

With the support of the Lifelong Learning programme of the European Union

Student interviews

About 30 minutes

Introduction:

- *Is the consent form signed by the parents?*
- *Introduction*
- *Announce recording*
- *Announce duration of the interview*

General data:

- *school*
- *class*
- *level*
- *age*
- *gender*
- *good/ not good at visual arts (according to student)*
- *ambitions in art?*

Ask the student to bring filled in reflection form and visual work to the interview!

Implementation making and looking forms (can be short if teacher has already been interviewed)

For which course, which task/ lessons series the instrument (visual self assessment) was implemented?

How was the instrument (visual self assessment) introduced (plenary/ individually)

Were all criteria used? If not: who chose criteria? When? Which? Why were these chosen?

At which moment(s)/ stage(s) in the lesson series the instrument (visual self assessment) was used?

How often did you fill in the visual self assessment forms?

Can you explain how you worked to fill in the form? (reading/ looking at pictures, both?)

How did you fill in the form (coloring, circles, additional writing?)

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Did you use the text rubric? How?

What happened after the forms were completed (dialogue, reflection, portfolio)?

To what extent is the assessment based on the instrument (visual self assessment) part of your grade? (the self assessment, the teacher assessment, the peer assessment?)

Feasibility

To what extent are the criteria understandable? (which ones did you understand and which ones not - ask for each criterion)

Is the additional text rubric helpful?

What do you think about the pictures? Are they understandable? Which are and which aren't? (show form)

Do you think it is better or nicer to work with pictures than with scales or is there no difference for you?

How is this way of assessing compared to how normal assessments in the lessons of this teacher?

- Explicitly ask about peer assessment if it was used

Do you want your teacher to keep using this visual self assessment? Why? Why not?

Does the instrument (visual self assessment) provide information about goals? About your current level? About how to close the gap between current level and goals?

(check whether answers hold for both making and looking form. Are there differences?)

Validity- Making

According to your opinion; are the right criteria described which match the lessons visual art (making)?

- Which criteria are missing and should be added?
- Which criteria have to be removed?



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According to your opinion; is the operationalisation of the criteria in the text rubric good? (which is and which is not)

- with regard to elaboration of the criteria (operationalisation)
- With regard to the number of levels in the rubric
- With regard to the difference between the levels in the rubric?

Did your self assessment match the assessment of the teacher/ peer?

Validity- Looking

According to your opinion; are the right criteria described which match the lessons visual art (looking)?

- Which criteria are missing and should be added?
- Which criteria have to be removed?

According to your opinion; is the operationalisation of the criteria in the text rubric good? (which is and which is not)

- With regard to elaboration of the criteria (operationalisation)
- With regard to the number of levels in the rubric
- With regard to the difference between the levels?

Did your self assessment match the assessment of the teacher/ peer?

Explain the self assessment making and looking

Please explain for each criterion what did you fill in and why? (ask separately for each criterion)