

Example of Assessment – Keep it Simple

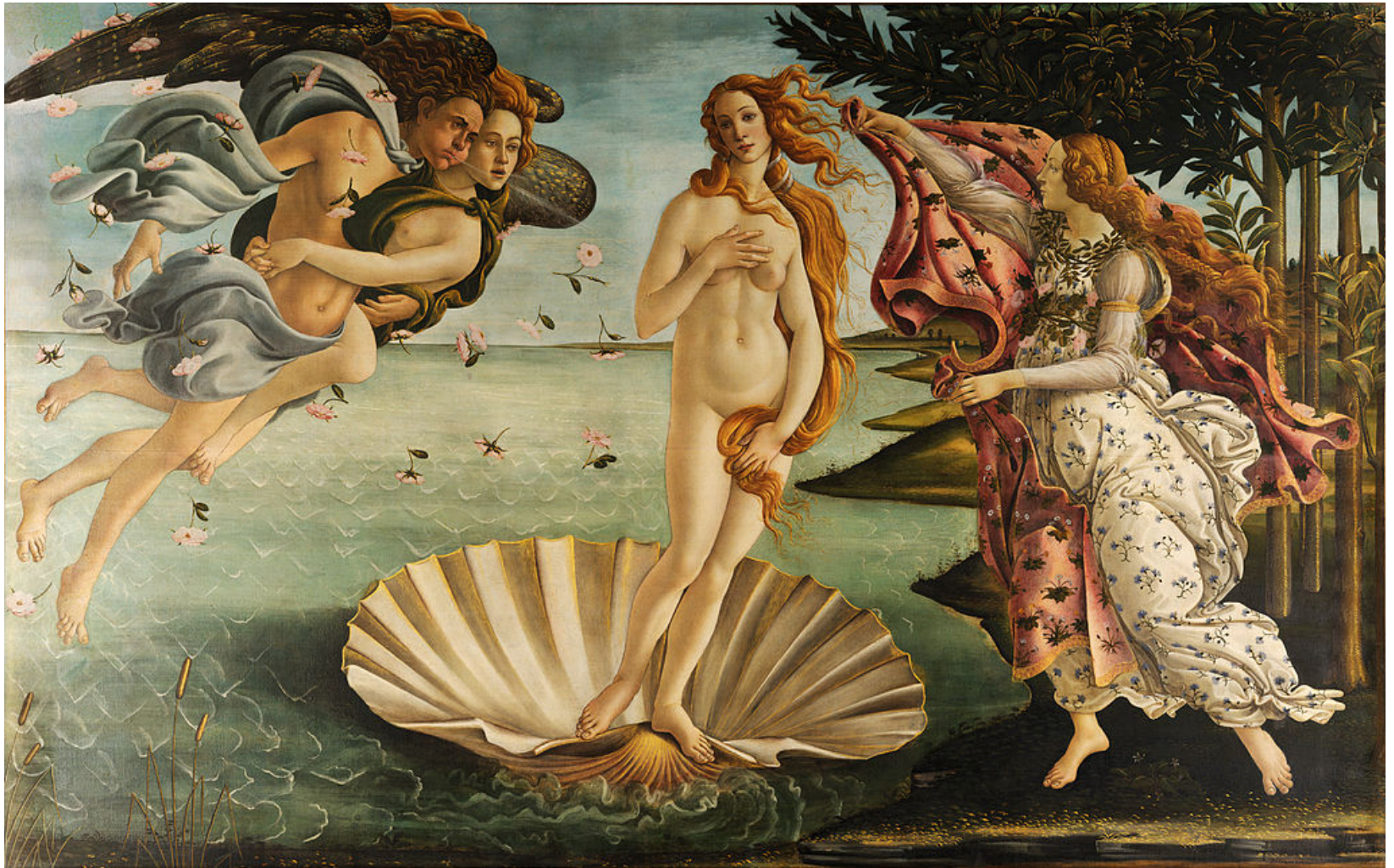
Assessment

Julie Fitzsimmons

Art 298 “Writing in Art History” Assessment

- Art 298 – new course recently developed.
- How to measure effectiveness of course?
- Initial “undirected” short 20 minute writing assignment administered first day of class
- Same assignment administered last week of course and still “undirected”
- Summative (value added) assessment

Botticelli *Birth of Venus* c.1482 Tempera on canvas 5'8" x 9'1"



RUBRIC – Outcomes Measured

- Describes content using art specific vocabulary – Visual Analysis and Form
- Demonstrates critical thinking by analyzing meaning – Content
- Constructs a coherent essay – thesis and supportive arguments that demonstrates logical thinking and process
- Identifies artist, period or style – the image is a well known art work

RESULTS

- 11 student samples were collected
- Possible score 10
- Average score initial writing - 4.818
- Average score second writing – 6.727

- NB These are low stakes (no grade) assignments

FOLLOW UP

- Two sections of Art 298 currently (Fall 2015) being assessed with same instrument to confirm effectiveness rating of Spring 2015 assessment
- Lower scores would indicate a move to formative assessment

- Simple assessment tools like this readily adaptable to most disciplines
- Summative assessment seems to be a quick method to identify weaknesses
- As an extra bonus, short writing assessment instruments support the Quality Initiative.