



**The  
Kennedy  
Center**

## What We Learned: A Process for Examining Documentation of Student Work



# Overview of the Agenda

- Setting the Context
- Phase 1: Getting Started
- Phase 2: Raising the Bar
- Lessons Learned
- Examine 3 different examples of documentation
- How might this impact your work?

# MISSION



Student Learning



Professional Learning for Teachers in Arts Integration



Whole School Effort



DC metro area (Northern Virginia)

Title I Schools—high populations of EL

6 elementary schools in 3 school districts



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Demonstration  
Teaching  
(4 sessions)

Course (4 sessions)

Coaching  
(4 sessions)

Study Groups  
(8 meetings)

# Arts Integration is...

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an **APPROACH**  
to **TEACHING** in which  
students construct and demonstrate  
**UNDERSTANDING**  
through an  
**ART FORM.**

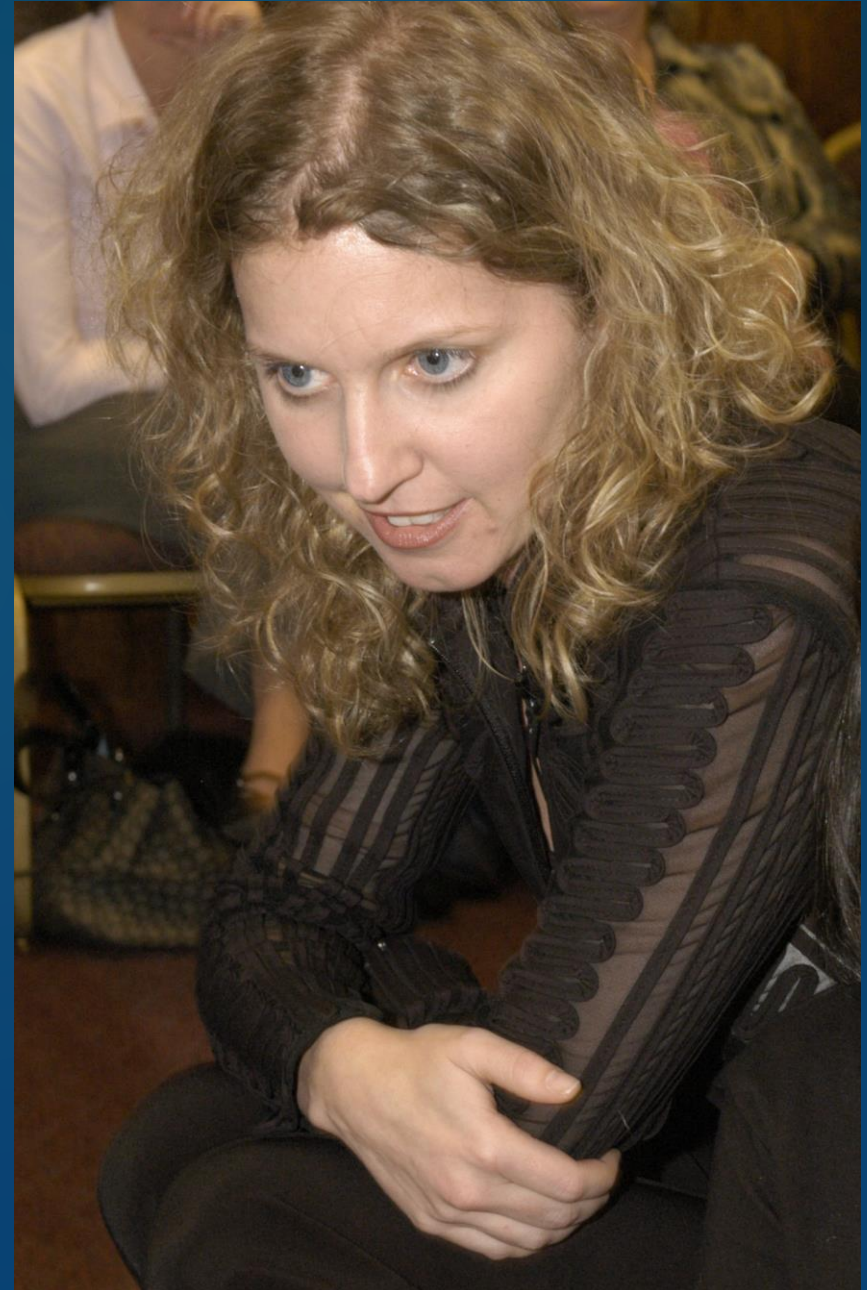
Students engage in a  
**CREATIVE PROCESS**  
which **CONNECTS**  
an art form and another subject area  
and meets  
**EVOLVING OBJECTIVES** in both.



