Lesson Assessment
BYOB – Build Your Own Bacteria

Alaina Sanford

University of Georgia

6360S: Secondary Curriculum in Art Education

Dr. Lynn Sanders-Bustle

April 28, 2026

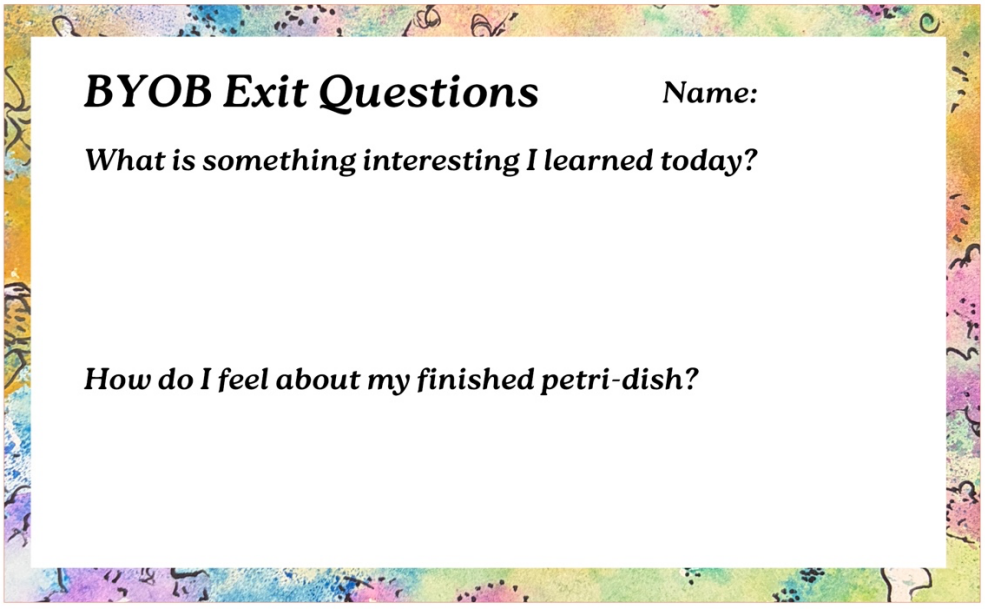
Assessment #1 – Rubric

I would implement a rubric for a summative assessment of this lesson. Ideally the rubric would be similar for most projects in the class. This way students will understand the expectations of a project and be encouraged to self-reflect (Gates, 2017). Students will be asked to complete this rubric for themselves first. I will take this self-assessment into account when assigning their final grade while using the same rubric.

Criteria	Outstanding (5pts)	Satisfactory (4pts)	Average (3pts)	Needs Improvement (2pts)
Technique	Project displays a mastery of a variety of watercolor techniques and color palettes.	Project displays a competent understanding of watercolor techniques and color palettes.	Project displays some understanding of watercolor techniques and color palettes	Project displays weak understanding of watercolor techniques and color palettes.
Effort & Creativity	Student engaged and experimented with materials enthusiastically. Took creative risks and offered a unique perspective.	Student engaged and experimented with materials and attempted to offer a unique perspective.	Student engaged and experimented with materials tepidly. Did not try hard to take creative risks or offer a unique perspective.	Student failed to engage or experiment with materials. Student copied examples and offered no creative risks or perspective.
Completion & Craftsmanship	Student completed all aspects of the project in a clean, timely manner. This includes the watercolor background, creative title and ink detailing.	Student completed all aspects of the project, but some are more finessed than others.	Student completed most aspects of the project.	Student only completed a small portion of the project.

Assessment #2 – Exit Slip

For this lesson I would ask students to complete a quick exit slip before they leave class. I would like to implement something like this for all major projects to formatively assess students' understanding of material as well as their personal feelings. I find that this method is a good way to "…support, rather than interfere with instruction and course objectives" (Beatie, 1997, p. 6). I would set the expectation that these do not need to be well-written. I'm more interested in quick gut reactions. For this specific lesson I would have two questions: "What is something interesting I learned today?" and "How do I feel about my finished petri-dish?" I would let them know that the thing they learned can be about science and bacteria, the artist we studied or art terminology we learned. The second question is to gauge how they responded to the project. For instance, I had one student tell me he wished he didn't have to add ink. I appreciated his honesty and it's something I can consider going forward.



Assessment #3 – Visual Journal

I really enjoyed having a visual journal throughout the course of this class. It really encouraged me to think, draw and sit with ideas in a way that I usually don't. I also really love the idea of each student having a dedicated sketchbook/visual journal for the class. I would want it to be a place where they could do personal work and do research, sketches and exploration for class projects. I would hope that these journals would become "…student-initiated scaffolds for natural curricular connections" (Bustle, 2008, p. 12). For instance, for this lesson, I would require two pages in their journals that explore watercolor techniques and color palettes and another that focuses on researching bacteria, including where we find them, how they look and naming conventions. This way they can start making the connections between art (watercolor) and science (bacteria) while also getting to play with how they will add color and detailing before starting on the final project. I would review these journals during scheduled check-ins over the course of the semester. Before each check-in I would remind them what I expect to see.

References

Beattie, D.K. (1997). *Assessment in Art Education.* Davis Publications.

Bustle, L. (2008, May). Visual Artifact Journals as Creative and Critical Springboards for Meaning Making. *Art Education.* 61 no3.

Gates, L. (2017). *Embracing Subjective Assessment Practices: Recommendations for Art Educators.*