

# SELF-ASSESSMENT & VISUAL RUBRICS BASED ON CEFR-VL

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# INTRODUCTION

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# SELF-ASSESSMENT

—Relate your work to educational goals (Sluijsmans et al., 2013)

## Objective:

—Knowledge about goals and criteria

—Responsibility and ownership

—Self regulation (Boud, 2015; Nicol & MacFarlane-Dick, 2006)

# DOUBTS ABOUT SELF-ASSESSMENT

- Under-estimation, over-estimation (Ross, 2006)
  - Gender
  - Domain
  - Skill level
  - Age
  
- Students have other interpretations of criteria than teachers (Ross, 2006)

# IMPROVING SELF-ASSESSMENTS

- Training students -have them practice- (Nicol & MacFarlane-Dick, 2006)
  - Involve students in selection/ definition of criteria
  - Instruction about applying criteria
  - Provide feedback on self-assessments
  - Help students plan activities based on results of the assessment (Ross, 2006)
- Combine with peer assessment (Sadler, 1988)

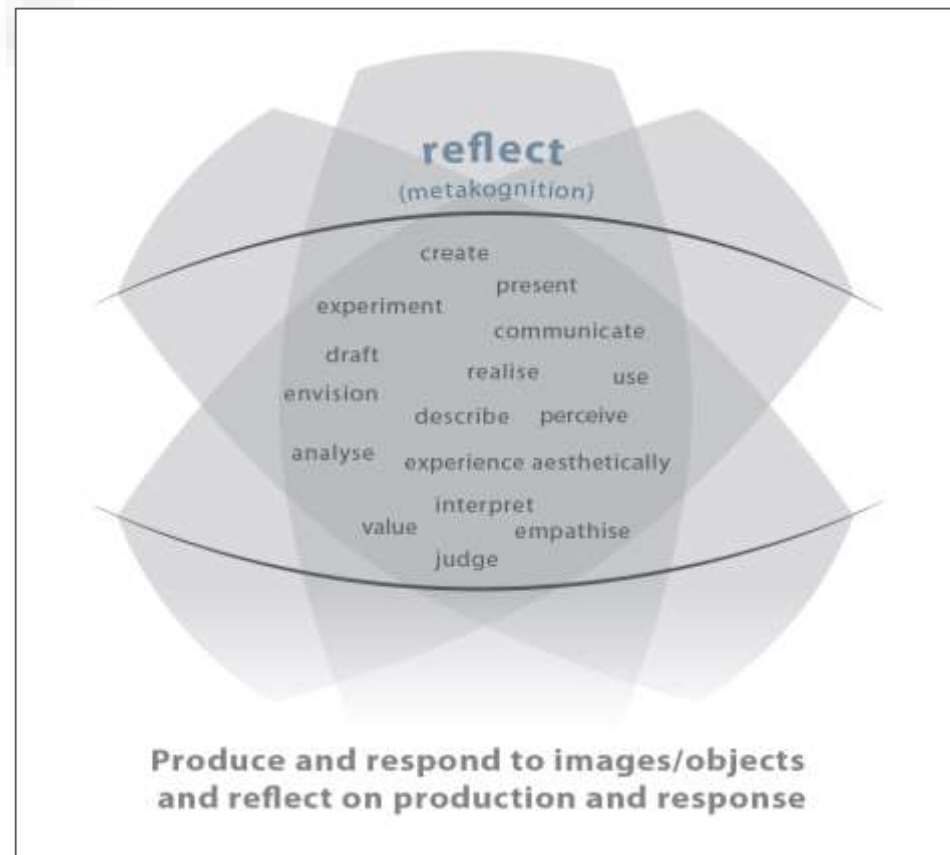
# TOOLS FOR SELF-ASSESSMENT

- Portfolios (Lindstrom, 2006; Pereira Eca, 2003)
- Rubrics (Andrade, 2007)
- Visual Rubric (Maarleveld & Kortland, 2013)



# COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR VISUAL LITERACY (CEFR-VL)

[www.envil.eu](http://www.envil.eu)



# VISUAL RUBRICS BASED ON CEFR-VL

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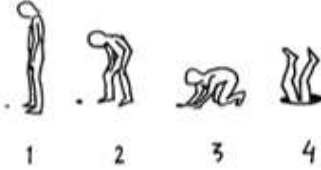
## MAKING Designing-Realising-Using

Name:

Class:

Date:

### Researching



### Experimenting



### Using materials and techniques



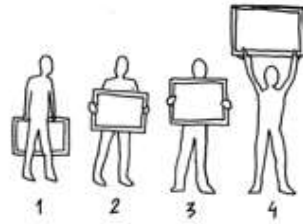
### Using visual elements (and representation)



### Saying something with images



### Presenting



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## LOOKING describing-interpreting-evaluating

Name:

Klasse:

Datum:

### Describing Materials and techniques



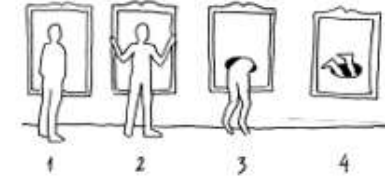
### Describing visual elements and representation



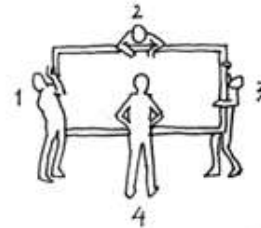
### Describing function, style, and genre



