

Please Note: This annotated resource list has been developed by the New England Arts Assessment Network (NEAAN) with the intention of supporting educators who are working to develop thoughtful methods of assessment of student learning in the arts. It is not intended to endorse any individual resource, nor does it claim to be comprehensive. It is a work in progress which may be amended as more resources are identified by NEAAN. It may be shared among educators in the spirit of professional development and collegial sharing of knowledge.

Assessment Item Models and Development (Accessible On-Line)

ArtsWork ARTS Education Resource Center

<http://artswork.asu.edu/>

Source: ArtsWork Education Resource Center, Arizona State University

Format: website with downloadable documents

Domains: Music, Theater, Visual Arts

Application: state, district, school

Assessment Formats: performance (portfolios, rubrics, rating scales) and closed item (multiple choice, true/false, matching, completion)

Includes Benchmark Work? No

Description of Resource: A web-based resource for K-12 arts education materials for visual arts, dance, music and drama/theater. Teachers will find information on standards, curriculum, lesson plans and assessment for arts education, as well as lists of arts resources, arts organizations and arts advocacy groups. The assessment portion of this website includes descriptive information about arts assessment, examples of Arizona arts assessment K-12, and links to national and international sites that include assessment materials.

Contact: <http://artswork.asu.edu/>

Assessment Strategies for Music

http://www.menc.org/publication/books/performance_standards/assessment.html

Source: MENC: The National Association for Music Education

Format: website with downloadable documents

Domains: Music

Application: state, district, school

Assessment Formats: performance

Includes Benchmark Work? Yes

Description of Resource: “In this publication, one sample assessment strategy is provided for each achievement standard appearing under the nine voluntary national content standards for music for grades K–12 as well as under the four content standards for pre-kindergarten instruction. In addition, a description of characteristics of students' responses is provided for basic, proficient, and advanced levels of achievement.”

Contact: www.menc.org

Classroom-Based Performance Assessments (CBPAs): The Arts

<http://www.k12.wa.us/assessment/WASL/arts/default.aspx>

Source: Office of Superintendent of Public Instruction (OSPI) (2004)

Format: website with downloadable documents

Domains: Dance, Music, Theater, Visual Arts

Application: state, district, school

Assessment Formats: performance, constructed response, reflection, rubrics

Includes Benchmark Work? Yes

Description of Resource:

The sample items and supplemental materials included in these downloadable booklets have been developed for the four arts disciplines of dance, music, theatre, and visual arts for grades 5, 8, and 10 (high school). Each full practice set includes student samples for anchor, practice and qualifying sets, directions for administration, rubrics, and student samples (in the item booklet for visual arts and on a DVD for the performing arts). These items came from a limited statewide pilot conducted in 2003. This website also provides information about the process of developing and piloting state-wise assessments in the arts.

The Washington state Classroom Based Performance Assessments “require students to construct their own answers in some method and form of creating, performing, and responding to the assessment prompt and expectations.” All Arts Classroom-Based Performance Assessment (CBPA) items are designed to assess the WA State Essential Academic Learning Requirements (EALRs): “The student communicates through the arts” (EALR #3) and “The student makes connections within and across The Arts, to other disciplines, life, cultures and work” (EALR #4).

Permission must be granted to use and cite these items outside of WA State per copyright law.

Contact: AnnRené Joseph, Program Supervisor – The Arts, Curriculum, Instruction and Assessment, Office of Superintendent of Public Instruction, Phone: 360.725.6365, FAX: 360.725-6017, E-mail: ajoseph@ospi.wednet.edu

CT Curriculum

www.CTcurriculum.org

Source: Connecticut Department of Education

Format: website with downloadable documents

Domains: Music, Visual Arts

Application: state, district, school

Assessment Formats: classroom based performance, rubrics, lesson plans

Includes Benchmark Work? Yes

Description of Resource:

“This web site enables the user to access student assessment tasks, scoring scales, and student work based on the standards. Educators can also use this site to share their own curriculum ideas with other teachers by entering new tasks. CTcurriculum.org still under construction, but this "draft" version of the site and its contents is being made available to educators for professional development purposes and to provide them with an opportunity to explore the future direction of the development and dissemination of model curriculum in Connecticut.”

