



Subject: Studio Art

Grade Level: High School

DI Strategy: Targeted Check

Targeted Check on Color Scheme and Blending

What skill(s) were you targeting and why?

Two weeks prior to the deadline of a 100 point assignment on Color Scheme Stylized Animal, I was checking for progress and who needed help. I chose here because it was part way through the assignment and I could address misconceptions before it was too late. I was evaluating their understanding of the color scheme and blending skills, which were the key skills of the assignment.

What targeted check did you give to students and what did you notice?

I gave a short four question survey/student check. Two questions assessed their understanding of the color scheme and blending techniques and two questions required them to self-assess and identify what support they needed moving forward. Some students had misconceptions about the project requirements and some students that were reluctant to ask for help during class were able to let me know on the questionnaire that they needed help.

How did you respond to the targeted check data?

I addressed any misconceptions with students on an individual basis before they were too far into their project. I then made sure to quietly offer help to help those students that requested it prior to the due date.

How were students engaged at the correct level of difficulty?

Each student answered all the questions and I was able to provide individualized support based on the feedback. Since the students didn't see each other's responses, I felt it was comfortable for everyone.