### Analysing



### Using various perspectives



### Being curious and open



### Having an opinion and supporting it



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|                   |                                |
|-------------------|--------------------------------|
| <b>Production</b> |                                |
|                   | Criteria                       |
|                   |                                |
| <b>Designing</b>  | Researching                    |
|                   | Experimenting                  |
| <b>Realising</b>  | Using materials and techniques |
|                   | Using visual elements          |
| <b>Using</b>      | Saying something with images   |
|                   | Presenting                     |

|                     |                                     |
|---------------------|-------------------------------------|
| <b>Reception</b>    |                                     |
|                     | Criteria                            |
|                     |                                     |
| <b>Describing</b>   | Materials and techniques            |
|                     | Visual elements and representation  |
|                     | Function, style and genre           |
| <b>Interpreting</b> | Analysing                           |
|                     | Using various perspectives          |
| <b>Evaluating</b>   | Being curious and open              |
|                     | Having an opinion and supporting it |

# RESEARCH QUESTION

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## RESEARCH QUESTIONS

- To what extent are the visual rubrics based on CEFR-VL (and accompanying text rubrics) a feasible and valid instrument for assessing production and reception activities in secondary art education?
- Student and teacher perceptions
- Student understanding of criteria
- Concurrent validity

# METHOD

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# METHOD

- Participating countries: Austria, Germany, Hungary, The Netherlands
- Instrument construction: delphi method, Envil network
- 2 rounds of data collection
  - 12 schools, 15 teachers, about 1000 students
- Implementation
  - Explanation of criteria
  - Students assess and teachers assess
  - Choice: criteria, frequency, peer assessment, formative/summative goals?
- Data collection
  - Assessment forms
  - Teacher interviews
  - Student interviews (The Netherlands)

# RESULTS

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# TEACHER PERCEPTIONS

## *Rubrics in general*

- Stimulate conversation
- Make assessment more objective
- Structure the curriculum
- Tool for teaching concepts

## *Visual rubrics based on CEFR-VL*

- Appreciation of the visual nature of the instrument
- Efficient
- Valid criteria
- Missing criteria: concept, originality, dealing with the task
- Students' understanding is sometimes problematic



# STUDENT PERCEPTIONS

## *Rubrics in general*

- More information than grades alone
- Issues to talk about: the teacher understands you better
- Good to know what you have to do to get good grades
- Changes the work process

## *Visual rubrics based on CEFR-VL*

- Clear, nice
- Images help to understand criteria
- Valid criteria

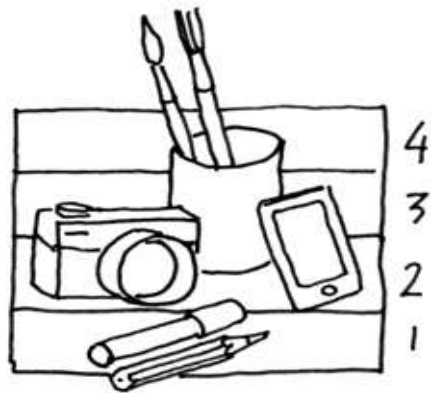
## *Self assessment in general*

- Teachers do not see everything

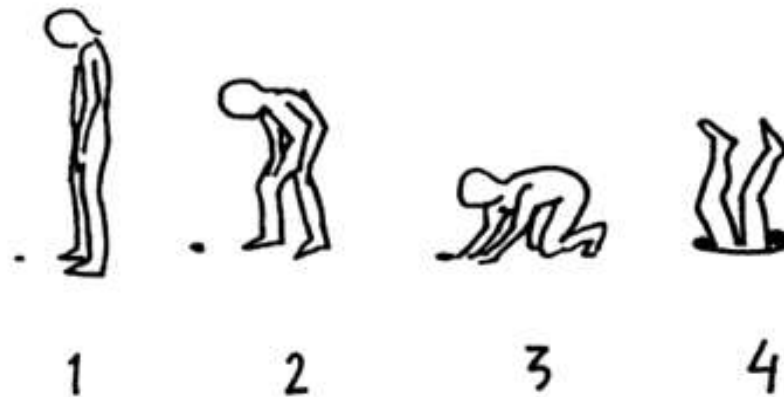
# PROBLEMS IN STUDENTS' UNDERSTANDING

- Difficult concepts
- Broad concepts (for example visual elements)
- Quantitative interpretations
- Literal interpretations

Using materials and techniques



Researching



## CONCURRENT VALIDITY

- Student mean scores and teacher mean scores are about the same
- About 50%-60% accurate self-assessments
- Pearson correlation around .5 (25 % explained variance)
- Weighted kappa around .4 (moderate)
- No gender effects

Very high scores: Being curious and open

Very low scores: Using various perspectives

Very high agreement: Being curious and open; Having an opinion

Very low agreement: Using visual elements; Analysing

# CONCLUSION

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# CONCLUSION

## *Qualitative (feasibility):*

—Students and teachers appreciate using visual rubrics

## *Quantitative and qualitative (validity):*

-Visual rubrics based on CEFR-VL are an interesting start, but need some improvement

(form and content)

## *Quantitative (validity):*

-Teacher-student agreement is acceptable, but can be improved.

-No systematic over-estimation

-Boys do not systematically over-estimate

## ISSUES FOR DISCUSSION

- Is it possible to develop an instrument which is understood completely by all students?
- Role of the teacher is crucial
- Missing criteria: where in CEFR-VL?
- Ongoing discussion about criteria

***“I think it is very transparent for students 'where can I improve next time', so it provides room for improvement or change and that is the most positive about it. The grades are not so interesting, it is interesting whether you learn and make a step forward”***

# SUGGESTIONS?

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