE OF ASSESSMENT

Assessment should be diagnostic, formative, continuous and should provide information to teachers, pupils, schools and parents to improve the quality of education and help students achieve greater results. It should be viewed as an integral part of the curriculum and of the teaching and learning process in each class. It should combine informal teaching assessment with the judicious use of standardised tests without making disproportionate claims on the class time and activities. The White Paper suggests that:

Based on the curriculum, assessment should cover comprehensively all parts of the curriculum and all the various elements of learning - the cognitive, creative, effective, physical and social development of students, their growth in self esteem, the personal qualities being acquired, and the acquisition of knowledge, concepts, skills, attitudes and values. With this approach, assessment should identify the student's learning strengths and weaknesses as a basis for decisions about her/his further learning needs. Effective assessment will help to overcome difficulties and lead to improvements in performance. (1)

In art education much more is being developed than the ability to draw or paint or design or make. Abilities attributes and qualities are stimulated, encouraged and

developed through direct participation in practical skills, relevant theory, problem solving, self expression and creativity. All of these experiences are supported by the different forms of assessment i.e. FORMATIVE in which a concept is chosen, relevant activities are devised, the students are engaged with the activities and then an assessment is made as to how well the concept has been learned. The results are used to guide the next phase and for reflection on teaching method. DIAGNOSTIC aids the identification of strengths and weaknesses in student performance and understanding and also appropriateness of lessons and teaching method. CRITERION-REFERENCED in which a judgement is made as to whether student's work meets certain criteria which has been laid down and agreed. NORM-REFERENCED in which a student's efforts are compared with the performance of other students of similar age. SUMMATIVE which is generally examination based and allots a grade or mark, indicating a level of achievement at a particular stage. SELF-ASSESSMENT in which students examine their own work in terms of comprehension, effort, motivation, performance and future progression.

Allison outlines the attributes and qualities which are subject to assessment as students show their ability to:

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(a) show personal response to a stimulus, e.g. an idea, theme or subject;

(b) record from direct observation and personal experience;

(c) sustain a chosen study from conception to realization;

(d) work independently in realising their intentions;

(e) analyse an idea, theme, subject or concept and to select, research and communicate relevant information and to make and evaluate in a continuum;

(f) select and control materials and processes in a systematic and disciplined way (taking account of considerations of costs as appropriate);

(g) synthesise ideas, impulse and feeling with materials, techniques and processes;

(h) use and compose visual elements e.g. line, tone, colour, pattern, texture, shape, form, space.
(2)

This is the nature of assessment, it embodies observation, discussion, encouragement, monitoring, planning, imparting, and most importantly commitment.

1. The first part of the report is devoted to a general survey of the situation in the country. It is a very interesting and informative study of the country's development and its place in the world. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country.

2. The second part of the report is devoted to a study of the country's economic situation. It is a very interesting and informative study of the country's economic development and its place in the world. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's economic situation.

3. The third part of the report is devoted to a study of the country's social situation. It is a very interesting and informative study of the country's social development and its place in the world. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's social situation.

4. The fourth part of the report is devoted to a study of the country's political situation. It is a very interesting and informative study of the country's political development and its place in the world. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's political situation.

5. The fifth part of the report is devoted to a study of the country's cultural situation. It is a very interesting and informative study of the country's cultural development and its place in the world. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's cultural situation.

THE PURPOSE OF ASSESSMENT IN SCHOOLS

The purpose of assessment is not to rank schools, classes or individuals. It is to be used to improve teacher and pupil performance and to increase learning. The White Paper suggests:

Assessment and the uses to which it is put, will influence teaching methods and the wider school environment. (3)

There is a distinction between professional and managerial functions of assessment. Professional uses of assessment help teachers to educate children and complement curriculum planning. In this way it can be used to enhance the quality and quantity of what is being taught. On the other hand a managerial or bureaucratic approach means using assessment to manage the education system efficiently. With this system the curriculum tends to be examination driven with narrow focus. Examinations are only one of many means of assessment, yet an inordinate amount of importance has been placed on them by students, parents, employers and politicians. This is unfortunate considering the fact that this kind of assessment has serious limitations in that they are exclusively summative.

Standardised tests do nothing to indicate the causes of poor performance. They do not necessarily measure effort or encourage students to express themselves, rather they are likely to produce what they think the teacher or evaluator expects. It is in these areas that assessment is of great use and importance.

THE HISTORY OF THE UNITED STATES

The purpose of this work is to present a clear and concise history of the United States, from its early beginnings to the present day. It is intended for use in schools and colleges, and for the general reader who wishes to know more about the history of his country.

The work is divided into two parts. The first part deals with the early history of the United States, from the discovery of the continent to the establishment of the first colonies. The second part deals with the history of the United States from the Revolution to the present day.

There is a distinct difference between the history of the United States and the history of the world. The history of the United States is a history of a small, isolated community, which has developed in a unique way. The history of the world is a history of a large, interconnected community, which has developed in a common way. The history of the United States is a history of a people who have created a new and better world for themselves, and for the world at large. The history of the world is a history of a people who have created a new and better world for themselves, and for the world at large.

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The six-fold classification of the various purposes of assessment are put forward by Gibbs: (headings only) (4)

SCREENING:

Assessment can be used to detect special needs in students and to eliminate non productive tasks and methods.

Galloway and Edwards advise:

At the same time as assessing performance on tasks, teachers evaluate the tasks themselves. They query whether the activities are actually providing children with the intended learning experiences and whether the appropriate amount of instruction has been given at the right time and pace. Continuous, formative assessment, supported by evaluations of pedagogy, therefore, underpin good practice. (5)

DIAGNOSING:

Assessment can identify the strengths and weaknesses of students. It can determine whether students are learning important concepts, progressing as expected and realizing their potential. It can discover the causes of poor performance and can highlight student misconceptions. The White Paper states:

The skills and procedures for affirming successes and diagnosing difficulties are fundamental to the teachers work and vital to the learner's progress. (6)

RECORD KEEPING:

A record of progress can be very useful especially in schools where more than one teacher is involved. The more information a teacher has about the knowledge, understanding, ability, level of motivation, and aptitude of individuals and groups, the more efficiently can be planned future tasks and appropriate methods of teaching.

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According to the White Paper:

Assessment also contributes to securing continuity of provision in the progression from one stage of education to the next. (7)

The essential base for fair and accurate assessment is an efficient system for monitoring work as students progress through the system. This requires a more detailed record than a series of grades provides.

FEEDBACK ON PERFORMANCE:

Through assessment and correlation of information a body of knowledge can be compiled which can indicate the potential for success or failure in planned activities, projects or courses. It can be used to inform teacher decision making in task setting. Parsons, in reviewing papers by Hynes and Rush said that he believed that:

....assessment instruments can be devised that serve more than one purpose and that we should aim to do this. In particular, I don't see why feedback that is pedagogically useful to the teacher should not also be useful to policy makers and administrators for a variety of curricular and resource decisions, and to parents and citizens for a general understanding of what is being taught and with what kind of quality standards. (8)

CERTIFICATION:

A disadvantage of summative evaluation is the tendency to teach for the test and learn for the test rather than to cover the whole curriculum in an educationally desirable way. Certification at present, suggests an appropriate level of mastery and reports through a grade or mark how a student performed at a certain point in his or her school life. The White Paper suggests that this method will change for all subjects:

...programme for a fundamental restructuring of the assessment carried out at the end of junior cycle, in order to ensure that the full range of curricular objectives are evaluated, including a very increased role for school-based assessment.... While external examinations will continue to be the main instrument for assessing achievement at the senior cycle, a wider range of assessment techniques will be necessary. The techniques will evaluate the range of skills that are now demanded in a modern society, including thinking and innovation skills, practical skills and research and problem-solving skills as well as the ability to apply knowledge. (9)

SELECTION:

Lawton and Gordon suggest:

...that because examinations are used for selective purposes, they are less useful for improving educational performance of individual students.(10)

For this reason there has been a tendency in recent years to use examinations in conjunction with a variety of assessment methods including coursework and continuous assessment.

These classifications can be used independently or collectively, depending on the requirements.

ASSESSMENT PROCEDURES

The White paper states that:

Assessment procedures should be comprehensive enough to test the full range of abilities across the curriculum and to evaluate all the elements of learning....Assessment procedures range from the formal, such as written examinations to the informal, such as the teacher's observation. Continuous assessment, which may be described as formative assessment, is an integral part of teaching and is something which every teacher undertakes. (11)

It is important to identify the various assessment procedures and their characteristics and what category they fall into in terms of the curriculum. Different kinds of assessment will give different information about pupils progress.

SELF-ASSESSMENT

Student's evaluation of their own work is as important as the teacher's assessment. Their ability to appraise their own work can only develop when enough time is allowed to do so. Through self-assessment they can become fully aware of the importance of their conclusions, decisions and efforts. Some methods to aid self-assessment are questionnaires, record cards, portfolios and detailed discussion.

MONITORING

Involves keeping a close eye on work as it progresses and recording individual processes, choice of materials, problem solving and results achieved. Attitude, ability, comprehension, effort, and overall performance, can all be monitored and recorded.

NOTEBOOK/SUPPORT STUDY BOOK

Students keep these as supporting evidence for the work that they complete in school. They can record such things as difficulties and how they determined the course of action to find the most appropriate solution. Impressions, what they have learnt, how they feel about their work, and future plans to improve performance. These can serve as a useful basis for teacher/student discussions.

DISCUSSION

A characteristic of good art teaching is the way the art teacher sets up a continuous dialogue with individual pupils as their work progresses. Clement explains that:

This dialogue will consist of a mixture of exchanges between teacher and child: some searching, some encouraging, some prodding and some straightforward exchange of information. All this adds up to a continuous negotiated assessment in which the child responds through his or her own making to the problems and possibilities presented. (12)

FOCUS GROUP/REFLECTION

This method is particularly effective to ascertain how tasks, projects and schemes are serving the students as they openly discuss the successes and pitfalls they experienced. Not only do the students get the benefit of fresh ideas but the teacher gains insights into the effectiveness and user-friendliness of the practices employed in teaching.

FORMAL ANALYSIS

At frequent intervals it is necessary for teachers to formally analyse how well students are doing in relation to accepted criteria and in relation to covering the curriculum. The teacher then responds to this information with appropriate learning experiences for the student. The student in turn receives a mark or grade by which he or she can determine the areas which need attention. The teacher also assesses the teaching methods used, to determine their effectiveness.

RECORDING

Another aspect of assessment dealt with in the White Paper is that of recording/reporting. It says that:

Assessment data for each student will be recorded on standard student profile cards, designed in accordance with guidelines issued by the Department of Education, following consultation with relevant interests, including representative organisations for parents, teachers, school managers and patrons. Parents will be guaranteed statutory right of access to their own children's school records and will be informed of their children's assessment outcomes. (13)

While this was referring to Primary Education, it is presumed that the system is intended to be continued in second level. In relation to art, a comprehensive assessment system would assure parents that there are many things being learned by their child and could go a long way to convincing them that art is not a "frills" subject.

Having progress recorded, formalizes it and draws focus to the areas of most need.

It is clear that enormous effort has been expended in many countries, to develop assessment strategies suitable for school art education programmes. Much research and trial is still needed in order to find the definitive assessment and evaluation system. It would seem from the White Paper that the Department of Education favours a shift toward assessment, however, they do not indicate clearly what form it is envisioned that it will take. Neither is it indicated the extent to which it will be compulsory or at the discretion of the teachers.

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a presentation of the results of the study.

4. The fourth part of the report is a discussion of the results and their implications.

5. The fifth part of the report is a conclusion and a list of references.

6. The sixth part of the report is an appendix containing additional data and figures.

DISADVANTAGES OF ASSESSMENT

Consistent assessment of each individual student requires much commitment on the part of the teacher as it creates a lot of extra work and can be very time consuming.

If it is introduced by the Department of Education without a financial package it will encroach on class time unless teachers undertake to do it on their own time.

At present continuous assessment lacks the prestige and credibility of public examinations which normally operate with standards which are well established and defined. This disadvantage would only apply if assessment replaced rather than supplemented, examinations.

Art, already regarded by many as a "soft" subject could be even more relegated for being even "softer"

Many believe that it becomes necessary to contain and curtail personal creativity in the interest of meeting the requirements of evaluations.

By it's nature expression through art should free the mind and body from mundane, day to day thoughts and activities. If thought has to be taken of the predilections of teachers and examiners then much of the joy and pleasure of abandon can be replaced by the confinement of inhibitions.