# “Documenting the Power of Learning Through the Arts”

With

Melanie Rick



# Audiences

<b>CLASSROOM COMMUNITY</b>	<b>SCHOOL COMMUNITY</b>	<b>OUTSIDE COMMUNITY</b>
Students who created the work  Artists/teachers who facilitated the work	Students  Teachers  Administrators  Parents	Arts Organizations  Funders  Arts Education Community  Publishers



Product

AND

Process

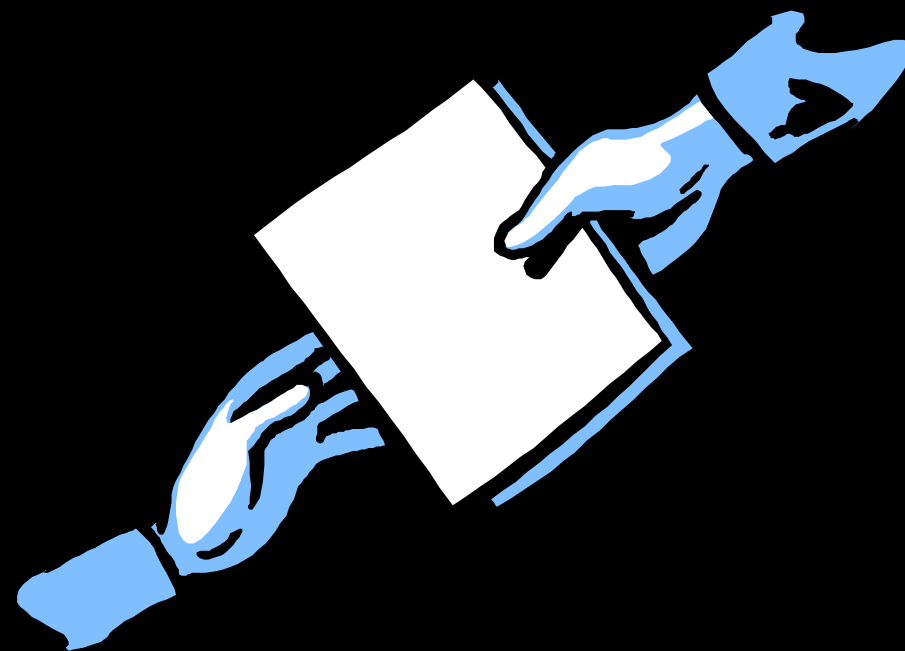


# Formats

Displays



Publications



Digital Narratives



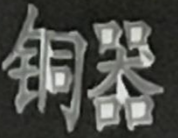
# Components

- Title
- Objectives/Standards (art form and other subject area)
- Process (photos of students with captions)
- Products
- Student Reflections
- Teacher Reflections





# ANCIENT CHINESE TABLEAUS



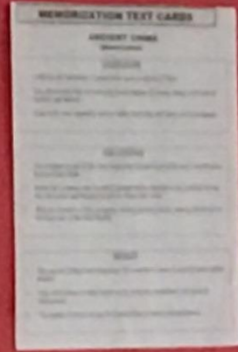
## Objectives

**Drama** Students will collaboratively plan and prepare dramatizations. They will effectively use facial expressions, focal points, vocal pitch, and tone that convey their role.

