

ART¹ IS EDUCATION

Uniting the Northeast Ohio Arts Community & the Cleveland Municipal School District
to Create a Premier Educational System

Pilot Assessment Results

- **503 students** in **19 classes** at **14 schools participated** in the spring 2007 pilot of the Art is Education curriculum unit, Bold Brochures.
- The Bold Brochures curriculum unit addressed the following standards, benchmarks & indicators:

Discipline & Standard	Benchmarks	Indicators
<u>English</u> <u>Language Arts</u> Reading Applications: Information, Technical & Persuasive Text	A. Use text features and structures to organize content, draw conclusions and build text knowledge.	1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and to comprehend texts.
	C. Identify the central ideas and supporting details of informational text.	3. Identify and list the important central ideas and supporting details of informational text.
	B. Ask clarifying questions concerning essential elements of informational text	2. List questions about essential element from informational text.
	D. Use visual aid as sources to gain additional information from text.	4. Draw conclusions from information in maps, charts, graphs and diagrams
<u>Visual Art</u> Analyzing and Responding	A. Identify and describe the visual features and characteristics in works of art	3. Respond to the composition of artworks by describing how art elements work together to create expressive impact (grade 2)

- **7 classes** at **7 schools** submitted usable Bold Brochures assessment results for **101 students**.
- The assessment measured students' success in meeting the standards addressed by the curriculum unit.
 - Overall, students demonstrated **an increase** of :
 - **15 percentage points** in their knowledge of the elements (vocabulary) of visual arts (see Chart 1)
 - **24 percentage points** in their ability to identify the visual features and characteristics in a work of art (see Chart 1)
 - **20 percentage points** in their ability to describe how picture and text placement impacts the viewer and how visual aids assist readers in gaining additional information (see Chart 2)
 - **23 percentage points** in their ability to identify the central ideas and supporting details of informational text (see Chart 2)
 - **28 percentage points** in their ability to list questions about essential elements from informational text (e.g. why, who, where, what, when and how) and identify answers (see Chart 2)

Chart 1. Visual Art Skills Assessment

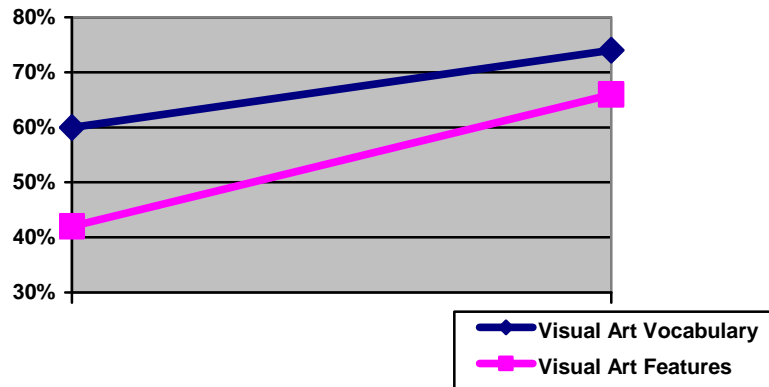


Chart 2. Language Arts Skills Assessment