FOOTNOTES CHAPTER 2

1. Department of Education, Charting our Education Future: White Paper on Education. (Dublin: Stationary Office. Government Publications. 1995) p. 29
2. An appendix to Allison's paper lists General Course of Secondary Education Art and Design aims and assessment objectives of January 1985.
Brian Allison, "Some Aspects of Assessment in Art and Design Education" in Assessment in Arts Education, A Necessary Discipline or a Loss of Happiness? ed. Malcolm Ross. (Oxford: Pergamon Press, 1986) pp. 131,132.
3. Department of Education, op.cit., p. 59
4. Gibbs, "Six-fold classification" in Dictionary of Education ed. Denis Lawton and Peter Gordon, (London: Hutter and Stoughton Publications. 1993) p. 15
5. David Galloway and Anne Edwards, Secondary School Teaching and Educational Psychology. (London: Longman Group UK Limited, 1992) p. 113
6. Department of Education, op. cit., p. 59
7. Ibid., p. 59
8. Michael J. Parsons, "The Assessment of Studio Work and the Distrust of Language: Response to papers by Rush and Haynes" in Evaluating and Assessing the Visual Arts in Education. ed. Doug Boughton, Elliot W. Eisner and Johan Ligtvoet. (New York: Teachers College Press. 1996) p. 56
9. Department of Education, op. cit., p. 60
10. Lawton and Gordon, op. cit., p. 16
11. Department of Education, op. cit., p. 59
12. Robert Clement, The Art Teacher's Handbook. (London: Hutchinson, 1986) p. 236
13. Department of Education, op. cit., p. 29

MEMORANDUM

TO : THE SECRETARY OF DEFENSE
FROM : THE SECRETARY OF THE ARMY
SUBJECT: [Illegible]

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CHAPTER 3

ASSESSMENT WITHIN THE IRISH EDUCATION SYSTEM

OVERVIEW

The Department of Education recognized the need for an alternative programme of education to cater for the needs of students who have difficulty in sitting formal examinations. The Leaving Certificate Applied Programme is currently operating in 88 schools throughout the country. The new Alternative Junior Certificate (Low Ability) began with 45 schools in September 1996. The Leaving Certificate Vocational programme, introduced as a pilot programme in 1989 and offered more widely since 1994 now involves 280 schools. These measures are a positive response to the obvious need for a more varied Second Level Programme. It is also part of Government strategic planning to have more than 90% of the age cohort in full time education by the year 2,000. The new programmes encompass a variety of assessment procedures which enhance final evaluation.

ASSESSMENT WITHIN THE LEAVING CERTIFICATE APPLIED PROGRAMME

The Leaving Certificate Applied Programme differs in structure from the regular programme in the way in which achievements are assessed. It incorporates a combination of formal and continuous assessment. Formal examination constitutes one third of the final outcome and continuous assessment constitutes two thirds. The programme has been designed to provide students with continuous feedback, incentive and motivation during the two year cycle.

RESEARCH WITH THE INTERVIEW METHOD

1955/1956

The research was conducted in the form of a series of interviews with a number of individuals who had been involved in the development of the research project. The interviews were conducted in a series of sessions, each lasting about an hour. The interviews were conducted in a relaxed and informal atmosphere, and the participants were encouraged to express their views freely. The interviews were conducted in a series of sessions, each lasting about an hour. The interviews were conducted in a relaxed and informal atmosphere, and the participants were encouraged to express their views freely. The interviews were conducted in a series of sessions, each lasting about an hour. The interviews were conducted in a relaxed and informal atmosphere, and the participants were encouraged to express their views freely.

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This is the only form of School-based Assessment System that has as yet, been implemented in Irish Education.

Assessment in the Leaving Certificate Applied Programme takes place consistently over the two years under three headings:

SATISFACTORY COMPLETION OF MODULES

In visual art the relevant criteria are outlined in each module description. One credit is awarded for satisfactory completion of each module, to a maximum of 40 credits. A short course, consisting of two modules, in Arts Education is part of the common curriculum for all Leaving Certificate Applied students in year one of the programme. For the purpose of credit accumulation, students may take two modules from one of the arts courses, (Dance, Drama, Music, Visual Art) or one module from any two courses. The Visual Art modules offer a wide and varied choice from across the spectrum of Visual Art possibilities and are sufficiently flexible to allow for adaptation to local needs, facilities and levels of expertise.

PERFORMANCE OF THE STUDENT TASK

The student task is a practical activity by which learning from one of the relevant courses is applied to the development of a product, the investigation of an issue or the provision of a service. The format can be - written, audio, video, artefact. Over the two year period students produce nine tasks, each taking at least ten hours to complete. Student tasks are assessed by external examiners appointed by the Department of Education.

Student achievement on task is graded at three levels i.e. Distinction (3 credits); Merit (2 credits); Pass (1 credits) No credit will be awarded for tasks which do not reach a basic minimum standard. In addition to the tasks it is also required that a written report be produced on the process involved in completing the task. This is taken into consideration in overall task performance.

PERFORMANCE IN THE TERMINAL EXAMINATION

A terminal examination takes place for English and communication, Two Vocational Specialisms, Mathematical Applications, Languages, and Social Education. The widest possible range of assessment techniques will be employed in these examinations, including, where appropriate, the submission of evidence of the students best work over the two years.

The criteria for assessment is based on considerations of quality, evidence of enterprise and initiative, creativity, participation, and (where relevant) practical application.

ASSESSMENT IN THE LEAVING CERTIFICATE VOCATIONAL PROGRAMME

According to the progress report 1995-96:

The programme aims to balance the virtues of the traditionally academic Leaving Certificate with the development of skills and qualities which will prove relevant to the lives of students on leaving school for further education, the world of work, or the business of making a living. (1)

This is clearly a worthwhile development in Irish Education and responds to the changing needs of the Irish work and business environment. In addition it draws upon the interests and talents of the individual student. In terms of education the vocational dimension is strengthened by the emphasis on:-

active learning or learning by doing;

students learning more about how they learn and taking greater responsibility for their own learning;

cross-curricular and inter-disciplinary activity - students learning across subjects as well as within subjects;

core skills central to achievement in further study, future employment and enterprise, particularly communication skills and information technology skills.

knowledge and understanding of the local community and region as a social and economic resource. (2)

The approach to learning and the structure of this programme allows for a variety of assessment procedures and methods. One of the significant features of this programme are the "Link Modules" in other words short courses. The content of these modules have close links with each other and other subjects within the Established Leaving Certificate. An example of link subjects would be for instance, Home Economics and Art craft and Design.

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The chart in (Figure 3.1) illustrates how these modules are assessed, They are comprised of two elements i.e. Written Examination and Portfolio of Coursework.

FIGURE 3.1

Written Examination	
Date :	Leaving Certificate - Year 2
Duration :	2 hours
Value :	40% of the total marks
Content :	Section A - Audio-Visual Presentation Section B - Case-Study (received in advance) Section C - General Questions (4 out of 6)
Portfolio of Coursework	
Date :	Assessed in May of Leaving Certificate - Year 2
Duration :	Assembled over period of the Leaving Certificate
Value :	60% of the total marks
Content :	Section 1 - Core Items (C.V., Formal Letter, Completed Form, Summary Report) Section 2 - Optional items (2 from 4) (Record Book/Diary, Report, Plan, Recorded Interview /Presentation)

Source: Department of Education: Leaving Certificate
Vocational Programme: Progress Report 1995-96

In the 1996 examinations, assessment of the link modules were carried out by the National Council for Vocational Awards which consisted of twenty one external examiners and five assistant examiners. One advising examiner was appointed. The external examiners each visited three schools over a three day period to mark the portfolio coursework. The assistant examiners marked the written examination. The examination was divided into two parts:

A portfolio of coursework.	240 marks (60%)
A written examination, final year.	160 marks (40%)
Total	400 marks (100%)

See appendix No.1 Sample paper assessment of Link Modules.

The results are graded as follows:

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

The Leaving Certificate Vocational Students receive the same certificate as Established Leaving Certificate Students. In addition their certificate includes an additional statement of the results of the Link Modules. The first cohort of approximately 1,200 students completed the programme in June 1996. The results are shown in Figure 3.2

FIGURE 3.2

LCVP Link Modules Overall Results 1996				
Number Assessed	Grades %			
1210	Distinction 37	Merit 39	Pass 16	Unsuccessful 8

Source: Department of Education: Leaving Certificate Vocational Programme: Progress Report 1995-96

The process of assessment and certification was established and implemented by the National Council for Vocational Awards and the Department of Education. Reviews of the assessment and certification procedures are ongoing, mainly awaiting the results of 1997 when a full evaluation can take place on the basis of two cohorts of students. Feedback is being gathered from teachers, schools and parents organisations in order to work out some of the concerns. In general, schools have expressed support for and satisfaction with the process. Recognition is being sought from employers, training bodies and others involved in selection procedures, including, third-level educational institutions. Points allocation is of tantamount importance to the success of the scheme.

FOOTNOTES CHAPTER 3

1. Department of Education, Leaving Certificate Vocational Programme: Progress Report 1995 - 96 (1996) p. 1
2. Ibid., p. 2

CHAPTER 4

ASSESSMENT WITHIN THE JUNIOR CERTIFICATE PROGRAMME

ART CRAFT AND DESIGN

CHIEF EXAMINERS REPORT 1992

The chief examiners report highly commends the standard reached by students in the area of Art Craft and Design. The report further investigated subtle areas concerning preparatory work and the need for improvements. It stated, that weak preparatory work produced weak projects and that those who carried out intensive preparatory studies, excelled in the entire project. Concern was expressed in the lack of understanding of the design process which was evidenced in some of the work submitted. It was noted that this work did not follow a logical progression where ideas ought to be developed as an essential part of the design process. The standard of drawing of some students was thought to be excellent showing great observational skills. Many of the drawings submitted were found to be lacking in the use of student's abilities. The lack of exploratory researched drawing and the absence of meaningful support studies was particularly recognized in the weak work.

It is evident from the negative side of this report that some students need more guidance. The development of their understanding in the design process would improve performance. The tendency to repeat one image throughout the project caused ideas, feelings and development to remain dormant. It was obvious that many candidates had been

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main results of the chapter.

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The twelfth part of the chapter is devoted to a discussion of the

main results of the chapter.

The thirteenth part of the chapter is devoted to a discussion of the

main results of the chapter.

directed to carry out their work in this way. However, the excellence of much of the work produced under this project based examination is reflected in the grades attained (Figure 4.1) and linked to following the pedagogical sequence of the syllabus.

	PERCENTAGE							
	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	No grade	Total
Higher	10.30	28.62	35.51	21.06	3.83	0.63	0.05	100.00
Ordinary	6.07	25.03	34.91	25.12	6.51	2.07	0.29	100.00
Foundation	9.92	30.65	31.08	21.32	5.11	1.70	0.23	100.00
Total	8.81	27.44	35.15	22.48	4.81	1.17	0.14	100.00

FIGURE 4.1

Source: National Council for Curriculum and Assessment
Junior Certificate Examination results 1994

The National Council for Curriculum and Assessment outlined Assessment Objectives for Junior Certificate, Art, Craft and Design (Figure 4.2)

ASSESSMENT OBJECTIVES

FIGURE 4.2

On completion of the course, students should be able to:

- (i) give a personal response to an idea, experience or other stimulus
- (ii) work from imagination, memory and direct observation
- (iii) use drawing for observation, recording and analysis, as a means of thinking and for communication and expression
- (iv) use the core two-dimensional processes in making, manipulating and developing images, using lettering and combining lettering with image, in expressive and communicative modes
- (v) use the three-dimensional processes of additive, subtractive and constructional form-making in expressive and functional modes
- (vi) use and understand the art and design elements
- (vii) use a variety of materials, media, tools and equipment
- (viii) use an appropriate working vocabulary
- (ix) understand relevant scientific, mathematical and technological aspects of art, craft and design
- (x) sustain projects from conception to realisation
- (xi) appraise and evaluate his/her own work in progress and on completion
- (xii) develop an awareness of the historical, social and economic role and value of art, craft and design and aspects of contemporary culture and mass media.

SCHOOL-BASED ASSESSMENT

These indeed are lofty objectives and ones which will require great commitment from teachers and students. On the whole it would appear that there is a degree of satisfaction within the education system with the structure and practice of the Junior Certificate course and examinations. This is evidenced by the report (The 1994 Junior Certificate Examination: A review of Results) from the National Council for Curriculum Assessment based on research carried out by The Educational Research Centre, St. Patrick's College Dublin.

The Junior Certificate programme has been a positive development in Irish education. Without pre-empting the outcomes of the forthcoming review of the programme, it can be said that no major changes in structure or content of the programme are envisaged: rather, a policy of evolution and incremental development should be pursued. In conclusion, it must be emphasised that analysis of the performance of pupils in the Junior Certificate examination remains incomplete until such time as the full range of assessment techniques is available: the objectives of the programme cannot be realised fully until the appropriate system of assessment is in place. Policy commitments set out in the Government's White Paper in respect of pupil assessment and also of in-career development of teachers will have major implications. (1)

The implication is that the area in the Junior Certificate course which will be subject to "evolution and incremental development" is the area of assessment. It is referred to as a "Policy commitment" set out in the Government's White Paper and with in-career development of teachers is going to have major implications.

