

# MEASURE UP

Side 1

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## Introduction

Think you're pretty good at sizing up a situation? Have an eye for detail? Test yourself and your friends with this quirky treasure hunt game. In the end we will see who measures up.

## Overview

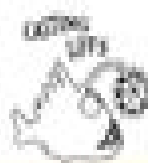
Each team will give a specified length to the opposing team. Then you will need to find 3 separate items that measure up closely to the size given in the challenges. For 2+ players, ages 12 and up, 15-30 minute gameplay.

## Setup

Locate a tape measure or ruler, timer (can be an egg timer, stopwatch, phone, etc.), and pen and paper.

## Turns

The team with the youngest player will set the first challenge and discuss amongst themselves what 3 separate measurements to challenge the opposing team to find.



Side 2

## How to Play

**Challenge Setup:** measurements are to be given in  $\frac{1}{4}$  inch increments and cannot exceed more than 12 inches, nor smaller than  $\frac{1}{4}$  inch for the challenges. Any measurement given cannot be used again in the same game. Set a 2-minute timer for the seeking team to find these measurements. After which, the opposing team will set the new challenge.

**Seeking:** Your team has 2 minutes to find 3 objects that measure as close as possible to the opposing team's challenge. Teammates will share 1 measuring tool that can be used a total of 3 times during the 2 minutes. After 3 items are collected or the 2 minutes are up, the turn is over. Then tally the points from all the items.

## Scoring

Every item found is worth 10 points. However, 1 point is subtracted from each item that is off by  $\frac{1}{16}$ th of an inch (1 notch on U.S. standard measuring tools).

For example, if 1 of the items was supposed to be 3 inches and you found an item that measured 3 inches exactly in any direction, that is worth 10 points.

But if your item measured 2  $\frac{3}{4}$  inches instead, that is  $\frac{1}{4}$  inch (4 notches) off from the 3 inches, and 4 points is subtracted from the 10 potential points from that item.

## End Game

Whoever has the most points after the 3 rounds wins the game. If the game ends in a draw, everyone keeps playing until 1 team has the most points at the end of a round.

# Measuring Up To The Challenge What Standards And Assessment Can Do For Arts Education

**Philip Taylor**



## **Measuring Up To The Challenge What Standards And Assessment Can Do For Arts Education:**

*Measuring Up to the Challenge* Ruth Mitchell, 1994 This book takes a detailed look at current knowledge as basis for assessment policy describes arts education assessment currently being developed or implemented and proposes policy directions The book is organized in 7 chapters 1 What Standards and Assessment Can Do for Arts Education brings together statements advocating standards and assessments as a means of making the arts equal to other disciplines in the K 12 curriculum 2 The Assessment Needs of Dance Music Theater and Visual Arts Education and Community based Arts Education Organizations demonstrates how the general argument made in the preceding chapter applies to specific art disciplines 3 Exemplary Assessment Programs mentions programs such as the Ohio Partnership the Florida Institute for Art Education and its Comprehensive and Holistic Assessment Task and an assessment in music based on Arts PROPEL 4 National and State Assessment Designs discusses proposed assessment efforts 5 Cautions The Magnitude of the Task Ahead surveys the components of the educational system which must change to support the implementation of arts standards and assessments 6 What are We Going To Do about It presents an action agenda for groups and organizations concerned with arts education assessments 7 Summary Present Knowledge Future Policy summarizes what is known about arts education assessment and outlines a policy for assessment Appendices include the 1992 Symposium information programs and related documents FB

*Measuring up to the challenge* Ruth Mitchell, 1994      *Measuring Up* Arie L. Nettles, Michael T. Nettles, 2012-12-06  
Measuring Up revisits vital issues of equity and assessment through the research efforts and insights of many of the nation's most prominent educators and assessment experts As its most urgent purpose the publication aims to sensitize readers to the unfairness and inappropriate uses of testing instruments which under optimal circumstances have the potential to benefit all students With America fervently espousing both national and state testing the differential performance by race and social class raises the specter of tests as barriers to life milestones such as promotion graduation and college admissions In response to such punitive testing the papers included here explore a host of models and practices that are currently being piloted both in America and abroad as educators grapple with the effects the assessment is having on minority and disadvantaged students and school systems In the process outcomes of innovative portfolio and authentic assessments are weighed against important standards and principles of validity and consequences As the various authors probe the gap between African American and White test scores they raise important questions of resources family background and educational opportunity Beyond their value of their recommendations to educators their papers help to identify causes of pupil deficiencies in ways that can be addressed by policymakers To reinforce the emphasis on equity several authors present a definitive defense of affirmative action as a critical counter measure to the lack of fairness in school quality family and social supports and educational resources      **Arts Evaluation and Assessment** Rekha S. Rajan, Ivonne Chand O'Neal, 2017-10-24 This book addresses the challenges faced by arts organizations schools and community based settings

