

# ASSESSMENT

There are **three kind of assessment** in this project , both for and of learning (formative or summative)

- **Peer assessment**, which helps learner to be aware of their progress in a formative way, but also at the end of the unit, as a summative assessment .
- **Teacher recording evidence** is the most common tool for teachers to record their observations, focusing on little groups of children each lesson, for instance. That's why this tool is both formative and summative.
- **Self assessment** in a creative process is easier when they have finished their work, so here it's only a tool to a final evaluation, as a summative assessment.
- Finally , there is a **peer «attitude» assessment**. This is a project to learn to respect our environment, to learn habits to improve it.. It's a project about respect. So, it's important children reflect about their own habits and behaviour (how they look after materials, respect others' work, respect rules...)

A) Assessment for learning (formative)

B) Assessment of learning (summative)













UNIT	SELF ASSESSMENT	PEER ASSESSMENT	TEACHER ASSESSMENT
WATER AND ART	B)Questionnaire	A)Friend feedback B)Questionnaire  Friend attitude feedback	A,B)Recording evidence
ENVIRONMENT AND ART	B)Questionnaire	A)Friend feedback B)4x3 grid  Friend attitude feedback	A,B)Recording evidence
RECYCLED ART	B)Questionnaire	A)Friend feedback B)Jigsaw  Friend attitude feedback	A,B)Recording evidence













UNIT 1: WATER AND ART.

SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about Water?	>10	5-10	<5
2) I can recognise an Impressionist painting.	Yes	<b>I think so</b>	No
3) I can recognise a Fauve painting.	Yes	<b>I think so</b>	No
4) I can recognise a Linear painting.	Yes	<b>I think so</b>	No

I can understand :	All of them	Most of them	A few of them
Teacher explanations			
The landscape problems caused by floods, drought, pollution....			
The differences between styles of painting			
The task instructions			

I can:	Very well	Quite well	Not very well
Look after the materials and tools			
Draw my landscape			
Paint my landscape			
Respect my classmates' work			

What I like about my work is	
I can improve	
What I like in this unit is	
What I would change in this unit is	
Suggestions:	

FRIEND FEEDBACK

UNIT..... LESSON.....ACTIVITY.....

What do you think about.....'s work?













I understood what you did / explained / drew / painted	Yes / No
I think you drew / painted/ made	
I like	
I think you can improve	

HOW DID YOU DO YOUR TASK?

Artist's name: .....

Friend's name:.....

a) Read these questions and tick the boxes :

	Very good	Good	Not very good
You followed the instructions .			
You finished your task on time.			
You respected others' work			
You looked after materials and tools			

b) Things I like about your work

.....

.....

.....

c) Things you can improve

.....

.....

.....

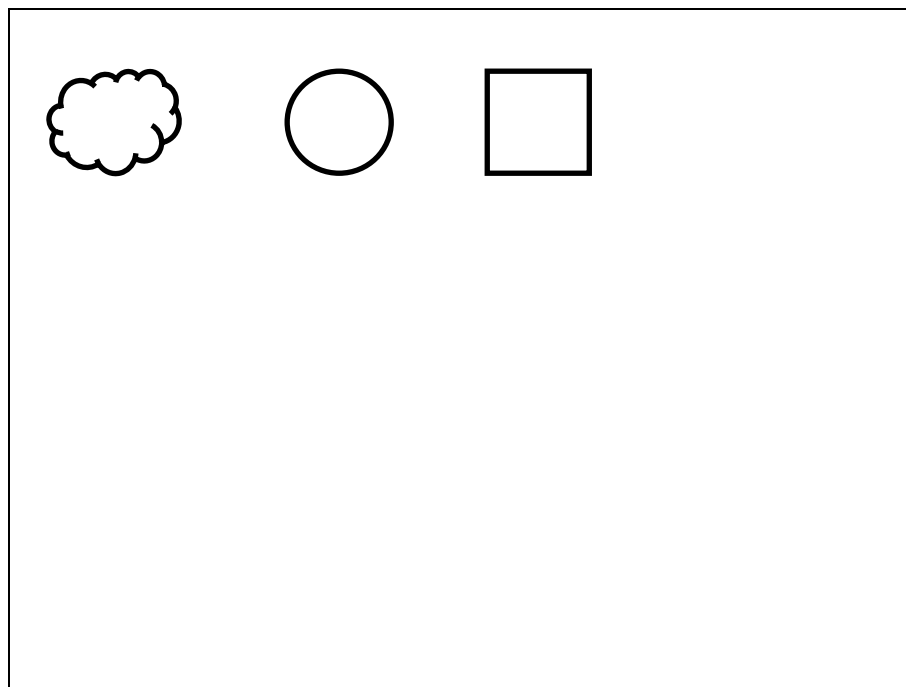
UNIT 1. WATER AND ART

PEER ASSESSMENT.