The first part of the report discusses the background and objectives of the study. It outlines the scope of the research and the methods used to collect and analyze data. The second part presents the results of the study, including a detailed description of the data and the statistical analysis performed. The third part discusses the implications of the findings and provides recommendations for future research.

The results of the study show that there is a significant correlation between the variables studied. This finding is consistent with previous research in the field. The data also indicates that there are several factors that influence the outcome of the study. These factors are discussed in detail in the following sections. The implications of these findings are discussed in the next section, and recommendations for future research are provided.

The study has several limitations, which are discussed in the following section. These limitations include the sample size, the methods used, and the scope of the study. Despite these limitations, the study provides valuable insights into the relationship between the variables studied. The findings of the study are discussed in the next section, and recommendations for future research are provided.

Careful reading of the Government's White Paper points to what the "Major implications" may be. An essential shift from external examinations to school based assessment would be the furthest reaching of all the policy changes. Also the most difficult to implement as it is bound to be time consuming and therefore costly. In 1990 the Teachers union of Ireland stipulated the minimum conditions in relation to the implementation of school based assessment:

Teachers are fully and adequately remunerated for school based assessment.

All school based assessment procedures are externally monitored.

Agreed adequate inservice is provided on assessment procedures within the school year.

Time for assessment procedures is scheduled within time tabled hours.

The unions conclude that if agreement on the four stipulations is not reached members will be directed not to co-operate in any way with the new procedures. This situation is ongoing and the key to the issue is remuneration. (2)

Given the fact that school based assessment is unavoidably time consuming and given the aspirational nature of many White Papers and the stated position of the Teachers Union of Ireland, it is fair to say that school based assessment may be less "essential" than was indicated in the White Paper.

ALTERNATIVES TO SCHOOL-BASED ASSESSMENT

In reply to the Teacher's Union of Ireland and referring specifically to the Junior Cycle the National Council for Curriculum and Assessment in the spirit of evolution and incremental development made ten proposals on assessment procedures among which were the following:

assessment of oral and practical skills should be conducted by teachers as part of the assessment of their own students for the Junior Certificate;

a weighing of not less than 25% of the overall marks for each subject should be assigned to teacher assessment;

teacher assessments should take place in the course of the final year of the Junior Certificate programme, preferably towards the end of the year - summative teacher assessment results should be available to the Department of Education not later than June 1992;

criteria and guide lines which will ensure the reliability and validity of teacher assessments should be produced for the approval of council through its course committees;

a system of external moderation of teacher assessments should be put in place;

On the 24th January 1991 the Minister for Education, Mary O'Rourke, informed a Teachers Union of Ireland delegation that a Working Group on Assessment, chaired by the Chairperson of the new National Council for Curriculum and Assessment and reporting directly to her, was to be established. She stated that the Group would include representatives of the teacher's unions. She also stated

that the Group would consider the four stipulations - remuneration, inservice, schedules within the school year and external monitoring - which had been defined by the union and agreed in principle by the Minister as essential to the implementation of school-based assessment. To date there has been no comprehensive implementation of any of these proposals for Junior Certificate level.

CURRENT PROCEDURES IN ASSESSING ART CRAFT AND DESIGN

There has been some innovative developments, especially in Art, Craft and Design as a subject. This is in relation to project work which is to be completed over a period of approximately six months. This allows for greater scope in adapting a wider range of assessment procedures, as the core of the syllabus is wide and varied. It consists of a minimum of one option for Ordinary level and two for Higher. Within each option the appropriate design process including visual research and support studies are stipulated as part of the learning situation. Portfolios, notebooks, and support study notebooks are encouraged as a record of work done throughout the three year course.

External examiners mark Junior Certificate project work according to well thought out guidelines, which have been set out to ensure a common standard and approach. Rigorous procedures are followed to ensure consistent uniform marking is achieved. The same marking scheme serves both Ordinary and Higher Level. The full available marks are 400 for both Project work and the Drawing Examination. (Figure 4.3)

JUNIOR CERTIFICATE A.C.D. HIGHER LEVEL AND ORDINARY LEVEL
PROJECT
MARKING SCHEME 1996

FIGURE 4.3

Source: Department of Education
Junior Certificate Marking Scheme 1996

1.	PREPARATION			
	Research	A	Investigation of Theme (Starting Point)	25 Marks
		B	Drawing/Planning	25 Marks
	Exploration	C	Investigation of Media	25 Marks
		D	Quality/Range	25 Marks
2.	DEVELOPMENT			
	Formation of Ideas	A	Visual Manipulation	25 Marks
		B	Evidence of Stimuli	25 Marks
	Development of Ideas	C	Personal Creative Response	25 Marks
		D	Interpretation of Ideas	25 Marks
3.	REALISATION			
	Attainment	A	Evidence of Skills	25 Marks
		B	Creativity	25 Marks
	Synthesis	C	Collation of Artwork	25 Marks
		D	Final Presentation	25 Marks

DRAWING EXAMINATION

NATURAL FORMS or	A	OBSERVATION - Shape, Form, Texture, Tone and Line	25 Marks
	B	INTERPRETATION - Personal response to form and media	25 Marks
MAN-MADE FORMS	A	OBSERVATION - Shape, Form, Texture, Tone and Line	25 Marks
	B	INTERPRETATION - Personal response to form and media	25 Marks
HUMAN FORMS	A	OBSERVATION - Shape, Form, Texture, Tone and Line	25 Marks
	B	INTERPRETATION - Personal response to form and media	25 Marks

Even though great progress has been made and some objectives have been reached there is still much that can be done, for example in the area of self-assessment, which is listed as an objective of the National Council for Curriculum and Assessment (students should be able to appraise and evaluate his/her own work in progress and on completion. Fig. 4.2 xi)

There is great scope for teachers to format their own systems to give the kind of feedback they require. The students benefit by consciously diagnosing their successes and failures and any effort that it takes will be worthwhile.

FOOTNOTES CHAPTER 4

1. National Council for Curriculum and Assessment,
The 1994 Certificate Examination: A review of the Results.
(Dublin: 1995) p. 8
2. Teachers Union of Ireland, Policy Document (1991) p. 52
3. Ibid., pp. 52, 53

CHAPTER 5

PROPOSED ASSESSMENT SYSTEM

INTRODUCTION

Even as a student teacher with a small number of pupils to teach I found it difficult to keep a close eye on every student's performance. There are bound to be some students who tend to be overlooked for a variety of reasons such as lack of confidence, shyness, lack of motivation, or personal disabilities. It is difficult to give everyone equal attention and I felt I had no real way of knowing how much they were learning, or how well they understood what was expected of them, other than the evaluation at the end of the class period.

SELF-ASSESSMENT

During one evaluation session I had the first year students answer questions on a simple questionnaire as follows:

Write a short description of what you have done in this project so far.

What materials did you use?

How did you use them?

What areas did you have difficulty in?

What have you learned?

The feedback that I gained from this rudimentary exercise surpassed my expectations for the quantity and quality of the information that I received and the insight that I gained. It is worthwhile noting a selection of the responses:

Maureen:

I have everything done on it except the front, back and bottom.

I used glue, cardboard, scissors and toilet rolls, I started by sticking them together.

No, I found it quite easy.

I learned how to make different things out of cardboard

Niall:

My truck is made from cardboard and the end of a toilet roll.

I used bostic and a knife.

The only hard bit is for the wheels, it is hard to put on the wheels because my half of a circle where it is meant to go is small, but I am managing.

I learned to know how to get the hang of it.

Brian:

Paper, glue, cardboard, scissors, toilet roll.

That's how you use cardboard.

Frank:

We used cardboard, glue, scissors, and three toilet tubes.

It is going to take a while and we are still working on them.

The difficulty is putting the glue on. The project is turning out good so far.

You learn you can make anything out of cardboard.

Michelle;

I done a roller blade that started off difficult and then the teacher helped me and I got through it. Glue, scissors, cardboard, a knife and tape were used. Glue to stick things, and scissors to cut with.

I had difficulty cutting out the cardboard.

I learned how to cut out the cardboard and to make different things with it.

Dianne:

We used cardboard, glue, scissors, hands, paper.

I pretty much knew how to use things like that already.

Martin:

We used paper, glue, cardboard, scissors and toilet roll cores.

I don't know how I used them.

I can't remember.

I didn't learn one thing.

Rachel:

I used cardboard, toilet roll tubes, glue, scissors, masking tape, paper, tracing paper and carbon paper.

I drew and coloured my spaceship on paper. Then it was enlarged and I traced it out on tracing paper. I put some carbon paper over a cereal box, opened up and put the tracing paper on top and drew over the ship. It appeared on the cardboard. I cut two ships out and did the same on thick cardboard. I used the toilet rolls to make it 3D. I stuck two toilet rolls onto one ship and then stuck the other ship onto the other end of the roll. I cut strips of cardboard and stuck them onto the sides of my model. I haven't glued them yet. I thought cutting and fitting the strips was hard.

John:

I used glue, cardboard, toilet roll tubes and masking tape, scissors and knife.

I cut out the cardboard in the shape of a van and stuck toilet roll tubes onto it to keep it steady. I then cut out a front and top and a back and stuck them down.

I had difficulty getting the pieces to stick but besides that it was fairly easy.

I learned how to design and construct a vehicle.

Evident from the descriptions is the different levels of thoroughness, vocabulary, visualization, interest, attitude, confidence, communication abilities, and general awareness. It was also evident that they had never previously been asked to describe or write about their art work. When I first asked them to do it some of the comments were "this is not art", "why do we have to do this" Once their fears that this was some kind of test were allayed, most of them were quite happy to fill it in. This questionnaire was used at a very early stage of the scheme of work and the feedback gave me some indicators as to the areas in which I needed to make myself more clearly understood and where it would be appropriate for me to adjust my teaching methods.

Nearing the completion of the scheme I developed the questionnaire further as a self-assessment tool. (TABLE 5.1)

TABLE 5.1

ART DESIGN AND CRAFT

Self-Assessment

These questions are related to a recently completed art project. Please tick the appropriate box and give a brief reason for your answer.

- | | |
|---|--|
| 1. How well did you use the materials? | (a) with confidence
(b) had problems
(c) felt uncomfortable
(d) did not like using them |
| Reason for your answer: | |
| 2. How much of the work was completed satisfactorily? | (a) all of it
(b) some of it
(c) most of it
(d) none of it |
| Reason for your answer: | |
| 3. How did you work during the project? | (a) very hard
(b) not very hard
(c) made a good effort
(d) very little effort |
| Reason for your answer: | |
| 4. How motivated were you? | (a) highly motivated
(b) slightly motivated
(c) lost interest
(d) stuck with it |
| Reason for your answer: | |
| 5. Did you produce your best standard of work? | (a) yes, I did
(b) I could have done better
(c) I did not make any serious effort |
| Reason for your answer: | |
| 6. Did you understand what was to be done? | (a) was very clear
(b) was not too sure
(c) was a little uncertain
(d) was confused |
| Reason for your answer: | |

TABLE 5.1

7.	How did you come up with your design?	(a) from imagination (b) magazines and photos (c) observational drawing
	Reason for your answer:	
8.	How well did your design translate into your finished work?	(a) very well (b) could have been better (c) not at all
	Reason for your answer:	
9.	If you were to do this project again, which areas would you give more attention to?	(a) design process (b) instructions from teacher (c) observational drawing (d) materials used
	Reason for your answer:	
10.	Did you have enough time to complete your project?	(a) would have liked more (b) adequate time (c) time allowed was too long
	Reason for your answer:	
11.	Would you prefer to work individually or in groups?	(a) individually (b) groups (c) mixture of two
	Reason for your answer:	
12.	Which of these areas do you feel confident in?	(a) drawing (d) texture (b) painting (e) clay (c) pattern (f) printing
	Reason for your answer:	
13.	Did you learn any new skills while engaged in this project?	(a) yes (b) no
	What was it?	

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research.	
2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the sample, the data collection methods, and the statistical analysis.	
3. The third part of the report is a presentation of the results of the study. It includes tables, figures, and text describing the findings.	
4. The fourth part of the report is a discussion of the results and their implications. It compares the findings with previous research and discusses the limitations of the study.	
5. The fifth part of the report is a conclusion and a list of references. The conclusion summarizes the main findings and the references list the sources used in the study.	