**Social Studies** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

## Process

### STEP 1: READ IT



In small cooperative groups, students are given text cards describing the contributions from Ancient China. Groups discuss the content and clarify any vocabulary.

### STEP 2: SAY IT



Groups decide how to recite the text on the cards using their knowledge of how fluent readers use phrasing and chunking. Everyone in the group must say something, and the most important word(s) are said together.

### STEP 3: MAKE IT



Each group illustrates the text by creating tableaux, or living pictures, that illustrate their Ancient Chinese contribution and its impact on society.

### STEP 4: REHEARSE IT

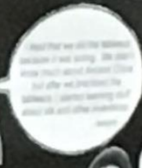


Students combine tableaux and text to create dramatic representations of the content. This provides opportunities for students to deepen their reading comprehension and for the teacher to assess students' understanding of new content.

## Products



## Reflections





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**CLEA**

Changing Education

Through the Arts



## Arts Integration Is...

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# Certificate of Study





- Good **step-by-step process** and **products**
- Needed more **explanation** of what is happening in photos
- Needed more **evidence of student learning**
- Interested in more information about application with **English Learners** and **students with disabilities**



# Step One: Scoring Criteria

**Arts Integration is...**

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# 2018 Arts Integration Criteria

Arts Integration Checklist (Silverstein & Layne, 2010)	Documentation Criteria (Glass, 2018)	Operational Purpose
Approach to Teaching	Constructivist Unit of Study	
Understanding	3. Demonstrate Understanding	Core Rubric Criteria for Arts Integration
Art Form	2. Creating/Responding	
Creative Process	1. Curricular Connections	
Connects		
Evolving Objectives	Assessment and Feedback	Growth Areas
	Diverse Learners	
	Adaptive Use	

1. Curricular Connections
2. Creating/Responding
3. Assessment and Feedback
4. Demonstration of Understanding
5. Supporting Diverse Learners
6. Adaptive Use

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Arts Integration Documentation

Criteria/Reflection Questions

1. **Curricular Connections:** How does this art form help students learn content and practices from another subject area?
2. **Creating/Responding:** How do you provide opportunities for students to respond to and create artwork?
3. **Assessment and Feedback:** How is assessment and feedback used to reflect on, revise, and improve student work?
4. **Demonstration of Knowledge:** How is student understanding and knowledge demonstrated through an art form?
5. **Supporting Diverse Learners:** How are options used to support English learners and students with disabilities (e.g., language, vocabulary, and comprehension supports; visual/audio options; assistive devices and technology; culturally relevant content and culturally responsive instruction)?
6. **Adaptive Use:** Did you adapt the arts integration strategy for your context? If so, how?

See PowerPoint template for detailed information about documentation components at

<http://bit.ly/CertofStudy>

For questions regarding any of this information, please call  
(202) 416-8842



# Step Two: Documentation Work Sessions

1. Share criteria
2. Share exemplars
3. Practice using criteria
4. Discuss common pitfalls
5. Share PPT template
6. Work time!

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Look for...

What works?

What else would you like to see?

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## Changing Education Through the Arts

2018 Certificate of Study  
Arts Integration Documentation

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# The Seasons in Motion

Students completed a mini-unit focused on demonstrating the cycle of the seasons through dance.

# Teacher Reflection

The Kennedy Center's CETA Workshops and classes have helped me to improve my education of English Language Learners. Teaching in a classroom with 100% English Language Learners has been a challenge to my instructional practices.

