Using formative assessment rubrics in Visual Arts

Transcript

(GENTLE MUSIC PLAYS)

In 2019 the Victorian Curriculum and Assessment Authority partnered with the Assessment Research Centre at the University of Melbourne to provide professional learning for teachers to strengthen their understanding and use formative assessment rubrics.

**Why use formative assessment rubrics?**

It gives you an opportunity to identify things that the kids are possibly struggling with earlier rather than later. So, by doing this, it gives you a little bit more of an opportunity to go back and then target those students who aren't getting your attention during that class in time.

There's kids with low literacy, and really lots of those have really great ideas in the Visual Arts area, and quite often it's a strength, so we really want those kids to be able to achieve.

A lot of students struggle with writing down their ideas but they still have great ideas, so we wanted to give them an opportunity to express their ideas and their thinking to the best of their ability.

**What were some considerations when writing or using the rubrics?**

Even two sentences was too much, you know? Keeping it into a short, succinct statement in each stage.

We just wrote it that basic, it would automatically apply to both areas, which surprised me.

I just used the rubric for myself to initiate conversations with the students, and they just happened to then start picking up on my conversations and then engaging with that as a group rather than just with me as well. So, yeah, it was really successful in that...I guess, that formative assessment, really, just in those general conversations within the classroom.

**How does formative assessment impact student learning?**

It also gave an opportunity for my students to have conversations. I found once I trialled the rubric and started having conversations with my students based around it, others were listening. So, other students were calling me over and saying, "Oh, Miss, how can I...how can I change this, or adapt this?" And then they also started conversations with each other, and started talking about what was working with each other's designs and giving each other ideas as well. I found that really beneficial in my classroom.