TABLE 5.2

ART DESIGN AND CRAFT		Self-Assessment Answers			
1.	How well did you use the materials?	16 1 4 2	with confidence had problems felt uncomfortable did not like using them		
2.	How much of the work was completed satisfactorily?	4 2 14 3	all of it some of it most of it none of it		
3.	How did you work during the project?	6 2 14 1	very hard not very hard made a good effort very little effort		
4.	How motivated were you?	5 4 2 12	highly motivated slightly motivated lost interest stuck with it		
5.	Did you produce your best standard of work?	12 9 2	yes, I did I could have done better I did not make any serious effort		
6.	Did you understand what was to be done?	17 3 1 2	was very clear was not too sure was a little uncertain was confused		
7.	How did you come up with your design?	12 6 5	from imagination magazines and photos observational drawing		
8.	How well did your design translate into your finished work?	13 8 2	very well could have been better not at all		
9.	If you were to do this again which areas would you give more attention to?	10 7 6	design process instructions from teacher observational drawing		
10.	Did you have enough time to complete your project?	11 9 3	would have liked more adequate time time allowed was too long		
11.	Would you prefer to work individually or in groups?	16 5 2	individually groups mixture of two		
12.	Which of these areas do you feel confident in?	7 9	drawing painting	4 3	texture pattern
13.	Did you learn any new skills while engaged in this project?		13	Yes	10 No



This was a much more detailed and specific exercise with multiple choices and a brief reason for their answer. TABLE 5.2 is a compilation of their answers: (previous page)

To learn from this exercise it is important to take into consideration the stage of maturity of the students involved, the fact that they are unused to self-assessment, and that their answers cannot always be taken at face value. Some interesting findings were that some of their perceptions of their level of understanding, ability and attitude differed somewhat from my own. It was gratifying that through the self-assessment a number (10 out of 23) of students identified the design process as the area that needed more attention. I had felt that in their anxiety to get to the making stage, the design element was hurried.

ASSESSMENT SYSTEM

Self-assessment is a small but important element of an overall assessment system. As I had decided to make assessment the subject of my dissertation I studied a number of concepts and methods and the Government's White Paper for ideas, criteria and guidelines. A very obvious observation is that a system that is too expensive or too time consuming would be a non-starter. As mentioned previously, the Teachers Union of Ireland have made a statement stipulating the minimum conditions in relation to the implementation of school-based assessment. (See Chapter 4 [2]).

Although school based assessment is a broader issue than classroom assessment the statement indicates a standpoint which is relevant. Therefore any system devised needs to be relatively simple, yet comprehensive enough to achieve it's purpose, not take too much training and be cost effective.

PROPOSED ASSESSMENT SYSTEM

Taking into consideration the various standpoints and methods I devised a system which I feel is relatively simple to operate and which is adaptable to both Junior and Senior Cycle students. It was adapted from a system used a school in England for General Course of Secondary Education Art and Design. It was chosen for it's comprehensiveness, it's layout and design, and it's use of self-assessment. It has three components, firstly a teachers assessment of the student under various headings. This covers the categories normally expected to be covered in art assessment i.e. aesthetic, perceptual, technical and personal. (see TABLE 5.3) The second component is student self-assessment, it is a questionnaire based on the same headings as the teacher's assessment but with multiple choices and reasons for answers. This is a further development from the preliminary self-assessment questionnaire. (see TABLE 5.4) The third component is a correlation of the two assessments. The student self-assessment sheet is only the same for headings, therefore the teacher is required to interpret the answers of the students to categorize them. (see TABLE 5.5)

TABLE 5.3

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE:	TERM:
NAME:	SCHEME:	
CLASS:		

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
	Records and expresses information with reasonable accuracy.
	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
	Competent in handling tools, further development needed.
	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

	Intelligent approach to problem solving.
	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
	Fails to show interest and can be uncooperative.

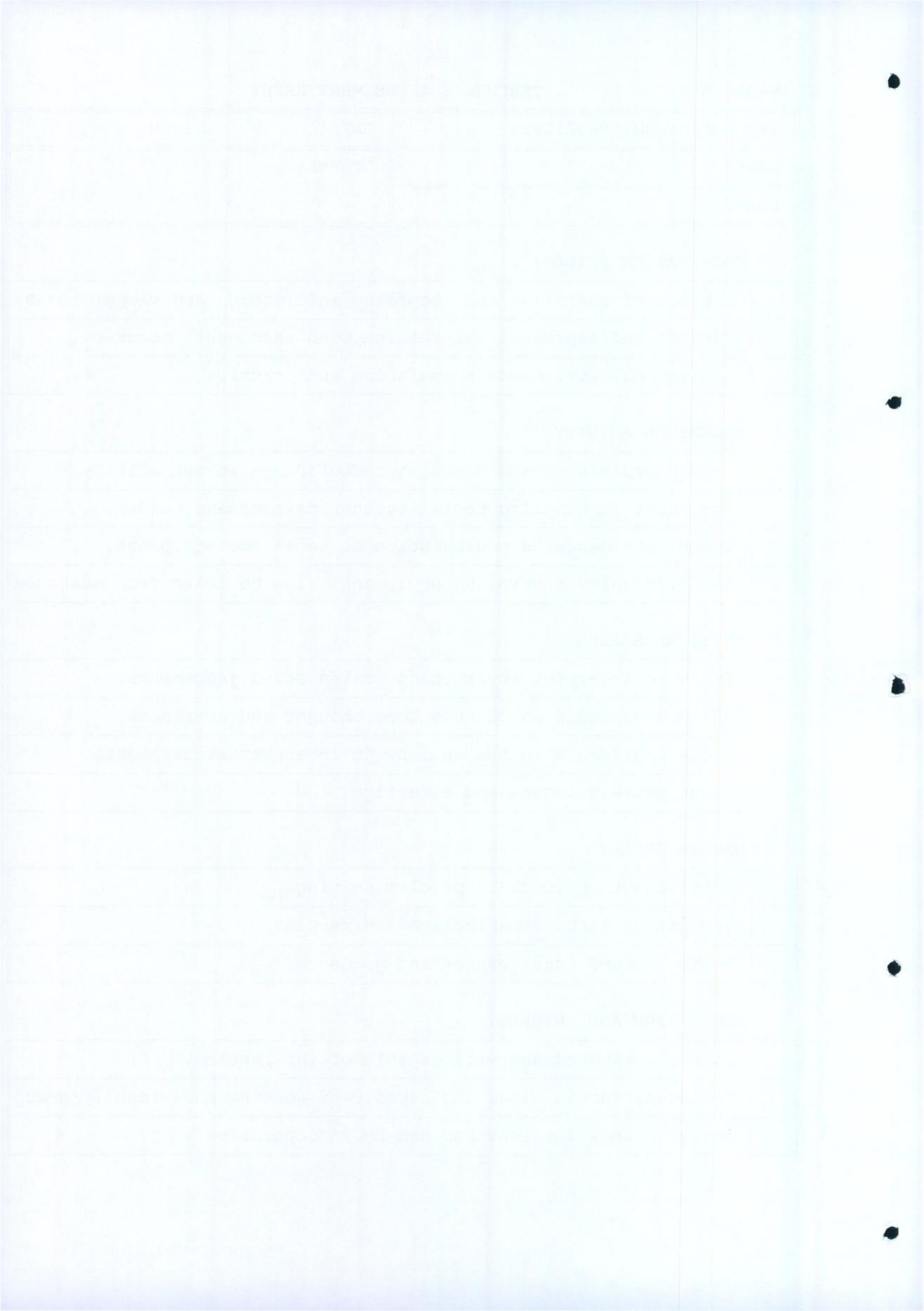


TABLE 5.4

STUDENT'S ASSESSMENT SHEET

NAME:	DATE:	TERM:
CLASS:	ART PROJECT:	

OBSERVATION AND COMMUNICATION

Which of the following do you feel confident doing?

- Drawing real objects ☐
 Drawing from pictures ☐
 Drawing from imagination ☐

In which areas do you think you need to improve?

- Proportion ☐
 Placing the drawing in the right position on your page ☐
 Achieving a 3 dimensional effect ☐
 Producing different effects with your pencil ☐

TECHNICAL ABILITY

What materials and equipment did you use?

- 1, 2,
 3, 4,

How well did you use them?

- With confidence ☐
 Well, after practice ☐
 Felt uncomfortable ☐
 Did not like using them ☐

Reason for answer:

Would your ability improve with practice?

- Greatly ☐
 Marginally ☐
 Not at all ☐

Reason for answer:

CRITICAL SKILLS:

Did you understand what was to be done?

- Understood perfectly ☐
 Was not too sure ☐
 Was confused ☐

Reason for answer:

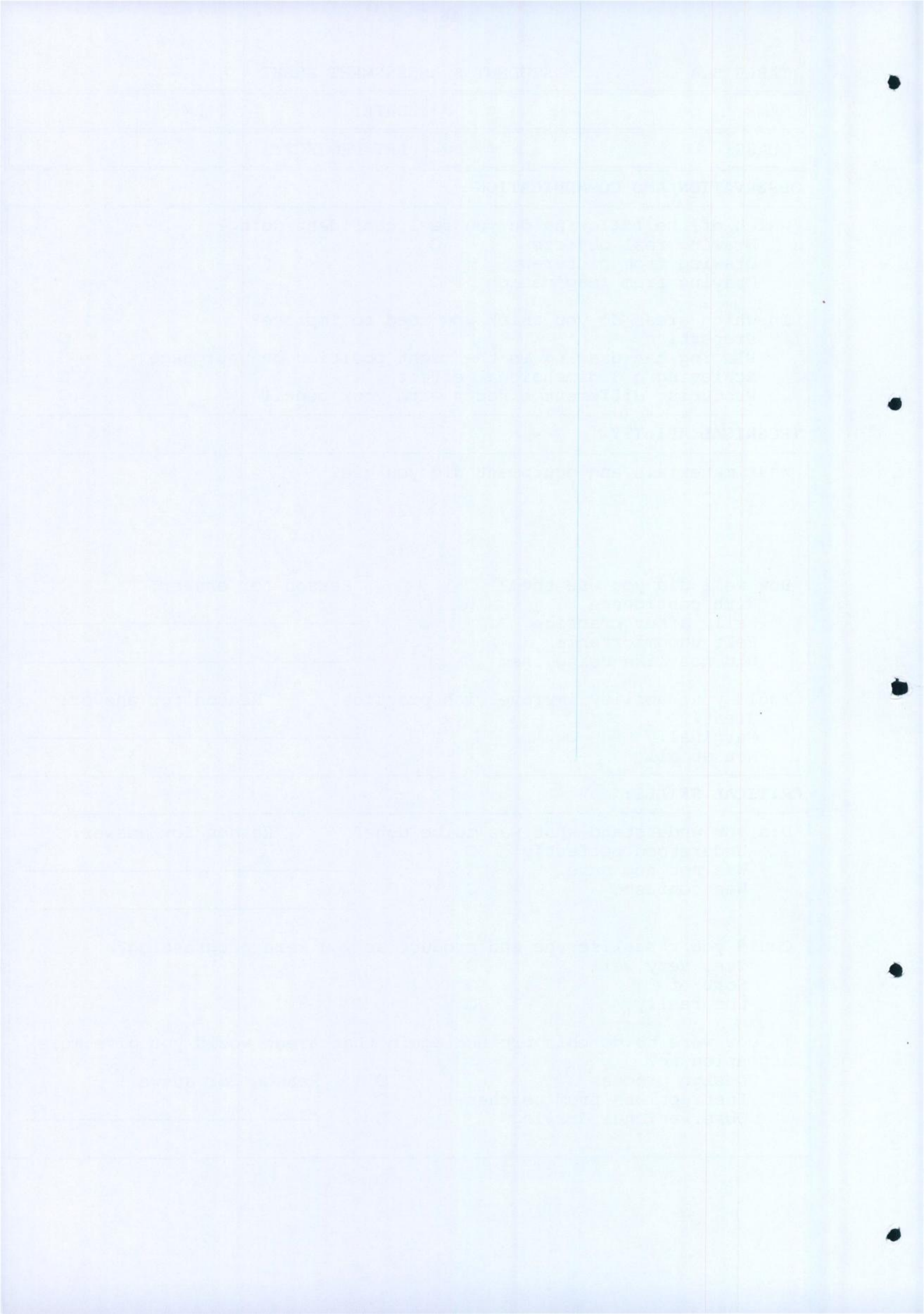
Could you visualize the end product as you were progressing?

- Yes, very well ☐
 Sort of ☐
 Not really ☐

If you were to do this project again what areas would you give more attention to?

- Design process ☐
 Instructions from teacher ☐
 Observational drawing ☐

Reason for answer:



DESIGN SKILLS:

TABLE 5.4

How many drawings did you do before you were happy with your design?		
1 - 3	<input type="radio"/>	
4 - 6	<input type="radio"/>	
7 - 10	<input type="radio"/>	
MORE	<input type="radio"/>	
Did your finished piece look like your design drawings?		
Exactly	<input type="radio"/>	Reason for answer: _____
Similar	<input type="radio"/>	
Not much	<input type="radio"/>	

MOTIVATION AND INTEREST

How much of your work did you complete to your satisfaction?