Contact: www.CTCurriculum.org

Developing an Arts Assessment: Some Selected Strategies

<http://nces.ed.gov/nationsreportcard/pubs/strategies/>

Source: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES) (April 2003)

Format: web report with sample tasks

Domains: Dance, Music, Theater, Visual Arts

Application: state, district, school

Assessment Formats: performance, constructed response, reflection, rubrics

Includes Benchmark Work? Yes

Description of Resource: This web report offers strategies for developing an arts assessment program and provides various tasks used in the 1997 NAEP arts assessment to exemplify those strategies. This report uses the NAEP arts assessment and field test as a case study, with the intent of providing arts teachers, arts coordinators, and arts policymakers the opportunity to learn some valuable assessment development techniques.

Contact: <http://nces.ed.gov/>

Envisioning Arts Assessment: A Process Guide for Assessing Arts Education

<http://www.aep-arts.org/PDF%20Files/EnvArtsAssess.pdf>

Source: Arts Education Partnership (AEP) and The Council of Chief State School Officers (CCSSO) (Sept. 2002)

Format: website link (PDF) and print

Domains: Dance, Music, Theater, Visual Arts (Process Guide); Dance (sample assessment)

Application: state, district, school

Assessment Formats: classroom based performance and constructed response, reflection, rubrics, lesson plan

Includes Benchmark Work? No

Description of Resource: This 66-page guide offers a brief background on the standards and assessment movement, a basic three-phase plan to orchestrate district or state arts assessment, a process for planning, developing, and implementing an assessment program, activities designed to help address key issues and administrative decisions, and examples drawn from existing state arts assessment efforts and the National Assessment of Educational Progress (NAEP) Arts Assessment.

Contact: www.aep-arts.org

High School (Grade 9) Arts Assessments Test Sampler Draft

Source: NY State Department of Education (April 2001)

Format and Domains: website with downloadable documents

Introduction: <http://www.emsc.nysed.gov/ciai/arts/pub/artsampintro.pdf>

Dance: <http://www.emsc.nysed.gov/ciai/arts/pub/artsampdance.pdf>

Music: <http://www.emsc.nysed.gov/ciai/arts/pub/artsampmusic.pdf>

Theater: <http://www.emsc.nysed.gov/ciai/arts/pub/artsamptheater.pdf>

Visual Arts: <http://www.emsc.nysed.gov/ciai/arts/pub/artsampvisual.pdf>

Application: state, district, school

Assessment Formats: closed answer, constructed response, performance, portfolio, scoring guides

Includes Benchmark Work? Yes

Description of Resource:

This test sampler draft contains abbreviated examinations in dance, music, theatre, and visual arts. The proposed examinations include on demand written, on demand performance, and performance/portfolio components.

This test sampler draft has been released to assist school districts in planning their instruction and assessment of student achievement related to the New York State Learning Standards for the Arts. The items and tools in these

documents may be utilized in the classroom to help students prepare for examinations in the arts and to assist teachers in planning their instruction.

Contact: www.emsc.nysed.gov

National Assessment of Educational Progress (NAEP), 1997 Arts Assessment: The Nation's Report Card

<http://nces.ed.gov/nationsreportcard/arts/>

Source: National Center for Education Statistics (NCES)

Format: website links, PDF and print version of reports and assessment tasks

Domains: Dance, Music, Theater, Visual Arts

Application: national

Assessment Formats: performance, constructed response, closed item, reflection, rubrics

Includes Benchmark Work? Yes

Description of Resource: In 1997, NAEP administered a national arts assessment to approximately 6,480 eighth grade students from 268 schools. This assessment measured students' knowledge and skills in music, theatre, and visual arts, based on the NAEP framework of *Create/ Perform/Respond*.

This website offers sample assessment tasks in dance, music, theater, and visual arts, plus an overview of the content, development and implementation of the NAEP Arts Education Assessment Framework which drives the assessment tasks. Links to publications such as *The NAEP 1997 Arts Education Assessment Framework*, *The NAEP 1997 Arts Report Card: Eighth Grade Findings From the National Assessment of Educational Progress*, *Developing an Arts Assessment: Some Selected Strategies*, *Assessing the Arts: Selected NAEP Tasks and Scoring Guides for Grades 4 and 12 1997 Field Test* are also provided.

Contact: <http://nces.ed.gov/>

Teachers Helping Teachers

<http://www.sde.state.ok.us/Art/penpaptest.htm>

Format: Website, PDF and print version of assessments

Domains: Music, Art

Application: state, district, school

Assessment Formats: selected response

Includes Benchmark Work? No

Description of Resource: This website offers over 630 "CRT" questions developed to assess student knowledge of music and art in grades 5 and 8. The majority of them are listed in print friendly format. Answer sheets for the PDF files are available on the PASSport II Web site. If you are not a registered user, you will need to register and log-in to PASSport.