The CETA classes, specifically the Scientific Thought in Motion class, have helped me **learn strategies that meet the needs of all learners in my class**. I have noticed a **significant improvement in comprehension and retention of content-specific vocabulary in science** since I began teaching science through dance at the beginning of the year. **Student engagement and interest in science has improved....**

**These classes have changed the way I teach science to English Language Learners.**

## What works in this documentation?

## What else would you like to see?

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### Changing Education Through the Arts

2018 Certificate of Study  
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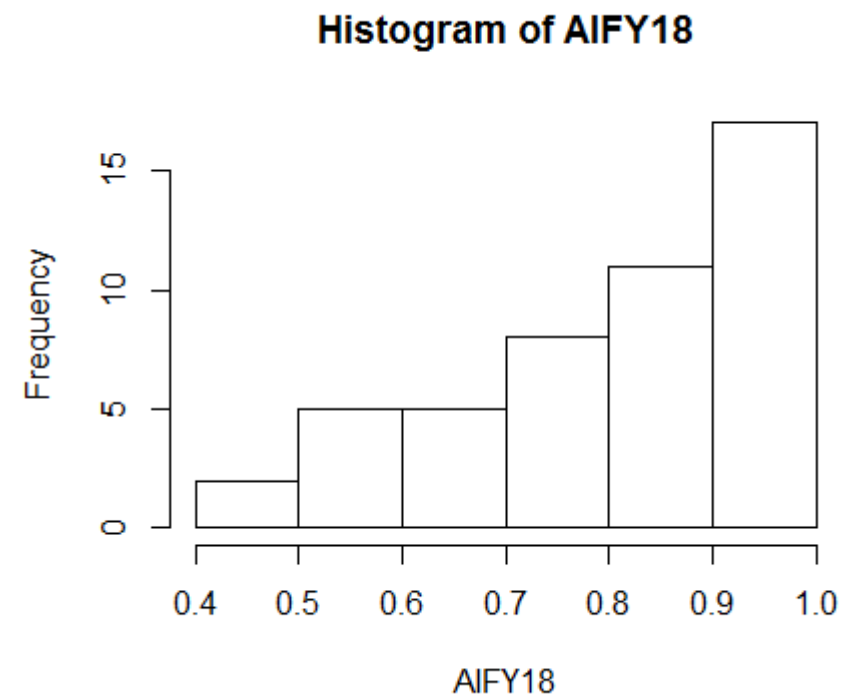
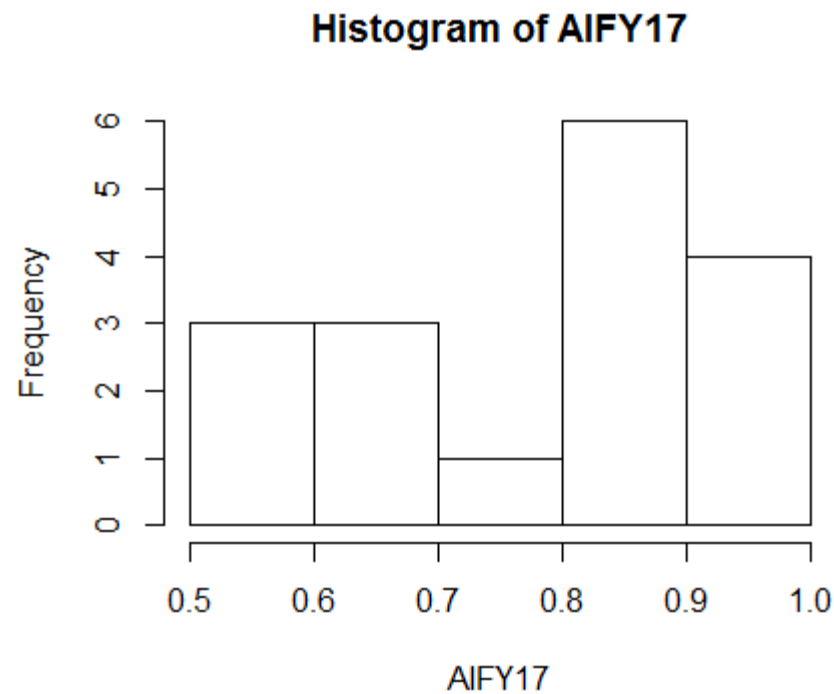