(a) All of it	<input type="radio"/>	Reasons:
(b) Most of it	<input type="radio"/>	
(c) Some of it	<input type="radio"/>	

Did you produce your best possible standard?

(a) Yes I did	<input type="radio"/>	Reasons:
(b) Only in some areas	<input type="radio"/>	
(c) I could have done better	<input type="radio"/>	

How do you feel when you look at your work?

(a) Very pleased	<input type="radio"/>	Reasons:
(b) Satisfied	<input type="radio"/>	
(c) Disappointed	<input type="radio"/>	
(d) Nothing	<input type="radio"/>	

How do you prefer to work?

(a) Individually	<input type="radio"/>	Reasons:
(b) Paired	<input type="radio"/>	
(c) In a group	<input type="radio"/>	
(d) Mixture of above	<input type="radio"/>	

What new skills did you learn from this project?

1,	
2,	
3,	
4,	

TABLE 5.5

ASSESSMENT CORRELLATION SHEET

NAME :	CLASS :	DATE :
SCHEME 1 :	SCHEME 2 :	
SCHEME 3 :	SCHEME 4 :	

TEACHER ASSESSMENT				OBSERVATIONAL SKILLS	STUDENT ASSESSMENT			
				Capable of analysing and recording information and visual ideas.				
				Records and expresses information with reasonable accuracy.				
				limited ability, needs stimulation and practice.				

TECHNICAL ABILITY

				Good coordination and dexterity. Confidence in own ability.				
				Competent in handling tools, further development needed.				
				Lacks confidence in manipulation of tools and equipment.				
				Has difficulty controlling equipment, slow to learn from mistakes.				

CRITICAL SKILLS

				Quick to interpret instruction, makes sound judgements.				
				Makes Judgements which show some thought and awareness.				
				Lacks confidence in own ability to interpret requirements.				
				Needs extra guidance and direction.				

DESIGN SKILLS

				Intelligent approach to problem solving.				
				Inventive, lacks organization/direction.				
				Needs limited intervention and guidance.				

MOTIVATION AND INTEREST

				Highly motivated and well capable of interaction.				
				Is consistent in class and capable of working in group/individually.				
				Fails to show interest and can be uncooperative.				



This correlation exercise highlights the areas where there is a difference in perception between the teacher and the student. If there is a difficulty categorizing some answers then the classifications of very good, good, fair and poor can be utilized.

On completion of the scheme/term/project, an evaluation of each student's work is made by the teacher under the various headings. Each student evaluates their performance by answering the questions on the student self-assessment sheet. The teacher then interprets and categorizes the student's answers and transfers the information from both sources to the correlation sheet. The correlation sheet is structured to record four separate assessments from teacher and student. In this way the progress of the students can be simply recorded over a period of time. The teacher can add his/her own comments and use the sheets to supplement grading procedures. They can also be referred to for Parent Teacher discussions, to outline progress and development.

Overall analysis of a group of student's assessments can direct the teacher toward specific activities and objectives. Insight can be gained into student's concerns and motivating factors and strengths and weaknesses can be diagnosed unobtrusively. Implementing a system of assessment could heighten awareness of art in schools and change the casual perception to a more serious one.

The first part of the report is a general
description of the project and the
methodology used. It is followed by a
detailed description of the results of the
study.

The second part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The third part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The fourth part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The fifth part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The sixth part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The seventh part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The eighth part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

The ninth part of the report is a
detailed description of the results of the
study. It is followed by a detailed
description of the results of the study.

CASE STUDIES USING THE SYSTEM

Case studies, consisting of four first year students have been selected to demonstrate the system. For the purpose of categorizing the students they were chosen according to their artistic ability, ranging from (a) very good; (b) good; (c) fair and (d) poor. For the purpose of identification the first years are labelled 1A; 1B; 1C; and 1D;

TABLE 5.6 comprises the assessment sheets for student 1A. This student is highly motivated and of above average ability. The self assessment sheet indicates that she underestimates her ability and performance. Of interest is the fact that one of her reasons for only producing her best effort in some areas was that she was tired and wanted to go home. As the classes took place just before lunch it is obvious that she was not focused and this warrants a one to one discussion to address the situation.

TABLE 5.7 comprises the assessment sheets for student 1B. This is a good, average student with potential. His perception of his work and performance is consistent with mine in just one area. This reflects his attitude which he does not see as a problem. This is reinforced by the manner in which he filled out the sheet, omitting the reasons for his answers. Nevertheless his work is of a high standard if he is more isolated from distraction.

TABLE 5.8 comprises the assessment sheets for student 1C.

This student is of average ability and when motivated can produce good work. She is confident in the manipulation of tools and equipment. I found it difficult to correlate her self-assessment as she put hardly any effort into it. Her assessment confirms her negative perception of her own ability. Even though her work was of a high standard he felt that she could have done better. She feels nothing when she looks at her work, yet, it was visually stimulating and creative. If action is not taken to increase her interest and confidence she will most likely opt out of art altogether.

TABLE 5.9 comprises the assessment sheets for student 1D.

This student is of low ability with poor concentration. He was very forthright and truthful in his written answers, which made correlation easier. Nonetheless his perception of his performance is extremely optimistic even though his "reasons" display pessimism in his outlook. He judged his work not by the standard of his effort but by the standard of other students work. This boy need a lot of individual attention and plenty of encouragement.

TABLE 5.10 is a compilation of the reasons for their answers given by first year students.

FIGURE 5.1 and FIGURE 5.2 shows student's work in progress and on completion.

TABLE 5.6

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE: <i>MARCH</i> TERM: <i>EASTER</i>
NAME: <i>/A</i>	SCHEME: <i>TRANSPORTATION</i>
CLASS: <i>1ST YEAR</i>	

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
✓	Records and expresses information with reasonable accuracy.
	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
✓	Competent in handling tools, further development needed.
	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

✓	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

✓	Intelligent approach to problem solving.
	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

✓	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
	Fails to show interest and can be uncooperative.

1. The first part of the document is a list of the names of the members of the committee.

2. The second part of the document is a list of the names of the members of the committee.

3. The third part of the document is a list of the names of the members of the committee.

4. The fourth part of the document is a list of the names of the members of the committee.

5. The fifth part of the document is a list of the names of the members of the committee.

6. The sixth part of the document is a list of the names of the members of the committee.

7. The seventh part of the document is a list of the names of the members of the committee.

8. The eighth part of the document is a list of the names of the members of the committee.

9. The ninth part of the document is a list of the names of the members of the committee.

10. The tenth part of the document is a list of the names of the members of the committee.

11. The eleventh part of the document is a list of the names of the members of the committee.

12. The twelfth part of the document is a list of the names of the members of the committee.

13. The thirteenth part of the document is a list of the names of the members of the committee.

14. The fourteenth part of the document is a list of the names of the members of the committee.

15. The fifteenth part of the document is a list of the names of the members of the committee.

16. The sixteenth part of the document is a list of the names of the members of the committee.

17. The seventeenth part of the document is a list of the names of the members of the committee.

18. The eighteenth part of the document is a list of the names of the members of the committee.

19. The nineteenth part of the document is a list of the names of the members of the committee.

20. The twentieth part of the document is a list of the names of the members of the committee.

21. The twenty-first part of the document is a list of the names of the members of the committee.

22. The twenty-second part of the document is a list of the names of the members of the committee.

23. The twenty-third part of the document is a list of the names of the members of the committee.

24. The twenty-fourth part of the document is a list of the names of the members of the committee.

25. The twenty-fifth part of the document is a list of the names of the members of the committee.

26. The twenty-sixth part of the document is a list of the names of the members of the committee.

27. The twenty-seventh part of the document is a list of the names of the members of the committee.

28. The twenty-eighth part of the document is a list of the names of the members of the committee.

29. The twenty-ninth part of the document is a list of the names of the members of the committee.

30. The thirtieth part of the document is a list of the names of the members of the committee.

31. The thirty-first part of the document is a list of the names of the members of the committee.

32. The thirty-second part of the document is a list of the names of the members of the committee.

33. The thirty-third part of the document is a list of the names of the members of the committee.

34. The thirty-fourth part of the document is a list of the names of the members of the committee.

35. The thirty-fifth part of the document is a list of the names of the members of the committee.

TABLE 5.6

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE: <i>MARCH</i> TERM: <i>EASTER</i>
NAME: <i>/A</i>	SCHEME:
CLASS: <i>1ST YEARS</i>	<i>TRANSPORTATION</i>

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
✓	Records and expresses information with reasonable accuracy.
	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
✓	Competent in handling tools, further development needed.
	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

✓	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

✓	Intelligent approach to problem solving.
	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

✓	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
	Fails to show interest and can be uncooperative.



TABLE 5.6

STUDENT'S ASSESSMENT SHEET

NAME: <u>1 A</u>	DATE: <u>MARCH</u> TERM: <u>EASTER</u>
CLASS: <u>1ST YEAR</u>	ART PROJECT: <u>3D TRANSPORT</u>

OBSERVATION AND COMMUNICATION

Which of the following do you feel confident doing?

- Drawing real objects ☐
 Drawing from pictures ☒
 Drawing from imagination ☒

In which areas do you think you need to improve?

- Proportion ☐
 Placing the drawing in the right position on your page ☐
 Achieving a 3 dimensional effect ☐
 Producing different effects with your pencil ☒

TECHNICAL ABILITY

What materials and equipment did you use?

- 1, 2,
 3, 4,

How well did you use them?

- With confidence ☐
 Well, after practice ☒
 Felt uncomfortable ☐
 Did not like using them ☐

Reason for answer:

Would your ability improve with practice?

- Greatly ☒
 Marginally ☐
 Not at all ☐

Reason for answer:

CRITICAL SKILLS:

Did you understand what was to be done?

- Understood perfectly ☒
 Was not too sure ☐
 Was confused ☐

Reason for answer:

Could you visualize the end product as you were progressing?

- Yes, very well ☐
 Sort of ☒
 Not really ☐

If you were to do this project again what areas would you give more attention to?

- Design process ☒
 Instructions from teacher ☐
 Observational drawing ☐

Reason for answer:

TABLE 5.6

DESIGN SKILLS:

How many drawings did you do before you were happy with your design?

- | | |
|--------|----------------------------------|
| 1 - 3 | <input checked="" type="radio"/> |
| 4 - 6 | <input type="radio"/> |
| 7 - 10 | <input type="radio"/> |
| MORE | <input type="radio"/> |

Did your finished piece look like your design drawings?

- | | |
|----------|----------------------------------|
| Exactly | <input type="radio"/> |
| Similar | <input checked="" type="radio"/> |
| Not much | <input type="radio"/> |

Reason for answer:

MOTIVATION AND INTEREST

How much of your work did you complete to your satisfaction?

- | | | |
|----------------|----------------------------------|----------|
| (a) All of it | <input type="radio"/> | Reasons: |
| (b) Most of it | <input type="radio"/> | |
| (c) Some of it | <input checked="" type="radio"/> | |

Did you produce your best possible standard?

- | | | |
|------------------------------|----------------------------------|----------|
| (a) Yes I did | <input type="radio"/> | Reasons: |
| (b) Only in some areas | <input checked="" type="radio"/> | |
| (c) I could have done better | <input type="radio"/> | |

How do you feel when you look at your work?

- | | | |
|------------------|----------------------------------|----------|
| (a) Very pleased | <input checked="" type="radio"/> | Reasons: |
| (b) Satisfied | <input type="radio"/> | |
| (c) Disappointed | <input type="radio"/> | |
| (d) Nothing | <input type="radio"/> | |

How do you prefer to work?

- | | | |
|----------------------|----------------------------------|----------|
| (a) Individually | <input checked="" type="radio"/> | Reasons: |
| (b) Paired | <input type="radio"/> | |
| (c) In a group | <input type="radio"/> | |
| (d) Mixture of above | <input type="radio"/> | |

What new skills did you learn from this project?

1,

2,

3,

4,

TABLE 5.6

ASSESSMENT CORRELLATION SHEET

NAME: <i>IA</i>	CLASS: <i>1ST YEAR</i>	DATE: <i>APRIL '97</i>
SCHEME 1: <i>TRANSPORTATION</i>	SCHEME 2:	
SCHEME 3:	SCHEME 4:	

TEACHER ASSESSMENT				OBSERVATIONAL SKILLS	STUDENT ASSESSMENT			
				Capable of analysing and recording information and visual ideas.				
✓				Records and expresses information with reasonable accuracy.	✓			
				limited ability, needs stimulation and practice.				

