

A Framework for Arts Education



DEVELOPMENT OF THE NAEP ARTS EDUCATION FRAMEWORK

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what U.S. students know and can do in various subject areas. Since 1969, assessments have been conducted to provide comprehensive information on student knowledge and skills at ages 9, 13, and 17 and, more recently, for students in grades 4, 8, and 12. Because the information on student performance and related factors is available to policymakers, parents, educators, and the general public, NAEP is an integral part of the nation's evaluation of the condition and progress of student achievement.

NAEP is a congressionally mandated project of the U.S. Department of Education's National Center for Education Statistics (NCES). In 1988, Congress created the National Assessment Governing Board to set policy for NAEP. The 26-member, broadly representative Board selects subject areas to be assessed, develops assessment objectives and specifications through a national process, and sets appropriate achievement goals, among other responsibilities.

THE ARTS EDUCATION FRAMEWORK AND ASSESSMENTS

This framework was used to develop the 1997, 2008, and 2016 NAEP Arts Education Assessments. For 2016, NAEP tested students in music and the visual arts based on a nationally representative sample of eighth-grade schools. Results of the 2016 arts assessment will be released in spring 2017. Due to budget constraints and the small percentage of schools with theatre and dance programs, these arts disciplines were not assessed in 2016.

In 1997, the NAEP Arts Assessment was conducted nationally at grade 8. For music and the visual arts, representative samples of public and nonpublic school students were assessed. For theatre, a special targeted sample was selected from eighth-grade schools that offered theatre courses and from students who took those courses. Dance was not assessed because only a small percentage of schools had regular dance programs.

Findings from the 1997 and 2008 NAEP Arts Assessments were reported in several ways: a brief Highlights Report, a comprehensive Arts Report Card, a CD-ROM containing sample tasks and student responses, and an online report of the test development process. More information on these materials is available at <http://nces.ed.gov/nationsreportcard>.

THE FRAMEWORK DEVELOPMENT PROCESS

In January 1992, the Governing Board issued a request for proposals to develop an assessment framework and specifications for a planned 1997 Arts Education Assessment. The contract was awarded to the Council of Chief State School Officers (CCSSO), with the College Board and the Council for Basic Education as subcontractors. The 18-month project began in September 1992 and concluded in March 1994.

The purpose of the contract was to develop and recommend a framework and other design features for an arts education assessment that included dance, music, theatre, and the visual arts. The recommended form of the assessment was designed by a 32-member planning committee with guidance from a steering committee. The planning committee was responsible for recommending the content and contributing to the assessment framework and other design documents. Composed of K–12 teachers, arts educators from higher education, practicing artists, assessment specialists, and laypersons, the planning committee was chaired by Frank Philip of CCSSO.

The 29-member steering committee was co-chaired by Ramsay Selden, director of the State Education Assessment Center at CCSSO and project director; and A. Graham Down, president of the Council for Basic Education. The committee included representatives from professional education organizations, parent groups, artist organizations, business, policymakers, and the public at large. The steering committee provided policy and procedural guidance during the project.

NAEP AND NATIONAL STANDARDS: COOPERATION AND COORDINATION

The development of the NAEP Arts Education Assessment Framework coincided with the development of the *National Standards for Education in the Arts (National Standards)*. This confluence of a standards-setting process and its immediate application in creating a national assessment provides an unprecedented opportunity to align standards and assessment in a model for arts education.

The two projects—NAEP and the *National Standards*—have a special role in establishing the importance of the arts in the education of all U.S. students.

The leadership of both groups has ensured that the projects will be coordinated in every aspect of the work, from crafting a common vision through matching schedules and sharing personnel. From the project's inception, the process has been predicated on the assumption that the *National Standards* and the NAEP Arts Assessment should reflect a common vision of arts education.

At the leadership level, A. Graham Down, chair of the oversight committee for the standards project, also co-chaired the steering committee for the assessment project. Seven members, or approximately one-fourth of the standards oversight committee, were also invited to serve on the steering committee for the assessment project. Frank Philip

and Joan Peterson, who co-chaired the National Council of State Arts Education Consultants task force for the standards project, served as coordinator for the NAEP Arts Assessment Project and consultant for the College Board (a subcontractor to CCSSO), respectively.

Each of the four subcommittees of the NAEP Arts Assessment Framework planning committee included representatives from the writing task forces of the standards project and either the president or the president-elect of the national arts education professional organizations. Each executive director of the major national arts education organizations was a member of the steering committee of the assessment project.