We are noticing more:

- Step-by-step **scaffolded** process
- **Rationales** for curricular connections
- Student work with **annotations**
- **Assessment**-based instructional decisions
- Supports for **diverse learners**

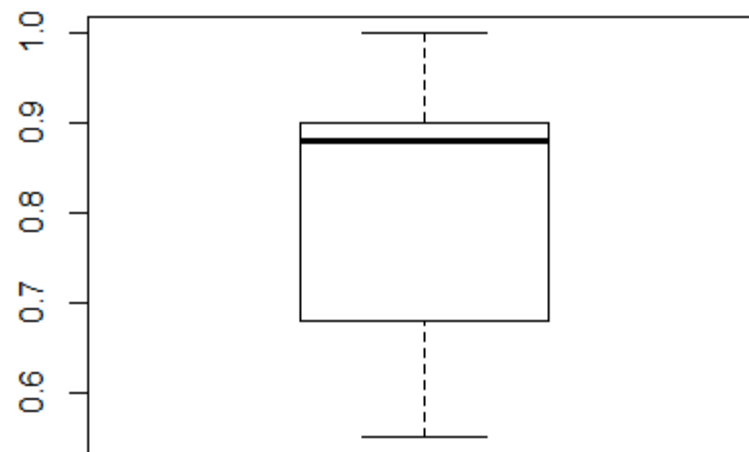
# Comparing Years 1 and 2

YEAR	N	MEAN	SD	Median	% US ED Target
YR2	17	80	0.149	88	82%
YR3	48	80	0.151	84	94%

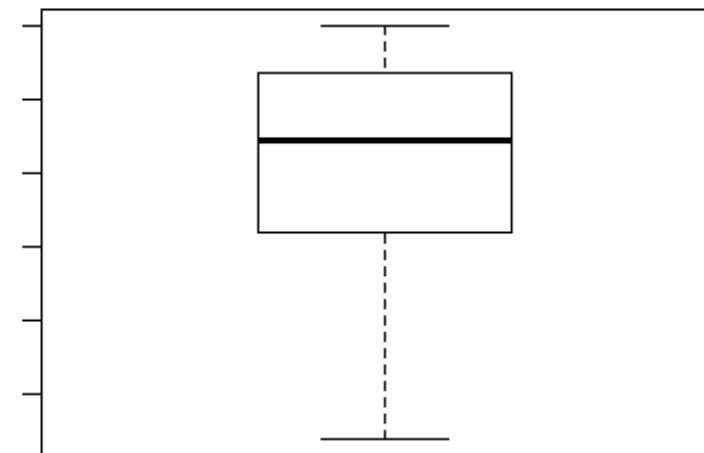


# Comparing Years 1 and 2

YEAR	N	MEAN	SD	Median	% US ED Target
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**FY17**