TECHNICAL ABILITY

				Good coordination and dexterity. Confidence in own ability.				
✓				Competent in handling tools, further development needed.	✓			
				Lacks confidence in manipulation of tools and equipment.				
				Has difficulty controlling equipment, slow to learn from mistakes.				

CRITICAL SKILLS

✓				Quick to interpret instruction, makes sound judgements.				
				Makes Judgements which show some thought and awareness.	✓			
				Lacks confidence in own ability to interpret requirements.				
				Needs extra guidance and direction.				

DESIGN SKILLS

✓				Intelligent approach to problem solving.				
				Inventive, lacks organization/direction.	✓			
				Needs limited intervention and guidance.				

MOTIVATION AND INTEREST

✓				Highly motivated and well capable of interaction.				
				Is consistent in class and capable of working in group/individually.	✓			
				Fails to show interest and can be uncooperative.				

TABLE 5.7

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE: <i>MARCH</i> TERM: <i>EASTER</i>
NAME: <i>IB</i>	SCHEME:
CLASS: <i>1ST YEAR</i>	<i>TRANSPORTATION</i>

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
	Records and expresses information with reasonable accuracy.
	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
	Competent in handling tools, further development needed.
	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

	Intelligent approach to problem solving.
	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
	Fails to show interest and can be uncooperative.

TABLE 5.7

STUDENT'S ASSESSMENT SHEET

NAME: <u>1 B</u>	DATE: <u>MARCH</u> TERM: <u>EASTER</u>
CLASS: <u>1ST YEAR</u>	ART PROJECT: <u>MAKING VEHICLES</u>

OBSERVATION AND COMMUNICATION

Which of the following do you feel confident doing?

- Drawing real objects ☒
 Drawing from pictures ☐
 Drawing from imagination ☐

In which areas do you think you need to improve?

- Proportion ☐
 Placing the drawing in the right position on your page ☐
 Achieving a 3 dimensional effect ☒
 Producing different effects with your pencil ☐

TECHNICAL ABILITY

What materials and equipment did you use?

- 1, 2,
 3, 4,

How well did you use them?

- With confidence ☒
 Well, after practice ☐
 Felt uncomfortable ☐
 Did not like using them ☐

Reason for answer:

Would your ability improve with practice?

- Greatly ☐
 Marginally ☐
 Not at all ☐

Reason for answer:

CRITICAL SKILLS:

Did you understand what was to be done?

- Understood perfectly ☒
 Was not too sure ☐
 Was confused ☐

Reason for answer:

Could you visualize the end product as you were progressing?

- Yes, very well ☐
 Sort of ☒
 Not really ☐

If you were to do this project again what areas would you give more attention to?

- Design process ☒
 Instructions from teacher ☐
 Observational drawing ☐

Reason for answer:

TABLE 5.7

DESIGN SKILLS:

How many drawings did you do before you were happy with your design?

- | | |
|--------|----------------------------------|
| 1 - 3 | <input checked="" type="radio"/> |
| 4 - 6 | <input type="radio"/> |
| 7 - 10 | <input type="radio"/> |
| MORE | <input type="radio"/> |

Did your finished piece look like your design drawings?

- | | |
|----------|----------------------------------|
| Exactly | <input checked="" type="radio"/> |
| Similar | <input type="radio"/> |
| Not much | <input type="radio"/> |

Reason for answer:

MOTIVATION AND INTEREST

How much of your work did you complete to your satisfaction?

- | | | |
|----------------|----------------------------------|----------|
| (a) All of it | <input type="radio"/> | Reasons: |
| (b) Most of it | <input checked="" type="radio"/> | |
| (c) Some of it | <input type="radio"/> | |

Did you produce your best possible standard?

- | | | |
|------------------------------|----------------------------------|----------|
| (a) Yes I did | <input type="radio"/> | Reasons: |
| (b) Only in some areas | <input checked="" type="radio"/> | |
| (c) I could have done better | <input type="radio"/> | |

How do you feel when you look at your work?

- | | | |
|------------------|----------------------------------|----------|
| (a) Very pleased | <input type="radio"/> | Reasons: |
| (b) Satisfied | <input checked="" type="radio"/> | |
| (c) Disappointed | <input type="radio"/> | |
| (d) Nothing | <input type="radio"/> | |

How do you prefer to work?

- | | | |
|----------------------|----------------------------------|----------|
| (a) Individually | <input checked="" type="radio"/> | Reasons: |
| (b) Paired | <input type="radio"/> | |
| (c) In a group | <input type="radio"/> | |
| (d) Mixture of above | <input type="radio"/> | |

What new skills did you learn from this project?

1,

2,

3,

4,

TABLE 5.7

ASSESSMENT CORRELLATION SHEET

NAME: <i>/ B</i>	CLASS: <i>/ST YEAR</i>	DATE: <i>APRIL '97</i>
SCHEME 1: <i>TRANSPORTATION</i>	SCHEME 2:	
SCHEME 3:	SCHEME 4:	

TEACHER ASSESSMENT				OBSERVATIONAL SKILLS	STUDENT ASSESSMENT			
				Capable of analysing and recording information and visual ideas.				
✓				Records and expresses information with reasonable accuracy.	✓			
				limited ability, needs stimulation and practice.				

TECHNICAL ABILITY

				Good coordination and dexterity. Confidence in own ability.	✓			
✓				Competent in handling tools, further development needed.				
				Lacks confidence in manipulation of tools and equipment.				
				Has difficulty controlling equipment, slow to learn from mistakes.				

CRITICAL SKILLS

				Quick to interpret instruction, makes sound judgements.	✓			
✓				Makes Judgements which show some thought and awareness.				
				Lacks confidence in own ability to interpret requirements.				
				Needs extra guidance and direction.				

DESIGN SKILLS

				Intelligent approach to problem solving.	✓			
✓				Inventive, lacks organization/direction.				
				Needs limited intervention and guidance.				

MOTIVATION AND INTEREST

				Highly motivated and well capable of interaction.				
				Is consistent in class and capable of working in group/individually.	✓			
✓				Fails to show interest and can be uncooperative.				

TABLE 5.8

TABLE 5.8

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE: <i>MARCH</i> TERM: <i>EASTER</i>
NAME: <i>IC</i>	SCHEME:
CLASS: <i>1ST YEAR</i>	<i>TRANSPORTATION</i>

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
	Records and expresses information with reasonable accuracy.
	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
	Competent in handling tools, further development needed.
	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

	Intelligent approach to problem solving.
	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
	Fails to show interest and can be uncooperative.

TABLE 5.8

STUDENT'S ASSESSMENT SHEET

NAME: <u>IC</u>	DATE: <u>MARCH</u> TERM: <u>EASTER</u>
CLASS: <u>1ST YEAR</u>	ART PROJECT: <u>TRANSPORT</u>

OBSERVATION AND COMMUNICATION

Which of the following do you feel confident doing?

- Drawing real objects ☐
 Drawing from pictures ☐
 Drawing from imagination ☒

In which areas do you think you need to improve?

- Proportion ☐
 Placing the drawing in the right position on your page ☐
 Achieving a 3 dimensional effect ☐
 Producing different effects with your pencil ☒

TECHNICAL ABILITY

What materials and equipment did you use?

- 1, 2,
 3, 4,

How well did you use them?

- With confidence ☐
 Well, after practice ☒
 Felt uncomfortable ☐
 Did not like using them ☐

Reason for answer:

Would your ability improve with practice?

- Greatly ☒
 Marginally ☐
 Not at all ☐

Reason for answer:

CRITICAL SKILLS:

Did you understand what was to be done?

- Understood perfectly ☒
 Was not too sure ☐
 Was confused ☐

Reason for answer:

Could you visualize the end product as you were progressing?

- Yes, very well ☐
 Sort of ☒
 Not really ☐

If you were to do this project again what areas would you give more attention to?

- Design process ☒
 Instructions from teacher ☐
 Observational drawing ☐

Reason for answer:

TABLE 5.8

DESIGN SKILLS:

How many drawings did you do before you were happy with your design?

- | | |
|--------|----------------------------------|
| 1 - 3 | <input type="radio"/> |
| 4 - 6 | <input checked="" type="radio"/> |
| 7 - 10 | <input type="radio"/> |
| MORE | <input type="radio"/> |

Did your finished piece look like your design drawings?

- | | |
|----------|----------------------------------|
| Exactly | <input type="radio"/> |
| Similar | <input checked="" type="radio"/> |
| Not much | <input type="radio"/> |

Reason for answer:

MOTIVATION AND INTEREST

How much of your work did you complete to your satisfaction?

- | | | |
|----------------|----------------------------------|----------|
| (a) All of it | <input type="radio"/> | Reasons: |
| (b) Most of it | <input checked="" type="radio"/> | |
| (c) Some of it | <input type="radio"/> | |

Did you produce your best possible standard?

- | | | |
|------------------------------|----------------------------------|----------|
| (a) Yes I did | <input type="radio"/> | Reasons: |
| (b) Only in some areas | <input type="radio"/> | |
| (c) I could have done better | <input checked="" type="radio"/> | |

How do you feel when you look at your work?

- | | | |
|------------------|-----------------------|----------|
| (a) Very pleased | <input type="radio"/> | Reasons: |
| (b) Satisfied | <input type="radio"/> | |
| (c) Disappointed | <input type="radio"/> | |
| (d) Nothing | <input type="radio"/> | |

How do you prefer to work?

- | | | |
|----------------------|----------------------------------|----------|
| (a) Individually | <input type="radio"/> | Reasons: |
| (b) Paired | <input type="radio"/> | |
| (c) In a group | <input checked="" type="radio"/> | |
| (d) Mixture of above | <input type="radio"/> | |

What new skills did you learn from this project?

1,

2,

3,

4,

TABLE 5.8

ASSESSMENT CORRELATION SHEET

NAME: <u>IC</u>	CLASS: <u>1ST YEAR</u>	DATE: <u>APRIL '97</u>
SCHEME 1: <u>TRANSPORTATION</u>	SCHEME 2:	
SCHEME 3:	SCHEME 4:	

TEACHER ASSESSMENT				OBSERVATIONAL SKILLS	STUDENT ASSESSMENT			
				Capable of analysing and recording information and visual ideas.				
✓				Records and expresses information with reasonable accuracy.	✓			
				limited ability, needs stimulation and practice.				

TECHNICAL ABILITY

				Good coordination and dexterity. Confidence in own ability.				
✓				Competent in handling tools, further development needed.	✓			
				Lacks confidence in manipulation of tools and equipment.				
				Has difficulty controlling equipment, slow to learn from mistakes.				

CRITICAL SKILLS

				Quick to interpret instruction, makes sound judgements.	✓			
✓				Makes Judgements which show some thought and awareness.				
				Lacks confidence in own ability to interpret requirements.				
				Needs extra guidance and direction.				

DESIGN SKILLS

				Intelligent approach to problem solving.	✓			
✓				Inventive, lacks organization/direction.				
				Needs limited intervention and guidance.				

MOTIVATION AND INTEREST

				Highly motivated and well capable of interaction.				
✓				Is consistent in class and capable of working in group/individually.	✓			
				Fails to show interest and can be uncooperative.				

TABLE 5.9

TEACHER'S ASSESSMENT SHEET

ART DEPARTMENT PROFILE:	DATE: <i>MARCH</i> TERM: <i>EASTER</i>
NAME: <i>ID</i>	SCHEME: <i>TRANSPORTATION.</i>
CLASS: <i>1ST YEAR</i>	

OBSERVATION SKILLS:

	Capable of analysing and recording information and visual ideas.
	Records and expresses information with reasonable accuracy.
✓	Limited ability, needs stimulation and practice.

TECHNICAL ABILITY

	Good coordination and dexterity. Confidence in own ability.
	Competent in handling tools, further development needed.
✓	Lacks confidence in manipulation of tools and equipment.
	Has difficulty controlling equipment, slow to learn from mistakes

CRITICAL SKILLS

	Quick to interpret instruction, makes sound judgements.
	Makes judgements which show some thought and awareness.
✓	Lacks confidence in own ability to interpret requirements.
	Needs extra guidance and direction.

DESIGN SKILLS

	Intelligent approach to problem solving.
✓	Inventive, lacks organization / direction.
	Needs limited intervention and guidance.

MOTIVATION AND INTEREST

	Highly motivated and well capable of interaction.
	Is consistent in class and capable of working individually/group
✓	Fails to show interest and can be uncooperative.



TABLE 5.9

STUDENT'S ASSESSMENT SHEET

NAME: <u>1 D</u>	DATE: <u>MARCH</u> TERM: <u>EASTER</u>
CLASS: <u>1ST YEAR</u>	ART PROJECT: <u>MAKING CARS</u>

OBSERVATION AND COMMUNICATION

Which of the following do you feel confident doing?