The meeting schedule, the dates for hearings, and the release of drafts for the assessment project were aligned to follow similar events of the standards project. The standards project shared the developing drafts of the standards with the planning committee of the assessment project in a regular and timely fashion to ensure a smooth articulation between the two.

DEVELOPMENT OF THE FRAMEWORK

ISSUES

Ruth Mitchell and Dennie Palmer-Wolf, consultants to the project, wrote an issues paper that identified the major areas of concern for the assessment design. Published in early January 1993, the paper was designed to be the focus of the national hearings scheduled in February 1993. The paper helped frame significant questions for the assessment and placed them in a broader context for understanding the role and feasibility of a national assessment in the arts.

NATIONAL HEARINGS

In considering the design of the proposed National Assessment for Arts Education, the project's management team decided to seek public input at two points in the development process:

- The February 1993 hearings were designed to gather responses and reactions to the issues paper. The San Francisco hearing was held in conjunction with a major arts education conference attended by many prominent writers and leaders in arts education. The Orlando, Florida, hearing was scheduled for a time and location that allowed teachers, parents, and students to attend. The New York City hearing attracted the arts community from one of the country's major population centers.
- Hearings were conducted in Seattle, Chicago, and Washington, DC, in October 1993 to solicit input and reaction to a draft of the assessment

framework. Appendix B contains a brief description of the hearings; a complete report is available from CCSSO.

NEXT STEPS

The framework development process produced the design documents and recommendations. This framework describes the proposed assessment. The specifications document explains the details for developing the assessment instrument. The development process also produced documents that suggest the nature and range of contextual information that should be collected along with the assessment and a set of strategies for reporting the results to the public and to the field. The second phase of the process began with a contract that NCES awarded to the Educational Testing Service in May 1994 to design the assessment exercises. Field testing of the exercises was scheduled for February 1995 and February 1996.

RECENT CHANGES IN THE ASSESSMENT SCHEDULE

A complete and comprehensive assessment in any subject area depends on funding from Congress. Because of a funding shortfall, the 1994 math and science assessments were postponed until 1996. In September 1994, the Governing Board executive committee recommended that the arts assessment be rescheduled for 1997. This would provide the opportunity for a two-stage field test in 1995 and 1996. The expanded field test would allow thorough development of the many complex, performance-based assessment tasks.

GUIDELINES FOR THE PROJECT

The steering committee's first task was to develop guidelines to inform the planning committee's work on drafting the framework. A major issue confronted the committee: how to balance "what is" in U.S. arts education with "what ought to be." Although the issue cannot be resolved completely, the creative tension it has generated continues to be a source of positive energy for the assessment design.

Another important issue must be mentioned. Early in the process, the steering committee insisted on a policy of inclusion in arts education. This means that the proposed NAEP Arts Assessment should reinforce the promise of arts education for all, including those students whose physical and mental abilities need additional support for artistic expression. Engaging the wheelchair-bound child in dance movement, or reviewing the theatrical performance of the hearing-impaired middle school student, for example, are recommended for the administration of the assessment.

Steering Committee Guidelines

1. The assessment should affirm and articulate the arts as ways of knowing and forms of knowledge with a unique capacity to integrate the intellect, the emotions, and physical skills in the construction of meaning.
2. The assessment should honor the discrete disciplines (dance, music, theatre, visual arts), but should at the same time encourage students to see the artistic experience as a unified whole and make connections between the arts and other disciplines.
3. The NAEP assessment and national standards processes must work hand in hand.
4. Where possible, the assessment should examine and report on developing abilities so younger and older students exhibit stages in the development of the same capability.
5. The assessment should connect with students' real-life experiences so students can use their personal knowledge in areas such as street dance, their everyday experience with TV drama, or their understanding of traditional regional art forms and community arts resources.
6. The assessment should assess students' knowledge, attitudes, and performance in the modalities and forms of expression characteristic of the arts (music, dance, painting or drawing, acting) as well as verbal or written linguistic modes; that is, writing or talking about the arts.
7. The assessment should go beyond quantification to include critical judgment. An effort should be made to ensure that reporting includes descriptive information on student performance as well as numerical data.
8. The assessment should use a common list of background variables to recognize differences and inequities in school resources and the conditions related to achievement, such as teacher qualifications, instructional time in the arts, school structure, cultural and social background of the school community, and incentives. This recognition must be evident in reported data. Results have meaning only in terms of the availability and continuity of arts instruction.
9. The assessment should address both processes and products, and should expand the public's information about the importance of each.
10. The assessment should be based on a comprehensive vision of arts education and should communicate that vision clearly. The assessment should focus on what ought to be in arts education rather than what is, but idealism should be tempered with reality. Hence, exercises should model multifaceted and thoughtful activities without making unreasonable demands on time, materials, and human resources.