**FY18**

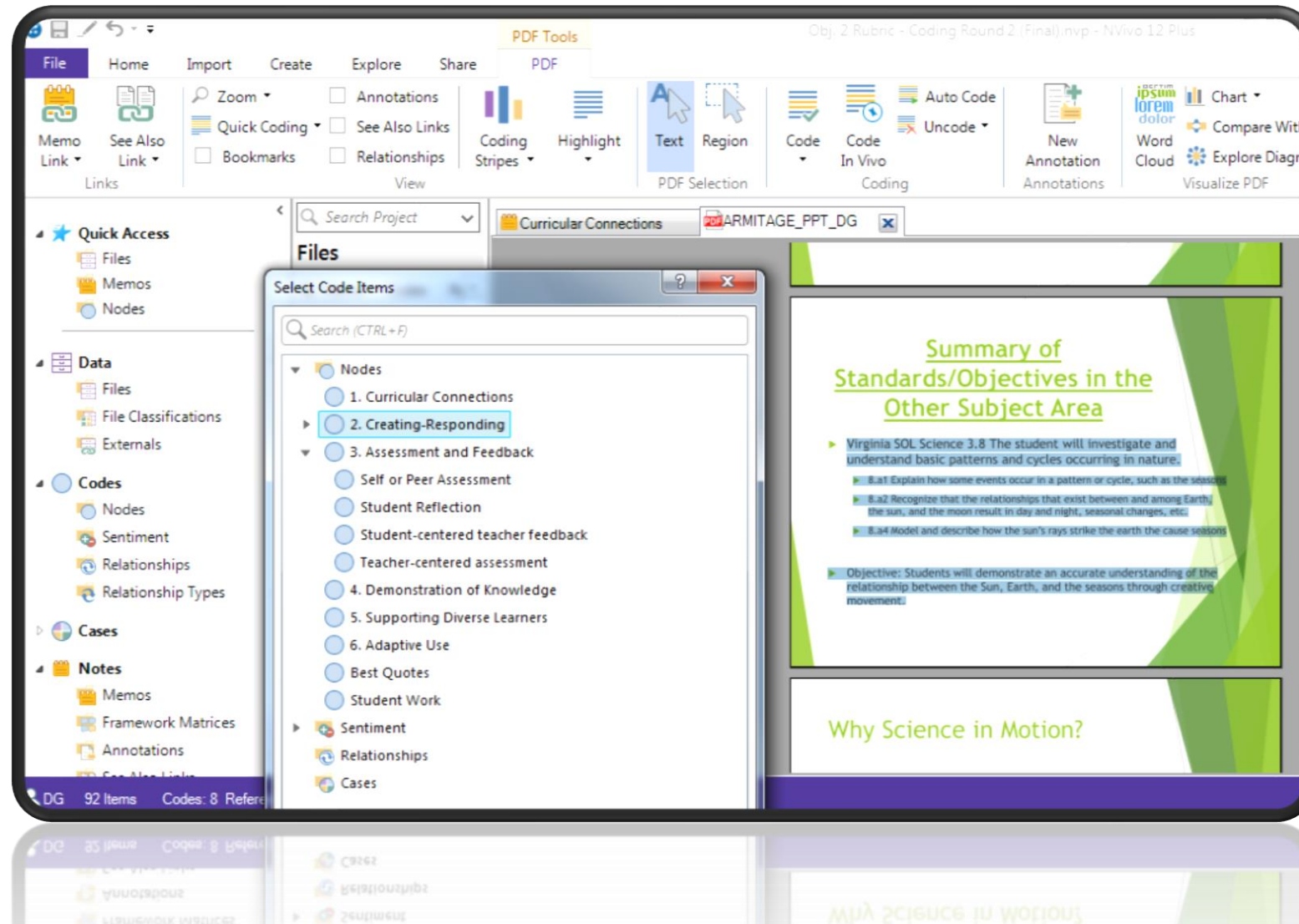


# A Validated Arts Integration Rubric with a Reliable Scoring Process

**“Rubrics are not designed through mere imagination and discussion. They are derived from standards and from an analysis of existing samples of performance of different quality. A rubric should reflect the most tangible and appropriate differences of quality between performances. How else could we do assessment and validate it?”**

-Grant Wiggins. (1998). *Educative Assessment*.

