

Assessment Resources

Introduction

This is a series of resources that are organized alphabetically, or by assessment use, or discipline, or publications, glossary and references. We hope this diverse way to approach assessment resources helps you to navigate around when looking for help in assessing your art.

Evaluation Website Resources

Arts Education Assessment Consortium

(<http://www.ccsso.org/projects/SCASS/Projects/Arts%5FEducation%5FAssessment%5FConsortium/>)

A collection of arts education performance assessment exercises linked to the National Standards for Arts Education that represents all arts areas and the NAEP categories of Creating, Performing and Responding at grade levels 4, 8, and 12.

Arts Education Partnership

This website, <http://www.aep-arts.org/resources/index.htm>, includes lots of assessment information.

American Evaluation Association (<http://eval.org/>)

Resource for locating professional evaluators in your region. A special interest group on evaluation in arts education meets annually at the national conference.

The California Arts Assessment Network (CAAN)

[http://www.teachingarts.org/caan/stories/storyReader\\$117](http://www.teachingarts.org/caan/stories/storyReader$117)

Sample measures in the four major art forms

California Department of Education

Prelude to Performance Assessments in the Arts: K-12. Guidelines and examples of arts assessment are provided as well as a discussion of issues underlining performance assessment. (<http://www.cde.ca.gov/re/pn/rc/index.asp>)

Character Education Partnership

(http://www.character.org/site/c.gwKUJhNYJrF/b.993291/k.A810/Assessment_Index.htm)

Academic attitude measures (surveys and observation protocols)

Envisioning Arts Assessment

A guide to help design large-scale art assessment decisions. Also provides informational support and activities to be used as both a practical tool and reference. To order copies of this publication visit the Publications page. . <http://www.aep-arts.org/resources/index.htm>.

ETS (Educational Testing Services) measures (<http://sydneyplus.ets.org>)

Various types of tests that could be useful. Call and talk to a company representative about what you are looking for.

Federal Resources

The United States Education Department's Institute of Educational Sciences' National Center for Education Statistics' National Assessment of Educational Progress website (That is a mouthful! – whew.) is the first stop for newcomers who want to know what the federal stance is on arts assessment. Although dated by work in 1997, it also gives an updated perspective: <http://nces.ed.gov/nationsreportcard/pubs/strategies/>

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

These pages present a chart highlighting the essential characteristics of large-scale assessments in the fine arts for both states with a mandated requirement for such assessments and those states that have no mandated requirement but engage in various assessments and activities in fine arts education. , <http://www.aep-arts.org/resources/index.htm>,

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

In 1997, NAEP administered an arts assessment to approximately 6,480 students at grade 8 throughout the U.S. The national sample assessed 268 schools, measuring students' knowledge and skills in music, theatre, and visual arts. Dance was field tested in grades 4 and 8 in 1995, in grade 12 in 1997, along with music, theatre, and visual arts. The next NAEP arts assessment is planned for 2007. , <http://www.aep-arts.org/resources/index.htm>,

New Hampshire Arts <http://www.ed.state.nh.us/education/doe/organization/curriculum/Arts/Arts.htm>

New York State Council on the Arts ESL Project Overview

[http://www.edspeak.org/ProjectPartners/New York State Council on the Arts \(NYSCA\)/NYSCA ESL Project Overview/](http://www.edspeak.org/ProjectPartners/NewYorkStateCouncilontheArts(NYSCA)/NYSCAESLProjectOverview/)

Online Evaluation Resource Library (<http://oerl.sri.com/>)

Various resources, but designed to serve trained evaluators

The SchoolWorks Lab, Inc.

The Lab maintains a website that includes lots of artistic assessment materials: <http://www.edspeak.org/blogcategory/Assessment/>

Summary of Large-Scale Arts Partnership Evaluations

The Arts Education Partnership first hosted presentations on the progress of these large-scale evaluations at its June 2000 meeting in Durham, North Carolina. Since that meeting, each of 7 the projects has released various reports and studies. An overview of these more recent findings was presented at the June 23, 2003 meeting of the Arts Education Partnership. To read the June 23, 2003 meeting report link into the About the Partnership section. , <http://www.aep-arts.org/resources/index.htm>,

Theatre Communications Group

This website has an entire initiative devoted to assessment in theatre: <http://www.tcg.org/tools/education/teams/TEAMindex.cfm>

Transforming Education Through the Arts Challenge (TETAC)

The TETAC project was initiated by the National Arts Education Consortium, or NAEC, which comprised six regional organizations in six states California, Florida, Nebraska, Ohio, Tennessee and Texas. Since 1987, these organizations have worked collectively developing, testing and refining Professional Development and curriculum Implementation programs to advance a comprehensive approach to arts education in the nation's public schools. Please note, AEP does not distribute hard copies of this report. , <http://www.aep-arts.org/resources/index.htm>,

Publications (guidance for selecting or developing measures)

(Herman, J., Aschbacher, P., Winters, L., 1992). *A Practical Guide to Alternative Assessment*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

(Wolf, D. P., Pistone, N., 1995). *Taking Full Measure: Rethinking Assessment Through the Arts*. New York: College Entrance Exam Board.