Answers A to check B's work:

Student A: .....

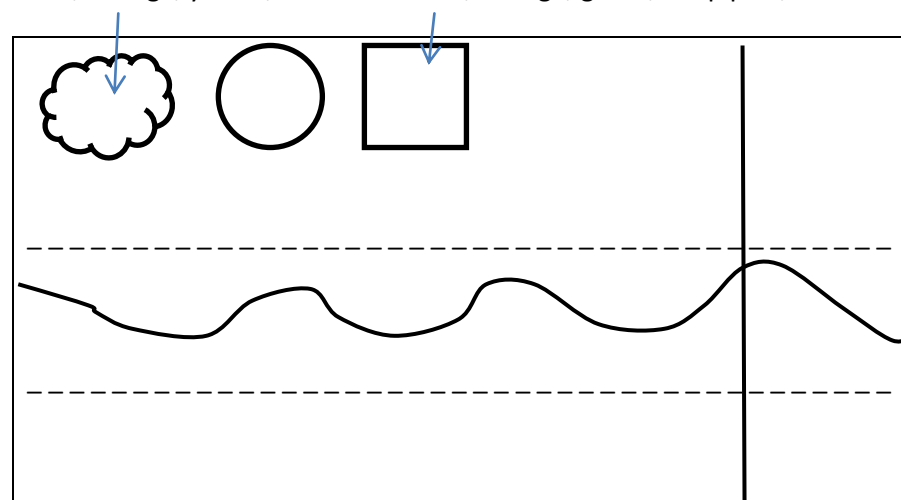
- 1) Draw two horizontal broken lines in the middle of the picture.
- 2) Draw one curved line between the broken lines.
- 3) Paint the irregular shape with a warm colour.
- 4) Paint the square with a bright colour.
- 5) On the right, draw a vertical thin straight line.



Score /5

Red, Orange, yellow, Brown.

Red, Orange, green, deep pink, blue....



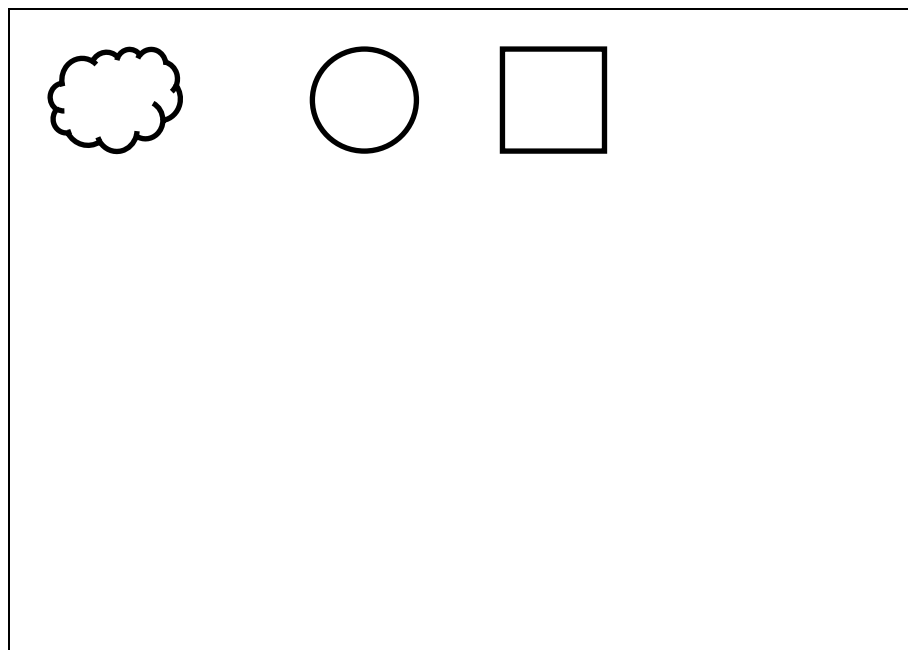
Adapted from Kay Bentley

UNIT 1. WATER AND ART

PEER ASSESSMENT.

