

## Position Statement on Assessment in the Visual Arts Classroom

[Adopted March 2013; Reviewed March 2016;

Reviewed and Revised February 2021; Reviewed and Revised March 2026]

### PLATFORM: ASSESSMENT

NAEA recognizes the importance of developmentally appropriate assessments ~~to~~ **teaching and learning** in the visual arts. Effective assessment is a continuous process that is **standards-based and** directly linked to instructional goals, objectives, and performance expectations.

~~Performance~~ Assessment is the primary means of measuring learner knowledge, skills and critical thinking in the visual arts. Visual arts, **design, and media arts** assessment provides ongoing and instructive feedback for supporting learner growth. Assessment strategies often include methods that involve learner reflection and evaluation on the creative process and the final product. When **proactively** shared with learners, assessment criteria enable visual arts educators to communicate goals for growth and creative development. Educators ~~who~~ **who** make informed **decisions** ~~judgments~~ based on formative and summative assessments are better able to plan and improve instructional practice to meet the needs of all learners.

Resources:

To view the Model Cornerstone Assessments developed along with the National Visual Arts and Media Arts Standards for Grades 2, 5, 8, proficient, accomplished, and advanced levels for high school, go to [www.nationalvisualartsstandards.org](http://www.nationalvisualartsstandards.org).

**Sickler-Voigt, D. C. (2019). *Teaching and learning in art education: Cultivating students' potential from pre-K through high school*. Routledge.**