

Reframing Assessment in Art Education

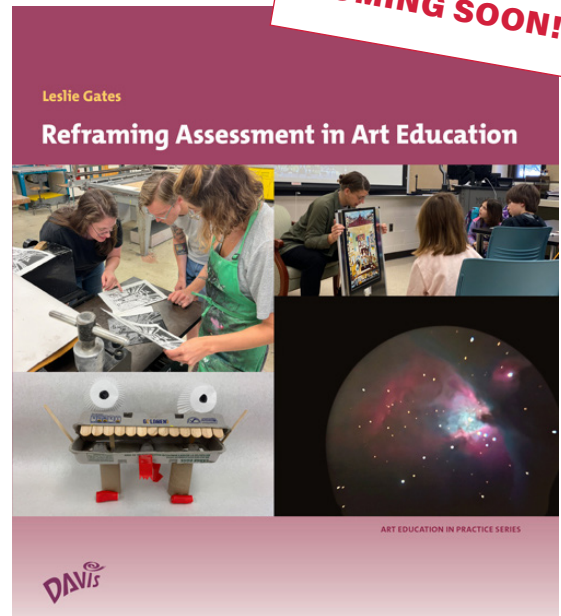
By **Leslie Gates**; Series Editor Marilyn Stewart

Assessment in art education is complex. How do you measure creative thinking, artistic process, skill development, reflection, and personal expression while navigating standards, limited instructional time, and the pressure to demonstrate measurable results?

Reframing Assessment in Art Education, the newest title in the Art Education in Practice Series, offers a fresh, student-centered approach to one of the most challenging parts of teaching art. Rather than viewing assessment as something done to students, this resource explores assessment as a practice that happens with students. One that supports learning, reflection, collaboration, and growth.

Explore the roles of power, subjectivity, teacher expertise, and student agency while discovering practical strategies for making assessment more meaningful and responsive. Rethink your approach to assessment and make it a meaningful part of the learning process.

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Grounded in contemporary research and classroom practice, this book helps educators:

- Collect meaningful evidence of learning throughout the artistic process.
- Navigate common assessment challenges and questions.
- Develop assessments that support creating, presenting, responding, and connecting.
- Provide feedback that moves learning forward and strengthens student agency.
- Balance teacher expertise with student voice, reflection, and collaboration.
- Develop equitable, standards-aligned approaches that honor the complexity of artistic learning.



The Art Education in Practice Series

Transforms education research into practical classroom strategies. This series is the single most comprehensive source for superior content in teacher education and professional development. Each contributor to this series is a nationally known expert on theory and practice in art education. See full list of titles on the back.



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