Steering Committee Guidelines (continued)

11. To stimulate support for arts education, the assessment should produce information useful to a variety of audiences—students, artists, teachers, and administrators; local, state, and national policymakers; and community members such as parents and business persons—and be disseminated in a variety of ways for different audiences.
12. The assessment should sample student performances under two conditions: a general sample reflecting universal expectations and a specialized sample for students in magnet and advanced programs at grade 12.
13. The assessment should reflect a pluralistic view of arts education in terms of both individual products and the cultural bases of the arts. It should be oriented toward the demonstration of student learning, be sensitive to a variety of instructional approaches, include the range of contemporary theories evident in arts education, and include examples of appropriate exercises addressing universal themes.



CHAPTER ONE

THE ARTS IN U.S. EDUCATION

THE IMPORTANCE OF NAEP TO ARTS EDUCATION

This is an important moment for U.S. culture. The arts are becoming part of the national vision of what all students should know and be able to do. The evidence is clear:

National standards for student achievement have been developed in the arts in a process that paralleled the standards discussions being held in mathematics, language arts, science, history, and other areas.

The standards process, while demanding, has generated important discussion and debate about which art forms, what kind of knowledge, and what skills in the arts are important for all students.

The Governing Board—with funding from the National Endowment for the Arts, an independent federal agency, in collaboration with the Getty Center for Education in the Arts, a program of the J. Paul Getty Trust—commissioned the development of this framework for a planned national assessment of student performance in the arts in 1997. The present document, the framework, sets out for the educational community and the public the scope of what will be included and how the arts will be assessed.

The framework process was a bold one. Pushing beyond the limits of the arts and music assessments of the 1970s, this framework calls for the inclusion of theatre and dance as well. This work led to lively discussions of the importance of design and the media arts.

Such recognition brought not only long-awaited satisfaction, but also responsibility. Faced with the significant opportunity to create an assessment solely about learning in the arts, the steering and planning committees met the challenge with a proposed assessment that is, at once, feasible, fair, and wise. The vision for the assessment—this framework—has two noticeable characteristics. First, the committees have wrestled with the difficult central issues of arts education. Second, they have proposed a plan that would recognize vision in the face of current practice.

The process for the NAEP Arts Education Framework is founded on a vision of a society that believes the arts are essential to every child's complete development. Throughout their lives, they will draw from artistic experience and knowledge as a means of understanding what happens both inside and outside their own skin, just as they use mathematical, scientific, historical, and other frameworks for understanding. They are not

expected to become talented artists. The expectation is that they will experience enough of the discipline, challenge, and joy of creating in different art forms to intimately understand the human significance of dance, music, theatre, and the visual arts.

The NAEP Arts Assessment helps to realize this vision. Assessment has the unique ability to fix attention in education. “What you test is what you get”—and its corollary, “you don’t get what you don’t test”—are well proved in our educational system. As the only national assessment in the United States, where our radically decentralized education system resists the comprehensive national examinations found in other countries, NAEP assessments are noticed when results are published biennially.

A group of art teachers once asked Alan Sandler, an architect long involved with education, “So why do we have to assess at all? We know our students’ work. What’s the point?” Sandler replied, “Good assessment is like good architecture. It directs people’s attention and their activity in worthwhile ways.”

NAEP does not assess students individually or report individual student results; instead, it reports on student achievement in general in a subject area. NAEP results show, for example, that students can handle the mechanics of writing fairly well, but do not express ideas persuasively; that they are reasonably proficient at routine computations, but do not perform well in applying mathematical concepts; and that their knowledge of history seems to leave them without a firm sense of chronology. The information provided by NAEP has had a discernible effect on the present educational reform. Having an arts assessment included in NAEP makes an important statement about the need for all children in our country to obtain the special benefits of learning that only the arts provide.

THE ROLE OF ARTS EDUCATION

The standards, public attention, and this framework itself together make a statement about the role of the arts in U.S. education: They are as basic as literacy and numeracy.

They are basic because they bestow meaning on the world through movement, sound, color, and gesture—nonverbal systems of communication essential to understanding. We as human beings shape our world by transforming the activities of the physical body into meaning that defines human experience.

