

Art Inventory (Feldman Model of Criticism)

Critical Thinking Lesson Assessment

While different sections of the *Art Inventory* can provide evaluative feedback, the “Judgment” section is the focus of this evaluation. The assessment criteria allows for repeated use as a diagnostic, formative and summative tool documenting growth. It examines a student’s ability to evaluate an artist’s success by justifying a personal interpretation with analysis of employed elements and principles of design. Levels of performance are:

- (1) *Novice*: Descriptive statement only. (Analysis information may be included but without expressing inferred meaning, or interpretation.)
- (2) *Apprentice*: Interpretive statement present, yet supporting information is missing, unclear and / or unrelated.
- (3) *Practitioner*: Interpretive statement is present with attempts to connect analysis for support, yet justifications (explanations) are missing, unrelated or unclear.
- (4) *Master*: Evaluative level thinking offers a clear, insightful interpretation that is supported with analysis accompanied by clear explanations connecting analysis information to inferred meaning.

Evaluation can be performed by either the teacher and/or student using notations identifying interpretations, analysis and explanations. (For example, interpretations can be “boxed,” analysis can be “circled,” and the explanations can be “underlined.”) Once the written passage is analyzed, level of performance can be noted with feedback for continued improvement.