- Drawing real objects ☐
 Drawing from pictures ☐
 Drawing from imagination ☒

In which areas do you think you need to improve?

- Proportion ☐
 Placing the drawing in the right position on your page ☐
 Achieving a 3 dimensional effect ☒
 Producing different effects with your pencil ☐

TECHNICAL ABILITY

What materials and equipment did you use?

- 1, 2,
 3, 4,

How well did you use them?

- With confidence ☒
 Well, after practice ☐
 Felt uncomfortable ☐
 Did not like using them ☐

Reason for answer:

Would your ability improve with practice?

- Greatly ☐
 Marginally ☒
 Not at all ☐

Reason for answer:

CRITICAL SKILLS:

Did you understand what was to be done?

- Understood perfectly ☐
 Was not too sure ☐
 Was confused ☒

Reason for answer:

Could you visualize the end product as you were progressing?

- Yes, very well ☐
 Sort of ☒
 Not really ☐

If you were to do this project again what areas would you give more attention to?

- Design process ☐
 Instructions from teacher ☒
 Observational drawing ☐

Reason for answer:

TABLE 5.9

DESIGN SKILLS:

How many drawings did you do before you were happy with your design?

- | | |
|--------|----------------------------------|
| 1 - 3 | <input checked="" type="radio"/> |
| 4 - 6 | <input type="radio"/> |
| 7 - 10 | <input type="radio"/> |
| MORE | <input type="radio"/> |

Did your finished piece look like your design drawings?

- | | |
|----------|----------------------------------|
| Exactly | <input type="radio"/> |
| Similar | <input type="radio"/> |
| Not much | <input checked="" type="radio"/> |

Reason for answer:

MOTIVATION AND INTEREST

How much of your work did you complete to your satisfaction?

- | | |
|----------------|----------------------------------|
| (a) All of it | <input type="radio"/> |
| (b) Most of it | <input checked="" type="radio"/> |
| (c) Some of it | <input type="radio"/> |

Reasons:

Did you produce your best possible standard?

- | | |
|------------------------------|----------------------------------|
| (a) Yes I did | <input type="radio"/> |
| (b) Only in some areas | <input checked="" type="radio"/> |
| (c) I could have done better | <input type="radio"/> |

Reasons:

How do you feel when you look at your work?

- | | |
|------------------|----------------------------------|
| (a) Very pleased | <input type="radio"/> |
| (b) Satisfied | <input type="radio"/> |
| (c) Disappointed | <input checked="" type="radio"/> |
| (d) Nothing | <input type="radio"/> |

Reasons:

How do you prefer to work?

- | | |
|----------------------|----------------------------------|
| (a) Individually | <input checked="" type="radio"/> |
| (b) Paired | <input type="radio"/> |
| (c) In a group | <input type="radio"/> |
| (d) Mixture of above | <input type="radio"/> |

Reasons:

What new skills did you learn from this project?

1,

2,

3,

4,

TABLE 5.9

ASSESSMENT CORRELATION SHEET

NAME: <u>1 D</u>	CLASS: <u>1ST YEAR</u>	DATE: <u>APRIL '97</u>
SCHEME 1: <u>TRANSPORTATION</u>	SCHEME 2:	
SCHEME 3:	SCHEME 4:	

TEACHER ASSESSMENT					OBSERVATIONAL SKILLS	STUDENT ASSESSMENT				
					Capable of analysing and recording information and visual ideas.					
					Records and expresses information with reasonable accuracy.	✓				
✓					limited ability, needs stimulation and practice.					

TECHNICAL ABILITY

					Good coordination and dexterity. Confidence in own ability.	✓				
					Competent in handling tools, further development needed.					
✓					Lacks confidence in manipulation of tools and equipment.					
					Has difficulty controlling equipment, slow to learn from mistakes.					

CRITICAL SKILLS

					Quick to interpret instruction, makes sound judgements.					
					Makes Judgements which show some thought and awareness.					
✓					Lacks confidence in own ability to interpret requirements.	✓				
					Needs extra guidance and direction.					

DESIGN SKILLS

					Intelligent approach to problem solving.	✓				
✓					Inventive, lacks organization/direction.					
					Needs limited intervention and guidance.					

MOTIVATION AND INTEREST

					Highly motivated and well capable of interaction.					
					Is consistent in class and capable of working in group/individually.	✓				
✓					Fails to show interest and can be uncooperative.					

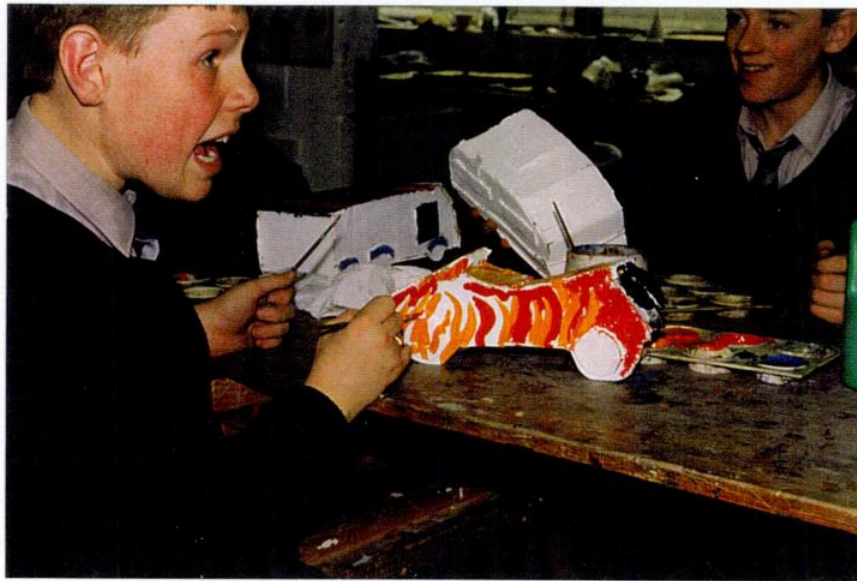
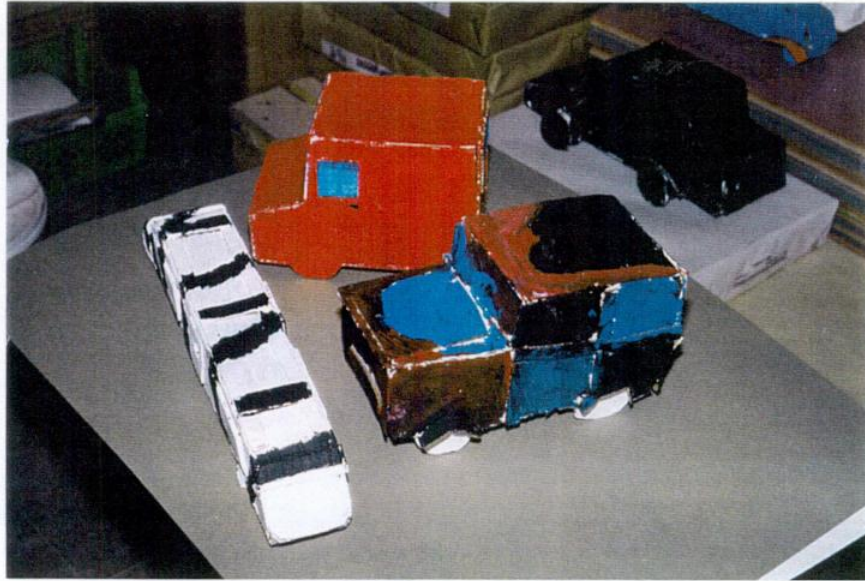
Q.	HOW WELL DID YOU USE THEM?
1A.	If you keep doing the same thing you get the hang of it
1B.	I just do O.K.
1C.	I've had a lot of preparation
1D.	I do it good
Q.	WOULD YOUR ABILITY IMPROVE WITH PRACTICE?
1A.	Most people say "Practice makes perfect"
1B.	Because I like to do it better
1C.	No reply
1D.	Don't think it would change
Q.	DID YOU UNDERSTAND WHAT WAS TO BE DONE?
1A.	Because as always, I listen
1B.	No reply
1C.	No reply
1D.	Couldn't hear teacher, people messing
Q.	WHICH AREAS WOULD YOU GIVE MORE ATTENTION TO NEXT TIME?
1A.	Design Process, as I didn't pay much attention to it
1B.	Design Process,
1C.	Design Process,
1D.	Instructions from teacher, people messing
Q.	DID YOUR FINISHED PIECE LOOK LIKE YOUR DESIGN DRAWINGS?
1A.	Similar, I don't like making models out of cardboard
1B.	Exactly
1C.	Similar
1D.	Not much, I did it wrong, it fell apart
Q.	HOW MUCH OF YOUR WORK DID YOU COMPLETE TO YOUR SATISFACTION?
1A.	Some of it, shape and camouflage pattern gave perfect effect
1B.	Most of it,
1C.	Most of it,
1D.	Some of it, teacher helped me
Q.	DID YOU PRODUCE YOUR BEST POSSIBLE STANDARD?
1A.	Only in some areas, because I was tired and wanted to go home
1B.	Only in some areas
1C.	I could have done better
1D.	I'm not great at doing some areas, I found others better
Q.	HOW DO YOU FEEL WHEN YOU LOOK AT YOUR WORK?
1A.	Very pleased, turned out better than my design
1B.	Satisfied,
1C.	Nothing,
1D.	Disappointed, I'm not good at doing stuff like that
Q.	HOW DO YOU PREFER TO WORK, INDIVIDUALLY OR GROUP?
1A.	Individually, so I can do what I want
1B.	Individually,
1C.	In a group,
1D.	Individually, All alone
Q.	WHAT NEW SKILLS DID YOU LEARN FROM THIS PROJECT?
1A.	Using paint + brush, do not rush work, keep concentrating
1B.	No reply
1C.	No reply
1D.	How to use a craft knife, How to use glue without getting it all over you, how to design a car overall

Figure 5.1



FIRST YEAR STUDENT'S WORK

Figure 5.2



FIRST YEAR STUDENT'S WORK

Apart from the acquisition of information about their work, these answers can give an insight into their personalities and view of themselves. The assessment system was very useful in encouraging responses from the students which would not normally be expressed in a classroom situation. It indicated the areas of teaching practice which could be improved such as classroom management, teaching strategies and communication.

The system was used with more success in terms of feedback with other age groups. A further case study with second year students was carried out and a sample of their "reasons for answers" is included. See TABLE 5.11. Even with one years involvement in Junior Certificate Art it can be seen that there is an improvement in understanding and communication skills. The second year case studies showed that the system could be very successful in supplementing everyday observation on the part of the teacher as evidenced in the answers which were more insightful and which showed that they were made consciously aware of the effects of their attitude on the work. With regular consistent use the system could only enhance teaching practice and student response.

The first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the
the sixth is the fact that the
the seventh is the fact that the
the eighth is the fact that the
the ninth is the fact that the
the tenth is the fact that the

The first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the
the sixth is the fact that the
the seventh is the fact that the
the eighth is the fact that the
the ninth is the fact that the
the tenth is the fact that the

Q.	HOW WELL DID YOU USE THEM?
2A.	With confidence, done it lots of times before
2B.	With confidence, I am used to doing things like that
2C.	Felt uncomfortable,
2D.	With confidence, I always have a shot at everything
Q.	WOULD YOUR ABILITY IMPROVE WITH PRACTICE?
2A.	Greatly, The more I do the better I become
2B.	Marginally, practice makes perfect
2C.	Marginally, I am hopeless at art
2D.	Marginally, Because I can work hard when I want to
Q.	DID YOU UNDERSTAND WHAT WAS TO BE DONE?
2A.	Understood perfectly, i am great at listening
2B.	Understood perfectly, I am a good listener
2C.	Not too sure,
2D.	Understood perfectly, teacher explained everything very well
Q.	WHICH AREAS WOULD YOU GIVE MORE ATTENTION TO NEXT TIME?
2A.	Design process, I need more ideas
2B.	Design process, Designed idea too late in process
2C.	Instructions from teacher,
2D.	Design process,
Q.	DID YOUR FINISHED PIECE LOOK LIKE YOUR DESIGN DRAWINGS?
2A.	Similar, a bit different
2B.	Exactly, I did it good
2C.	Similar,
2D.	Exactly
Q.	HOW MUCH OF YOUR WORK DID YOU COMPLETE TO YOUR SATISFACTION?
2A.	Most of it, I did it well
2B.	All of it, I am good at it
2C.	Some of it, because I made it too big
2D.	Most of it,
Q.	DID YOU PRODUCE YOUR BEST POSSIBLE STANDARD?
2A.	Yes, I worked hard at it
2B.	Yes I did, I produced it good and slowly
2C.	I could have done better, I rushed it
2D.	Yes I did
Q.	HOW DO YOU FEEL WHEN YOU LOOK AT YOUR WORK?
2A.	Very pleased, it was a good job
2B.	Satisfied, I enjoyed going it and I am proud
2C.	Disappointed, it's all out of size
2D.	Satisfied,
Q.	HOW DO YOU PREFER TO WORK, INDIVIDUALLY OR GROUP?
2A.	Paired, more fun
2B.	Paired, view all possible ways of making it
2C.	Individually,
2D.	Mixture of above
Q.	WHAT NEW SKILLS DID YOU LEARN FROM THIS PROJECT?
2A.	No reply
2B.	Papier Mache properly, draw before make, design images on card
2C.	To do papier mache, how to get 3D effect
2D.	Achieve a 3D effect

CHAPTER 6

EVALUATION OF SYSTEM

To supplement and enhance my own experience, the system was distributed to 20 art teachers, to survey their opinion on it's merits. In addition a questionnaire was distributed with the assessment pack to record their impressions, concerns, experiences and comments. TABLE 6.1 is a copy of the questionnaire and TABLE 6.2 is a compilation of their responses to the questions. It shows that an overwhelming majority of teachers would use this or a similar system. A significant number (almost two thirds) understandably regarded it as *more paperwork* while acknowledging that it would help with grading and overall performance. The main concern was that their own ability as teachers would also be assessed. While the information entered on the sheets can reflect student sentiments which may not always be positive or complimentary, it must be taken into account that they may have a different perspective and have the right to express their concerns. The maturity of the students must also be taken into account and a pinch of salt liberally applied to some of their comments. Shulz's "Lucy" is a case in point where she is all encompassing in her application of blame to everybody irrespective of their role in the acquisition of her "C" grade. Even though her position could be regarded as untenable, her perspective is relevant and as such, should be taken into consideration. The primary purpose of the system is to assist teachers in assessing students and their own pedagogical practices, not to assess the teacher's performance or ability.