Contact: www.sde.state.ok.us

The Arts: A Guide to K-12 Program Development

http://www.state.ct.us/sde/dtl/curriculum/currart_guide1.htm

Source: State of Connecticut, State Board of Education (2002)

Format: website link (PDF) and print

Domains: Dance, Music, Theater, Visual Arts

Application: district, school

Assessment Formats: classroom based performance and constructed response, reflection, lesson plans

Includes Benchmark Work? No

Description of Resource: The stated primary purpose of this guide is to “assist local [CT] school districts in designing quality programs in the visual and performing arts,” but teachers will find useful examples of how to create a curriculum where assessment is based on the tenets of Create/Perform/Respond, is linked to standards, and is embedded in instruction.

Contact: Available from ACES: call (203) 407-4451 or go to www.state.ct.us/sde, click on "Curriculum", then click on "Arts", then click on "A Guide to K-12 Program Development in the Arts"

Theater: A Resource Guide for Standards-Based Instruction

<http://www.emsc.nysed.gov/ciai/arts/pub/theatresupplement.pdf>

Source: NY State Dept of Education (November 2004)

Format: website with downloadable documents

Domains: Theater

Application: state, district, school

Assessment Formats: classroom based performance and constructed response, reflection, peer review, rubrics

Includes Benchmark Work? Yes

Description of Resource:

Teachers can use this 30-page document, adapted from *Music: A Resource Guide for Standards-Based Instruction*, “to inventory their current assessment practices, expand the types of assessment tools and tasks available to them, and evaluate the efficiency of their assessment program.”

Rubrics offered in this document were developed by a committee of theater teachers for use in assessing high school student achievement of the commencement-general education level theatre performance indicators in New York State’s learning standards for the arts. A sample lesson is included as example of how the instructional/assessment ideas in the first section of the resource guide can be expanded into a detailed lesson plan and applied in the classroom. The Supplementary Materials section includes: *Students with Disabilities*, *Benefits of Theater Education*, *Helpful Suggestions for Teachers*, *Selected Guiding Principles*, *Glossary*, and *Theater Resources for Teachers*.

Contact: www.emsc.nysed.gov

Rubrics

Mt. Ararat High School Music Department, Topsham ME

www.mta75.org/curriculum/music/#curriculum

This high school website posts classroom-based performance rubrics for Individual and Ensemble Assessment in Band and Chorus, plus grading rubrics and district music standards.

Online Assessment Resources for K-12 Teachers

<http://www.uwstout.edu/soe/profdev/assess.shtml>

This website, a professional development resource for the University of Wisconsin – Stout’s School of Education, offers links to articles and other resources in assessment. Rubrics are a main focus, but portfolios and other assessment techniques are also highlighted.

<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

This is the direct link to *Teacher Created Rubrics for Assessment*, a section of the above website. In this section, a link is provided to rubrics for music and visual art which may be adapted for use in a specific classroom.

The Staff Room for Ontario's Teachers

<http://www.harding.edu/USER/dlee/WWW/webquest/RUBRICBUILDING.HTM>

This website offers links to existing rubrics for dance, music, theater, and visual arts (and many non-arts subjects) as well as to other websites which address issues of assessment.

Professional Development and Learning Communities

California Arts Assessment Network

www.teachingarts.org/CAAN

CAAN school districts have looked toward an arts assessment system that uses multiple measures – including (examples provided) selected response and constructed response items, performance assessments, and portfolios – to measure individual student progress toward meeting standards in the arts. The standards are developed around the NAEP framework, which outlines three basic artistic processes: creating, performing, and responding.

CAAN has completed one *Multiple Measures* sample, and a 2005 draft is in process. The 2004 booklet of Visual and Performing Arts tasks and assessments demonstrates multiple ways to assess the same standard. Members of CAAN also have access to an assessment item pool which catalogs multiple response arts items. This website provides a link to the CAAN Student Work On-Line Project (SWOP) site, which offers limited public access.

Contact: Nancy Carr, Visual and Performing Arts Consultant with the California Department of Education by phone (916-323-2469) or e-mail (ncarr@cde.ca.gov).