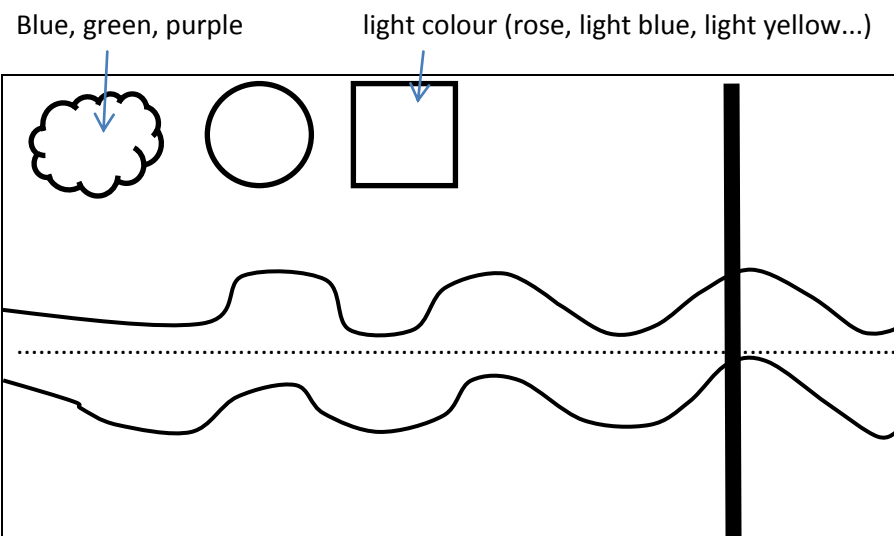
Student B: .....

- 1) Draw two horizontal curved lines in the middle of the picture.
- 2) Draw one dotted line between the curved lines.
- 3) Paint the irregular shape with a cold colour.
- 4) Paint the square with a pale colour.
- 5) On the right, draw a vertical thick straight line.



Score /5

Answers B to check A's work:



Adapted from Kay Bentley

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UNIT 2: ENVIRONMENT AND ART.

SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about the environment?	>10	5-10	<5
2) I can recognise Environmental Art .	Yes	<b>I think so</b>	No
3) I can recognise graffiti as a work of art and graffiti as vandalism.	Yes	<b>I think so</b>	No
4)I can recognise Visual Poetry.	Yes	<b>I think so</b>	No

I can understand:	Very well	Quite well	Not very well
Teacher explanations			
What a nice or nasty environment is			
The differences between Works of art and antisocial behaviour			
The task instructions			

I can:	Very well	Quite well	Not very well
Look after the camera and materials used			
Change a picture using Paint Shop Pro			
Create a visual poem			
Draw and paint graffiti			
Respect my classmates' work			

What I like about my work is	
I can improve	
What I like in this unit is	
What I would change in this unit is	
Suggestions:	

FRIEND FEEDBACK

UNIT ..... LESSON ..... ACTIVITY .....

What do you think about.....'s work?













I understood what you did / explained / drew / painted	Yes / No
I think you drew / painted/ made	
I like	
I think you can improve	

HOW DID YOU DO YOUR TASK?

Artist's name: .....

Friend's name:.....

b) Read these questions and tick the boxes :

	Very good	Good	Not very good
You followed the instructions .			
You finished your task on time.			
You respected others' work			
You looked after materials and tools			

d) Things I like about your work

.....

.....

.....







e) Things you can improve

.....

.....

.....

UNIT 2: PEER TEACHING. Write the names below the pictures and check with your partner.  
STUDENT A:.....

	SQUARE	
BIRD		GRAFFITI
		FLOWERS
RUBBISH	SCULPTURE	

Score: / 6 Adapted from Kay Bentley. Primary Curriculum Box. Cambridge University Press 2009

UNIT 2: PEER TEACHING. Write the names below the pictures and check with your partner.  
STUDENT B:.....

RECYCLING BIN		HOUSE
	STREET	
FOUNTAIN	BUTTERFLY	
		DOG SHIT

Score: /6 Adapted from Kay Bentley. Primary Curriculum Box. Cambridge University Press 2009










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UNIT 3: RECYCLED ART

SELF-ASSESSMENT

What do I know? What can I understand? What can I do?.....