SURVEY OF ART TEACHER'S IMPRESSIONS

Enclosed, is a proposed assessment system to assist teachers in evaluating student's work and performance. Please study it and try it out, then record your impressions and comments. Your help in answering the following questions is appreciated.

	YES	NO
WOULD YOU USE IT?	<input type="radio"/>	<input type="radio"/>
WOULD YOU CONSIDER IT:		
MORE PAPER WORK?	<input type="radio"/>	<input type="radio"/>
A HELP IN YOUR PERFORMANCE IN TEACHING ART?	<input type="radio"/>	<input type="radio"/>
AN ASSESSMENT OF YOUR ABILITY TO TEACH?	<input type="radio"/>	<input type="radio"/>
WOULD IT MAKE GRADING EASIER?	<input type="radio"/>	<input type="radio"/>
WOULD IT ASSIST CORRELLATION BETWEEN TEACHERS?	<input type="radio"/>	<input type="radio"/>
WOULD IT HEIGHTEN AN AWARENESS OF ART IN SCHOOLS?	<input type="radio"/>	<input type="radio"/>

IF AN ASSESSMENT SYSTEM WAS IN PLACE	<input type="radio"/>	WEEKLY
PLEASE TICK PREFERRED OPTION:	<input type="radio"/>	MONTHLY
	<input type="radio"/>	TERM
	<input type="radio"/>	SCHEME END
	<input type="radio"/>	OTHER

WHEN YOU ASSESS ART WORK DO YOU USE:	YES	NO
GRADES?	<input type="radio"/>	<input type="radio"/>
PERCENTAGES?	<input type="radio"/>	<input type="radio"/>
WRITTEN COMMENTS?	<input type="radio"/>	<input type="radio"/>
COMBINATION OF ABOVE?	<input type="radio"/>	<input type="radio"/>

COMMENTS AND SUGGESTIONS:

* Example of assessment system attached.

TABLE 6.2 SUMMARY OF ART TEACHER'S ANSWERS TO SURVEY

* NUMBER OF TEACHERS SURVEYED: 20	YES	NO
WOULD YOU USE IT?	18	2
WOULD YOU REGARD IT AS:		
MORE PAPERWORK?	11	6
AS A HELP IN PERFORMANCE?	16	2
AS AN ASSESSMENT OF YOUR ABILITY?	15	1
WOULD IT MAKE GRADING EASIER?	19	1
WOULD IT ASSIST CORRELATION BETWEEN TEACHERS?	13	5
WOULD IT HEIGHTEN AWARENESS OF ART IN SCHOOLS	9	7

TABLE 6.3

WOULD YOU PREFER TO USE THE SYSTEM:	
WEEKLY	0
MONTHLY	3
TERM END	4
SCHEME END	11
OTHER	2

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TABLE 6.4

RESULTS OF ART TEACHER SURVEY

ART TEACHER'S COMMENTS ABOUT PROPOSED SYSTEM:
Art teachers could see a positive and worthwhile value to such a device. There were also some concerns that it could infringe too much on classtime. There was also concern about the personalities of the students involved. The following is a selection of views on the proposed system.
A good way to keep a record of student's progress.
Can be used later in the year as a source of reference.
A hassle in filling them out.
Would it be used for all year groups?
Vocabulary might need looking at.
Particularly useful in transition year.
Repetitive questions.
Help to promote art in schools.
More applicable to senior students.
A number of students would not be suitable to use the sheet successfully.
Good for motivation of students.
Develop a sense of maturity and pride.
Needs a very organized classroom and teacher.
A very good way of developing student critical awareness.
A good idea, would like to use it.
Help students have a deeper understanding of their own work.
It would make grading easier.
Help in categorizing students, what bracket/area they belong to.
Help to make it a serious subject, yet again we have to do all of this to prove it.



It was overwhelmingly agreed that the system would assist in the grading process. As it is obvious that any system will be somewhat time consuming, there is a drawback of time in the area of grading and in the area of new teachers assimilating student profiles. TABLE 6.3 shows that the use of the system at scheme end, would be favoured by the majority. Only above half thought it would heighten awareness of art in schools, which is an uphill battle. So any contribution that the system could make in this area, however small, would be of value.

TABLE 6.4 is a catalogue of comments from the teachers which reflects their impressions. On the whole they were positive but expressing some concerns. One of the concerns was that the descriptions within the headings on the teacher's assessment sheet did not cover all student profiles. It must be taken into account that the system is not fully developed needs attention in some areas and was never intended to be a definitive solution.

Other conclusions, drawn from practice with the system are that it could have an effect on the perception of art as a *frills* subject. It would be seen that there is more to art and design than just drawing and painting. In the area of diagnosing problems and potential problems, student's self-assessment could prove invaluable. Being aware of circumstances at an early stage is tantamount to finding appropriate solutions. The majority of those who studied the system felt it was worth serious consideration.

CONCLUSION

The complexities of assessing art in relation to other subjects provides a good reason to look to fresh innovative ways of evaluating student's work. Student involvement in self-assessment clearly is of benefit to them as they identify their strengths and weaknesses and the steps they need to take to improve their performance. Rarely is time allocated for, or guidance given, so this can take place within the present practice. If student self-assessment was more commonly structured into classroom procedure students would become more aware of their responsibility for their decisions and conclusions. The teacher too should also evaluate the effectiveness of the tasks to see if they provide the intended learning experience. The information and insight gained can be used to advantage by a skillful teacher to solve problems, evaluate pedagogical practices and plan future activities. An ongoing record of student's progress would be an advantage for grading purposes, parent teacher discussion, correlation between teachers and for charting future learning experiences. Recording progress draws focus to the areas of most need.

Many assessment procedures have been developed by educators over the years. Never before has such original thought and innovation had as great an opportunity to be implemented by administrators. The problems of putting a system in place have not as yet been resolved and assessment in the classroom environment is presently at the discretion of individual teachers.

The approach to the structure of assessment in the alternative programmes of the senior cycle is a step forward, especially in terms of meeting a real need but also in terms of establishing fairness and flexibility in evaluative processes. The assessment objectives outlined for Junior Certificate cycle may take some time to implement, especially the aspiration to school-based assessment. In the meantime, while there is a degree of satisfaction in and appreciation for the fairness of the final examinations it is regrettable that consistent, formative, ongoing, recorded assessment is not more widely availed of, especially in the area of self-assessment where the benefits are so obvious.

The proposed system was devised to implement some of the procedures of assessment into everyday teaching practice. While it is not a definitive system and obviously many areas could be further investigated and developed to make it more effective and user friendly, it was found to be of interest and worth consideration by the majority of those who studied it.

Finally, the exercise of devising and using the proposed system has been of great benefit to myself, from this exploration I have learned much and will certainly apply some of these principles and procedures in my teaching career.

The first of these is the question of the
nature of the evidence. It is not clear
whether the evidence is of a kind which
can be used to establish a fact, or
whether it is of a kind which can only
be used to establish a probability.
The second question is the question of
the weight of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.
The third question is the question of
the value of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.

The fourth question is the question of
the nature of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.
The fifth question is the question of
the weight of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.
The sixth question is the question of
the value of the evidence. It is not
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The seventh question is the question of
the nature of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.
The eighth question is the question of
the weight of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.
The ninth question is the question of
the value of the evidence. It is not
clear whether the evidence is of a kind
which can be used to establish a fact,
or whether it is of a kind which can
only be used to establish a probability.

2

Assessment of Link Modules 1996

Link Modules 1996

1. Preparation for Work
- +
2. Work Experience
- +
3. Enterprise Education
- =
- one module**
- (for assessment and certification 1996)

Written examination 40%

Portfolio of coursework 60%

Written examination (2 hours) 3 sections

- | | | |
|----|-------------------|-------|
| A. | Audio-visual | (30) |
| B. | Case study | (30) |
| C. | General questions | (100) |
| | | (160) |

A. Written examination

A. Audio-visual

Video sequence of a business enterprise

View three times

Two parts (1 to 6) (7 to 10)

10 Written questions

All questions equal marks (3)

80

A. Written examination

B. Case study

Community emphasis

One month before examination

Reproduced in the examination with
written questions

2 questions x 15 marks

Identify and analyse problems and
solutions

(3 x 5 marks) (2, 3)

C. General questions

Based on all three modules

Variety of questions styles

Attempt 4 out of 6 questions

All questions carry equal marks (25)

Marks divided into 5, 10.

C. General questions

Sample paper page 6

Question 1 - Given text

- (a) Prepare the text of a job advertisement for the above company. 5 marks
- (b) Suggest two media where this advertisement could be placed to attract applicants and give reasons. 5 marks
- (c) 5 marks (d) 10 marks

C. General questions

Sample paper page 7

Question 1

- (d) Write a short letter applying for the above position. 10 marks
 - Layout / presentation - 5
(e.g. addresses, date, opening..)
 - Content / message - 5
(e.g. content, grammar, paragraphs..)

Grading

Pass	(50% - 64%)
Merit	(65% - 79%)
Distinction	(80% - 100%)

2 //

B Portfolio of coursework

Portfolio of Coursework

1. Core (120)
 - 4 items
2. Options (120)
 - 2 items

B Portfolio of coursework

1. Core
 - Curriculum vitae (40)
 - Formal letter (20)
 - Completed form (20)
 - Summary report (40)
- (120)

A Portfolio examination

Marking scheme outline

<i>Curriculum vitae</i>	(40)
(Presentation)	
Typed	5
Layout	5
(Content completed)	
Personal Details	10
Educational qualifications	10
Work experience	5
Interests	5

A Portfolio examination

Marking scheme outline

Formal letter	20
Presentation /Layout	10
(Own address, formal address, date, opening, closing x 2)	
Communication of task	10
(content, grammar, punctuation, paragraphs, spelling) (4, 6)	

A Portfolio examination

Marking scheme outline

Completed form	20
Accuracy	10
(Correct information in the correct place)	
Legibility	10
(Clear communication)	

A Portfolio examination

Marking scheme outline

Summary report	40
Presentation / Layout	5
Title	5
Authors names	5
Purpose/ terms of reference	5
Table of contents	5
Body of report	10
(Accuracy of language, numbered paragraphs)	
Conclusions /	

B Portfolio of coursework

2. Options (2 x 60)

- Record book
- Report
- Plan
- Recorded interview

1. Record book

Student diary /log book on:

example

- work experience diary
- local enterprise project

Factual day to day account

Detailed personalised account

Analysis of own performance

2. Report

examples

- enterprise project
- voluntary work

Account of activity

Detail under headings

Recommendations appropriate to the body of report

3. Plan

examples

- business plan
- market research plan

Specific plan outline

Specifies particular goals

Relevance of plan in attaining future goals

4. Recorded interview

examples

- mock interview

Basic communication skills

Ability to express informed opinions

Knowledge and ability to communicate ideas and own opinions clearly

83

Overall examination

Grading

Pass (50% - 64%)

Merit (65% - 79%)

Distinction (80% - 100%)

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