Council of Chief State School Officers: State Collaborative on Assessment and Student Standards – Arts Education Assessment Consortium

http://www.ccsso.org/projects/SCASS/Projects/Arts_Education_Assessment_Consortium/

“SCASS ARTS is the only state-based, nationally focused group addressing the development and refinement of arts education assessment materials for large-scale, district-level, and classroom-based assessment and professional development connected to the National Standards in Arts Education. The SCASS/Arts Education Consortium is a collaborative venture among member states to develop and disseminate model local and state assessments in the visual and performing arts and provide professional development materials and opportunities for teachers in developing and using arts assessments.”

SCASS ARTS has developed and implemented a web-based item development process that uses professional development training at the state level. In this initiative, items are submitted to a website where they are screened for content and assessment accuracy by a panel of experts according to criteria developed by the group, and either sent back to the originator or advanced to the final pool. Other SCASS ARTS initiatives include developing multi-media technologies for use in assessment work and developing an annotated bibliography of arts assessment research.

Contact: Frank Philip, Senior Project Associate, 202 -336-7046, frankp@ccsso.org

The Minnesota Arts Quality Teaching Networks

The Minnesota Arts Quality Teaching Networks (QTN) are communities of educators and artists from across the state who are knowledgeable about research on effective strategies for teaching and learning and the application of best practices in the classroom. The first statewide QTN, sponsored by the Perpich Center for Arts Education and the Minnesota Department of Education, was created in 1998. With support from The McKnight Foundation, additional Quality Teaching Networks have been developed with teachers in three regions of the state. At least once

a year the combined QTN membership meets together as the State Council Quality Teaching Network. QTN members are committed to ongoing examination of effective practices for developing curriculum, assessments and instructional strategies through inquiry and collaboration. This "works-in-progress" approach mirrors the process of artistic creation with its cycles of reflection and refinement. QTN members share strategies and tools for assessing students' achievement in and through the arts with other teachers and artists throughout the state.

Contact: Pam Paulson, Ph.D. Deputy Executive Director, Perpich Center for Arts Education 763-591-4708, pam.paulson@pcae.k12.mn.us

Contact: Byron Richard, Educational Research Coordinator, Perpich Center for Arts Education 763-591-4721, byron.richard@pcae.k12.mn.us

Ohio Arts Education Assessment Project

The Ohio Alliance for Arts Education (OAAE) in partnership with the Ohio Department of Education (ODE) and the Ohio Arts Council (OAC)

<http://www.oaae.net/Projects/OAEAP/>

This website provides an overview of the Ohio Arts Education Assessment Project, a project which aimed to increase the capacity of practitioners to plan and implement assessments of student learning in multiple arts disciplines in Ohio's K-12 schools. Phase I: "Introducing Assessment," resulted in the publication of *The Power of Arts Assessment in Teaching and Learning: A Process Guide for Teachers in Ohio Schools* and its companion video.

To request a copy of *The Power of Arts Assessment in Teaching and Learning: A Process Guide for Teachers in Ohio Schools*, its companion video, a copy of the Project evaluation report, or to schedule an arts assessment workshop, contact the Ohio Alliance for Arts Education, or download a copy of select documents in PDF format.

Contact: Ohio Arts Education Assessment Project, The Ohio Alliance for Arts Education, 77 South High Street, Second Floor, Columbus, Ohio 43215-6108, Phone: 614.224.1060 * Fax: 614.241-5329 * E-mail: info@oaae.net

Pennsylvania Arts Assessment Sampler

PA Department of Education (2002)

<http://www.berksiu.org/arts/>

The website is a description of an ongoing project which seeks to assist school districts in the assessment of arts standards. Three school districts in the Philadelphia area – one rural, one suburban, and one urban – participated in a pilot arts assessment program, and their processes and outcomes are described on this website. The website also offers a link to the downloadable *Pennsylvania Arts Assessment Workbook*, which guides teachers and administrators through the process of developing a framework for assessment in the arts.

Rhode Island Arts Learning Network

www.riartslearning.net

Rhode Island Arts Learning Network is a coalition of organizations and individuals working to ensure that all RI children and youth have equal access to high quality arts learning in and out of school.

Graduating Rhode Island high school students, beginning with 2008, are required to demonstrate proficiency in an art form as required by the Rhode Island Board of Regents for Elementary and Secondary Education.