1) How many words do I know about waste materials?	>10	5-10	<5
2) I can recognise Recycled Art .	Yes	<b>I think so</b>	No
3) I can give some reasons for recycling waste.	Yes	<b>I think so</b>	No
4)I can help to reduce and recycle packaging.	Yes	<b>I think so</b>	No

I can understand :	Very well	Quite well	Not very well
Teacher explanations			
The listening activities: sound story, descriptions...			
The task instructions			

<b>I can:</b>	Very well	Quite well	Not very well
Identify an object without looking and name its properties: shape, feel...			
Design a face			
Look after the materials and tools, using them carefully			
Create a 2D or 3D face			
Respect my classmates' work			

What I like about my work is	
I can improve	
What I like in this unit is	
What I would change in this unit is	
Suggestions:	



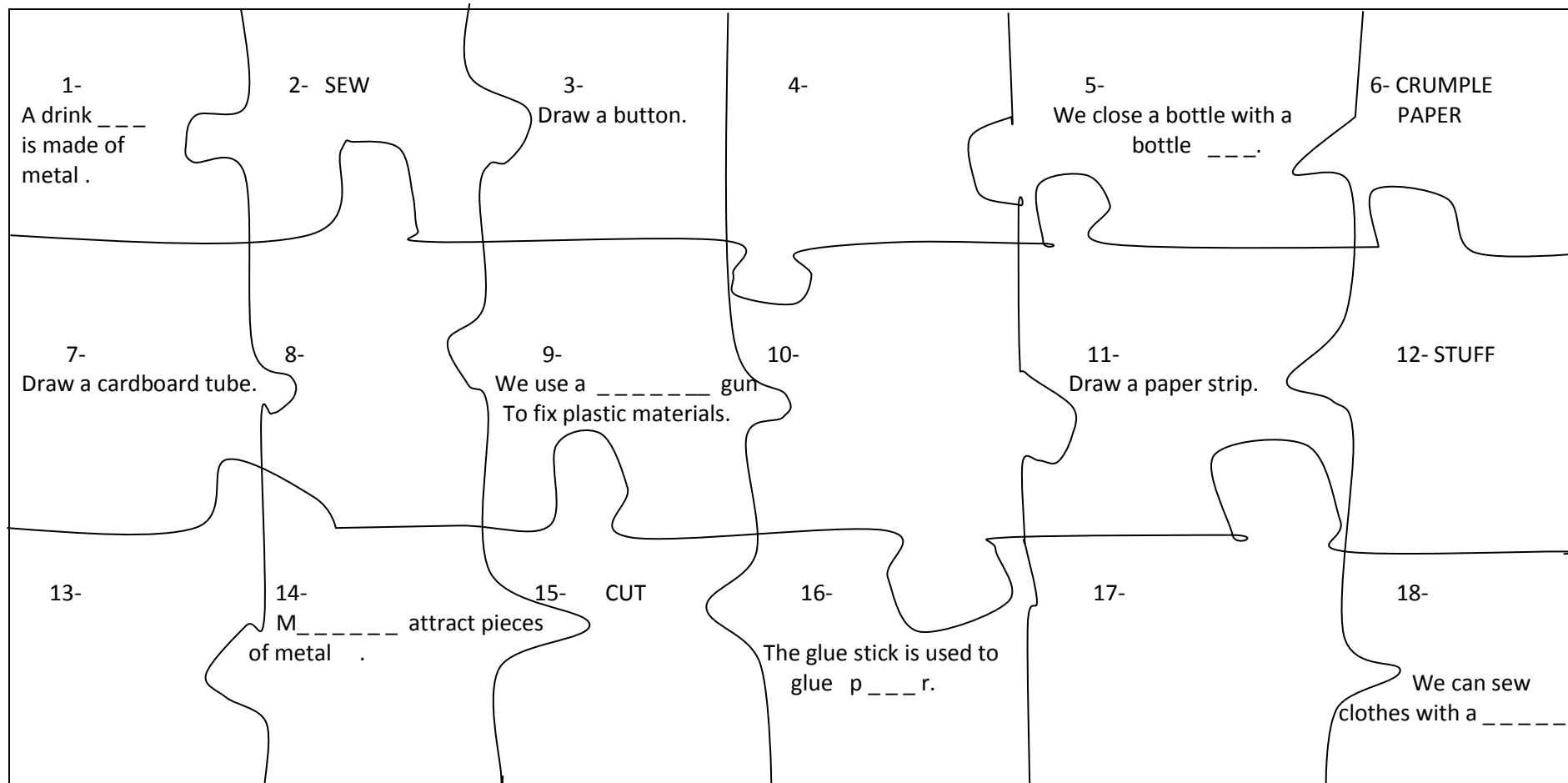
FRIEND FEEDBACK

UNIT ..... LESSON ..... ACTIVITY .....

What do you think about.....'s work?