# A Validated Arts Integration Rubric with a Reliable Scoring Process



	D2	D12	D20	D27	D44	D51
KAPPA	0.58	0.65	0.68	0.62	0.56	0.64
ICC	TBD	TBD	TBD	TBD	TBD	TBD



# A Validated Arts Integration Rubric with Examples and Supports

Code and Score > Sub-codes are Descriptors > Examples Links



**The Seasons in Motion**  
Beth Armitage

**Post Assessment: Science**

**Post Assessment: Science**

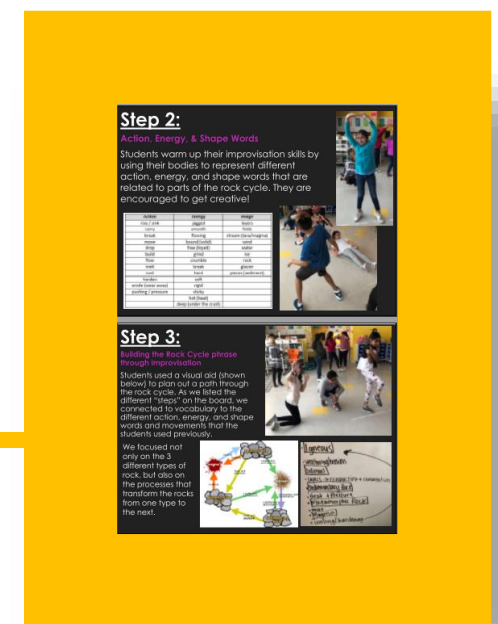
**Post Assessment: Science**

**Areas of Growth**

Almost all students included the sun either as a picture or label and showed how the earth revolves around causing seasons. Only one student confused the cause of day/night with the seasons. The level of sophistication in the labeled drawings and descriptions increased significantly. Students used more accurate words in their descriptions such as "the earth's tilt." No students mentioned weather.

	1	2	3
Curricular Connections			
Creating / Responding			
Assessment and Feedback			
Demonstrating Understanding			

**Supports and Options for  
Diverse Learners**



**Step 2:**  
Action, Energy, & Shape Words

Students warm up their improvisation skills by using their bodies to represent different action, energy, and shape words that are related to parts of the rock cycle. They are encouraged to get creative!

**Step 3:**  
Building the Rock Cycle phase

Students used a visual aid (shown below) to plan out a path through the rock cycle. As we listed the different "steps" on the board, we connected to vocabulary to the different action, energy, and shape words and movements that the students used previously.

We focused not only on the 3 different types of rock, but also on the processes that transform the rocks from one type to the next!



**Beginning of the Story**

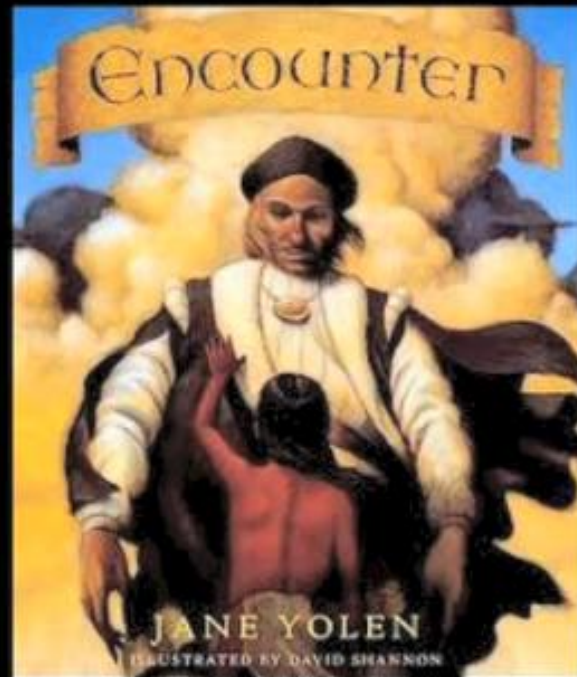
**Middle of the Story** Conflict or problem in the story

**End of the Story** Resolution

**Supports and Options for Diverse Learners**

## Bringing Portraits to Life

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<http://artsedge.kennedy-center.org/educators/how-to/arts-integration/arts-integration-in-practice/social-studies>



## Contact Us:

Amy Duma, Director, Teacher and School Programs  
[alduma@kennedy-center.org](mailto:alduma@kennedy-center.org)

Dr. Don Glass, Research Manager  
[dglass@kennedy-center.org](mailto:dglass@kennedy-center.org)