Guidelines for judging arts proficiency are on the website, understanding that proficiency is demonstrated by a "body of evidence" created over time in a variety of formats approved by the Regents. Along with a comprehensive overview of the process for developing a statewide system of assessment, the website offers resources for scoring the proficiency demonstrations in visual, arts, music, dance, and theatre, including: standards, rubrics, scoring sheets, and student work on-line (PDF's, sound clips, video clips).

Contact: For more information, call the RI Arts Learning Network at 1-888-YOUTH12, or contact Sherilyn Brown, Education Director at the RI State Council on the Arts, 1 Capitol Hill, Providence, RI 02908, (401) 222-6994.

TCAP: The California Arts Project

<http://csmp.ucop.edu/tcap/>

TCAP has developed a Collaborative Design Institute, one of TCAP's many professional development programs, which brings together cadres of arts educators to develop and field-test standards-based instructional units. The conceptual framework for the Institute is based on the *California Visual and Performing Arts Standards and Framework*, Wiggins and McTighe's *Understanding by Design*, and Stigler and Hiebert's *The Teaching Gap*. Over the course of the year, participants examine evidence of student achievement and make refinements to the collaborative units they have developed, engage in the creative process as artists through the exploration of an aesthetic inquiry; and become informed about current arts education issues.

For more information about how one district has used TCAP in its professional development, contact:
Armalyne De La O, Director, RIMS California Arts Project, Email: adelao@csusb.edu

Research in the Field of Assessment in the Arts

Maryland Assessment of Fine Arts Education: State-of-the-Art in Large Scale Fine Arts Assessments

Jean Yan, Sandra Rieder, Westat, Maryland DOE (October 2001)

Available in print and as a downloadable document at <http://www.aep-arts.org>.

This report documents the "essential characteristics" (including item format, reporting strategies, lessons learned, and contact information) of large-scale assessments performed in states with mandated or voluntary visual and performing arts assessments at the time of report. A literature review provides the current (2001) picture of arts assessment at national level and a description of progress at state level in standards-based, large-scale arts assessments in the US.

The NAEP 1997 Arts Report Card: Eighth Grade Findings from the National Assessment of Educational Progress

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999486>

"The 1997 National Assessment of Educational Progress (NAEP) Arts assessment measured students' literacy in the arts through their knowledge and skill in creating, performing, and responding to challenging, innovative test exercises. This report provides a variety of findings from that assessment. Readers should note that this report is intended to be used with a CD-ROM (NCES 1999-485) that contains the complete text of the report, as well as many more examples of student responses to assessment exercises."

Project Zero: Harvard University

www.pz.harvard.edu

Project Zero (PZ) is an educational research group at the Graduate School of Education at Harvard University. Past and present projects (descriptions excerpted from the PZ website) include:

APPLE Project (Assessing Projects and Portfolios for LEarning) was a research and development effort focused on studying effective ways of assessing student performances; fair documentation and assessment of children's work on series projects; and determining how best to implement portfolio assessment in schools.

Project Spectrum, based on the belief that every child exhibits a distinctive spectrum of abilities, offered an alternative approach to assessment and curriculum development during preschool and early primary years.

Project Zero/Massachusetts Schools Network was a three-year collaboration between Project Zero, the Massachusetts Department of Education, and eleven Massachusetts elementary schools which brought together

practitioners, policy makers, and researchers for the purpose of exploring how portfolios can be implemented to provide effective assessment of students and programs.

Rubrics and Self-Assessment Project was aimed at improving writing skills of middle school students by engaging them in regular self-assessment using scoring rubrics.

The Artful Thinking program helps students develop thinking dispositions that support thoughtful learning--in the arts, and across school subjects. Currently in use by teachers in grades K-8, the Artful Thinking program is a member of growing international network of K-12 programs, linked by the theme "Visible Thinking."

Arts PROPEL: Integrating Teaching and Assessment was a five-year collaborative project focused on developing model programs that combine instruction and assessment in music, visual arts, and imaginative writing.

The Qualities of Quality: Excellence in Arts Education and How to Achieve It is a study aiming to synthesize what is currently understood about the critical elements of high quality arts teaching and learning and to identify effective strategies for creating those experiences for school-age youth in diverse settings.

Studio Thinking Project is a study conducted in two high schools that take the arts seriously. In these schools, teachers are artists, students enter by audition in the visual arts, and students receive a minimum of ten hours per week of visual arts instruction. The project's purpose is to understand instruction in visual arts classes, both the instructors' goals and how instruction is carried out.