I understood what you did / explained / drew / painted	Yes / No
I think you drew / painted/ made	
I like	
I think you can improve	

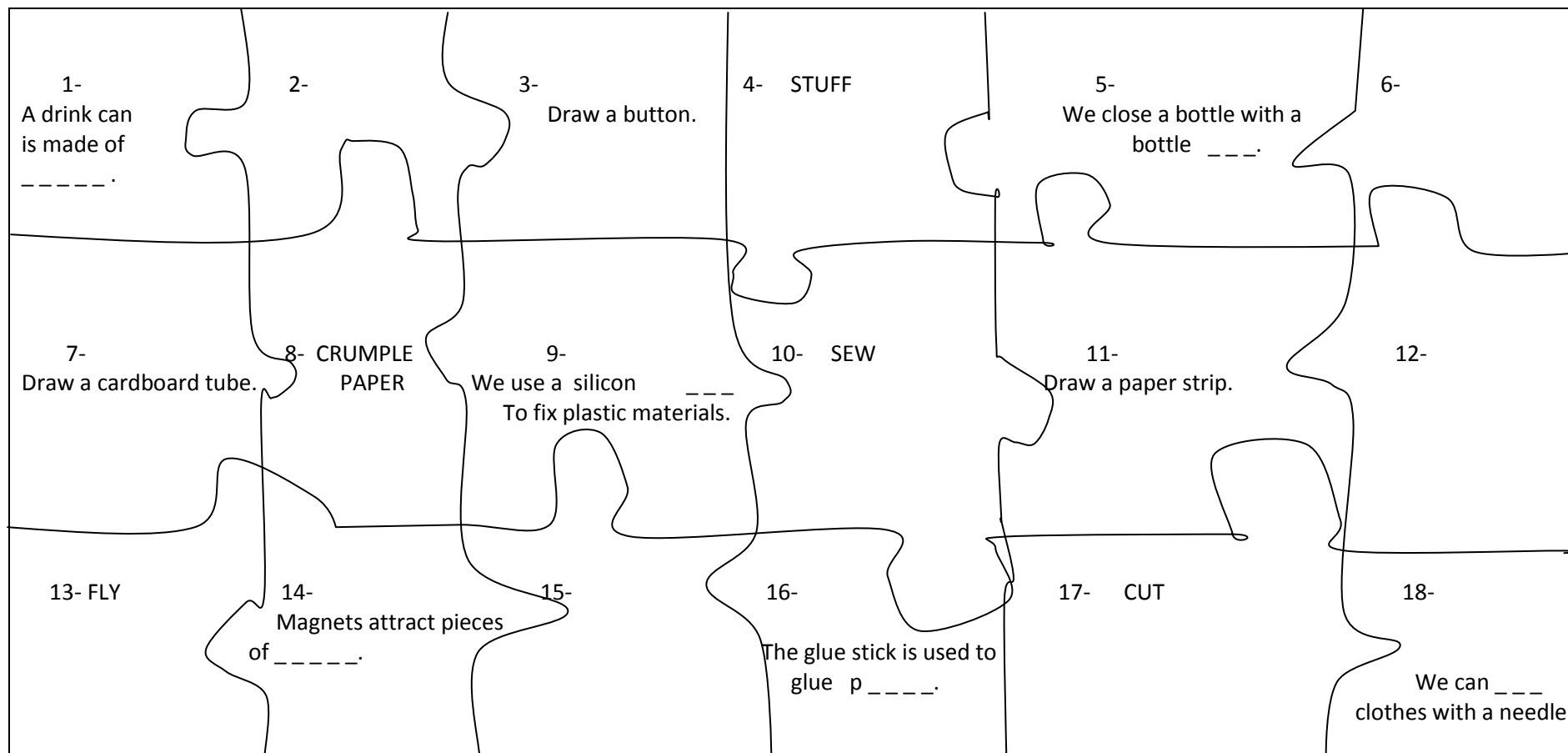
UNIT 3. PEER TEACHING. THE RECYCLED ART JIG-SAW . STUDENT A.



Instructions: Complete this jigsaw. Your partner will mime some actions related to used techniques. Write the name of these actions.

Language help: 1) How do you spell....? 2) Can you say that again? 3) Can you do the mime again, please?

UNIT 3. PEER TEACHING. THE RECYCLED ART JIG-SAW . STUDENT B.



Instructions: Complete this jigsaw. Your partner will mime some actions related to used techniques. Write the name of these actions. Language help:

1) How do you spell....? 2) Can you say that again? 3) Can you do the mime again, please?

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In every unit there are some activities that could be used as assessment, as well. See Teaching notes section.