Web Resources for Assessment in Dance

<http://www.sasked.gov.sk.ca/docs/artsed/dance102030/danevastud.html>

http://mfaa.msde.state.md.us/source/PDF/Portfolio_Dance.pdf

<http://www.curriculumsupport.education.nsw.gov.au/primary/pdhe/dance/dan009.htm>

<http://www.k12.wa.us/assessment/WASL/Arts/CBPAentireset.aspx>

http://schools.nyc.gov/offices/teachlearn/arts/c+a_assessments.html

<http://www.bced.gov.bc.ca/irp/dance810/daass.htm>

http://www.isbe.state.il.us/ils/fine_arts/dance/stage_G/Da26AG.pdf

<http://www.teachers.tv/video/3309>

http://books.google.com/books?id=-c-QW0GHQcQC&pg=PA67&lpg=PA67&dq=assessment+%2B+dance&source=web&ots=pX_Br8nNra&sig=qbdWWe_q6pzFVnXBikoT_3Q6WHk&hl=en

<http://www.teachingarts.org/dance/directory/25/standardsCurriculumAssessment>

<http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/assessment/dance/index.htm>

<http://nces.ed.gov/naep3/>

http://www.riartslearning.net/proficiency/pro_docs/dance/dance_rubric.pdf

<http://www.riartslearning.net/proficiency/>

<http://www.ccsso.org/projects/SCASS/>

Organizations

<http://www.danceusa.org/>

<http://www.ndeo.org/>

Publications

<http://www.dancehorizons.com/>

<http://www.humankinetics.com/>

Glossary

Assessment

The process of judging the educational value of student work.

Authentic Assessment

Authentic assessment is a process of assessing students in a way that measures student performance in "real-life" tasks and situations such as speaking in front of others, presenting evidence of opinion to a board of reviewers, exhibition of portfolios, etc.

Building Capacity

The most likely policy for effecting long-term change (Elmore, 1989).

Content Validity

The degree to which the content covered by a measurement device matches the instruction that preceded it.

Evaluation

The process of interpreting or making judgments about Assessment data to determine the extent to which students are achieving instructional goals (Hart, D. (1994).

Extended Response

Assessments such as short answers, or essays that require students to provide more than one-word answers.

Extended Tasks

Assignments that require continuous attention on a specific task and are completed over several days of work or longer.

Formative Evaluation

An assessment that occurs before and during the learning process. This information is then used to guide the content and speed of lessons for students.

Open-ended Response

Questions that compel students to construct a response rather than choose from a multiple-choice set of answers.

Performance Assessment

Performance assessments are forms of testing designed to get students to demonstrate their learning through extended tasks, projects, or experiments, rather than choosing one answer from ready-made, multiple-choice tests.

Portfolios

A collection of student work that exhibits evidence of student progress.

Quality Arts in Education

Transportable model for district-wide school improvement through the arts.

Research

Research is an ORGANIZED and SYSTEMATIC way of FINDING ANSWERS to QUESTIONS.(from http://linguistics.byu.edu/faculty/henrichsen/researchmethods/RM_1_01.html)

Rubrics

Criteria for judging student achievement.

School Improvement

The act of making use of or being interested in new ideas, findings, or opportunities to change, improve or reform schools.

School Reform

The act of making use of or being interested in new ideas, findings, or opportunities to change, improve or reform schools.

Summative Evaluation

An evaluation at the end of a unit of study, term or year, to judge student achievement and/or teacher effectiveness.

Testing

The process of judging student achievement on educational questions.

Transportable Model

A school reform idea that can be replicated in many classrooms.

Validity

The extent to which a test measures what it was intended to measure. Validity indicates the degree of accuracy of either predictions or inferences based upon a test score.

Zone of Proximal Development (ZPD)

L. S. Vygotsky (Russian; 1896-1934) called the distance that children can perform beyond their current level the zone of proximal development. More precisely, he defined the zone as, "the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1935, p. 86).

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