when designing program evaluations and measuring artistic engagement and experience With contributions from leaders in the field this volume is an exemplary collection of complete program evaluations that assess music theater dance multimedia and the visual arts in a variety of contexts *National Standards for Arts Education* Consortium of National Arts Education Associations,1994 Identifies and states national standards for arts education These are divided into grades K 4 grades 5 8 grades 9 12 Challenge Standards for Student Success California. Department of Education,1998 Assessment in Arts Education Philip Taylor,2006 With the current emphases on standards and evidence based learning it s time to revisit the question of whether standards liberate or stifle excellence in arts education *Assessment in Arts Education* examines the pressing issues that educators everywhere and at all levels face as they make determinations about progress and achievement in the arts *Assessment in Arts Education* critiques the application of standards in arts education and the extent to which benchmarks and attainment levels are practically and educationally sensible It opens up an interdisciplinary discussion on arts education assessment and provides helpful advice for thinking about assessment and evaluation Leaders in drama music dance and the visual arts detail how they ve navigated the issues around assessment and tackled tough questions such as How do assessment models shape teaching in the arts How much guidance should standards provide for arts educators Who benefits from national and local assessment standards in the arts What contributions have standards made to the teaching of the creative arts Meet standards and assessment head on Read *Assessment in Arts Education* and find evidence not only of how your students think and learn but of how the entire community of arts educators has considered and acted on the demands of these educational times Standards for Our Schools Marc S. Tucker,Judy B. Coddling,1998-01-23 This timely tough minded book shows how American public schools can be saved by instituting high standards for academic achievement *Standards for Our Schools* explains not just what the standards movement is about and why it is important but also what it will take to bring every student up to high standards no matter where that student starts The authors show how a single minded focus on achievement will change everything from the kinds of curriculum materials we use and the design of elementary and middle schools to the abandonment of the comprehensive high school and the institution of a diploma based on meeting standards rather than on attendance At the heart of this revolution are the performance standards themselves which provide clear expectations for student achievement by showing examples of standard setting student work Tucker and Coddling focus on empowering both students and adults by giving students the gift of high expectations and by giving school professionals the information skills authority and resources needed to do the job They advocate building a standards based instructional system creating a results oriented culture devoted to continuous improvement and making the institution and the people in it accountable for reaching the goals set by the standards This book lays out a step by step plan that will get struggling students to high standards as well as improve the performance of high achievers An extremely practical book it gives everyone involved in the education of our students the tools they need to

do the job Standards for Our Schools will be the bible of standards based education and the foundation on which educators parents and policymakers can build the educational system of the future *The Vision for Arts Education in the 21st Century*, 1994 Presents the ideas and ideals behind the development of the National Standards for Arts Education

**National Standards for Arts Education** Consortium of National Arts Education Associations, National Committee for Standards in the Arts, 1994 Discusses standards for arts education for creative works and processes as well as the whole body of work in dance music theatre and the visual arts Covers grades K through 12 **Transforming Education Through the Arts Challenge** National Arts Education Consortium (U.S.), 2001\* Purposes, Principles, and Standards for School Art Programs National Art Education Association, 1999 In 1967 the National Art Education Association published an official position statement The Essentials of a Quality School Art Program intended for use by individuals and groups responsible for elementary and secondary school art programs in the United States This updated version presents as nearly as possible a consensus of earnest experienced judgment in the profession The update is divided into the following parts 1 Purposes and Principles for School Art Programs 2 What Students Should Know and Be Able To Do in the Visual Arts 3 Current Trends in Art Education 4 Standards 5 Glossary and 6 NAEA Program Standards Award BT **Opportunity-to-learn Standards for Arts Education** Consortium of National Arts Education Associations, 1995 These arts standards represent a consensus concerning what every young student should know and be able to do in the arts The Consortium of National Arts Education Associations believes that every student at every level pre kindergarten through grade 12 should have access to a balanced comprehensive and sequential program of instruction in the arts taught by qualified teachers The opportunity to learn standards in this book include standards for 1 curriculum and scheduling 2 staffing 3 materials and equipment and 4 facilities The book is divided into four sections 1 dance 2 music 3 theater and 4 visual arts These sections function as semi independent units with a reference list at the end of each section to provide further sources for consultation EH **The National Visual Arts Standards** National Art Education Association, 1994 Prepared in response to the Goals 2000 Educate America Act lists what every student should know and do in the visual arts Includes six content standards K 12 Standards are organized K 4 5 8 and 9 12 These standards are essential for all art educators as the framework upon which to design art curricula and instruction for all grade levels as well as for art teacher preparation programs Http www naea reston org publications list html standards\_for\_art\_education **Perspectives on Implementation** Bruce O. Boston, 1994 Examines issues related to the critical issue of standards implementation including advocacy professional development opportunity to learn connections among the arts disciplines and assessment Setting the Record Straight Consortium of National Arts Education Associations, 1994-08 Arts Education and Literacies Amy Petersen Jensen, Roni Jo Draper, 2015 Arts education has not been a central focus of education reform movements in the United States and none of the current education standards frameworks deeply address the processes texts and literacies that are inherent to arts disciplines This lack of

clarity poses a problem for state and district leaders who might be inclined to advocate for the arts in schools and classrooms across the country but cannot find adequate detail in their guiding frameworks This volume acknowledges the challenges that arts educators face and posits that authentic arts instruction and learning can benefit a young person s development both inside and outside of the classroom      *Suggested Standards for Art Education to be Used in the Public Schools of Connecticut* Connecticut. State Advisory Committee on Art Education, Robert J. Saunders, 1967

Uncover the mysteries within Explore with is enigmatic creation, **Measuring Up To The Challenge What Standards And Abebment Can Do For Arts Education** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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