The arts are basic in a purely educational sense. They are essential to education reform because they give meaning to learning. They are an important vehicle for learning the skills so prized by reformers in both the education and business communities—problem solving, higher-order thinking, flexibility, persistence, and cooperation. The arts make schools better places to be, places where acceptance and encouragement foster growth. Students who learn to value the discipline of the arts equip themselves for challenges in work and in life.

However, to value the arts as basic and as instrumental to learning other things is to sell them short. Through music, dance, theatre, and the visual arts, students become part of the human heritage of creativity. Through the arts, we touch transcendence and go beyond the mundane and the practical to the eternal and ideal. Participation itself expands the boundaries of the arts, so that every student—every person—who produces, performs, or responds is adding to the body of artistic wealth. This is the power of the arts: a sense of contributing to an eternal conversation reaching backward and forward beyond time.

No child in a U.S. school should be deprived of the opportunity to see, hear, touch, and understand the accumulated wisdom of our artistic heritage, and to make his or her own contributions through productions and performances. Education can no longer be defined without the arts.

THE SHAPE OF THE ARTS EDUCATION NAEP

When the framework development process began in early 1993, an issues paper posed a series of questions. Answers that were forged out of a year of spirited discussion and thoughtful consideration are provided to the most important of those questions.

- *How can the NAEP Arts Assessment combine realism and vision? The task of designing an arts assessment is complicated by the fact that currently the arts are often a marginal experience for students at the elementary and middle school levels and are an elective subject in high school. In addition, many schools have cut arts education to the bone: It is occasional, rarely involves dance or theatre, and seldom combines in-school and out-of-school arts experiences. In some cases—in arts magnet schools or schools that have elected to use the arts to motivate learning—arts education is abundant. Given this disparity of opportunity, how is it possible to design a national assessment for all students?*

This question was a point of concern and discussion for a year. Throughout the NAEP framework process, the committees struggled with the tension between “what is” and “what ought to be.” Should only those programs that predominate in many schools be assessed? To do so would omit dance, theatre, and in some cases elementary arts instruction altogether. On the other hand, should we assess as if all children continually studied dance, music, theatre, and the visual arts beginning in kindergarten, and specialized in at least one art form in their high school years? To assess only on this assumption would risk frustration, since NAEP takes a representative sample of students from various types of schools and school populations across the country.

We need to know both kinds of information. Both are essential for understanding the “fit,” or what is happening in the schools today, and the “gap,” or how far students’ abilities and knowledge are from the ideal. The information gained from the NAEP Arts Education Assessment will indicate where arts education needs to be strengthened and extended so future students can fully realize their potential.

- *What is the model of arts learning that will inform the kinds of exercises and examples developed for the assessment? Traditionally, only production and performance have been assessed, but many teachers, scholars, and artists would argue that there is an important place for aesthetics and for the social, cultural, and historical contexts of art. However, given this more diversified notion of artistic understanding, are these skills considered separable or integrated? Any assessment design will portray and broadcast an image of arts education.*

The NAEP framework process and the *National Standards* have framed a vision of arts education that integrates the aesthetic, social, cultural, and historical contexts of the arts with the knowledge and skills necessary to participate in the arts. Skills are not considered as separable, and it has been decided to report the achievement of students as a whole according to the various artistic processes, not on separate scales for isolated knowledge or technical skills. The image of arts education portrayed by the NAEP Arts Education Assessment is as close to a vision of the arts as basic, unified, and pervasive as practically possible.

- *What methods of assessment should be used? Portfolios, performances, written responses, interviews, and observations can and have been a part of assessment programs. But they are more costly and labor intensive than multiple-choice and short-answer questions. What kind of design decisions does this lead to?*

Many arts educators worry that an assessment of the arts will artificially quantify those essential aspects of the arts that seem unquantifiable—inspiration, imagination, and creativity. This framework has been designed to honor the essential aspects of the arts as much as is compatible with the constraints of funding and time available in schools for the NAEP assessment.

All advocates of arts education can take considerable comfort in the fact that longstanding assessments used by the arts—portfolios and performances—are now being adopted by other disciplines. Artists have always selected their works for portfolios and assessed their own work as they did so. Juries, panels, and audiences have always assessed performing artists. Therefore, the problem does not involve protecting the arts from inappropriate testing techniques, but extending the legitimate use of portfolios and performance measures beyond the theatre, the concert hall, the studio, and the individual classroom to the national level.

Performance assessments (the generic term for the class of assessments that is beginning to augment and, in some instances, replace conventional paper-and-pencil, machine-scorable tests) have a long history in assessing the arts. It is entirely appropriate for the NAEP Arts Assessment to continue to move national assessments forward, much as they did by using many performance exercises in the 1970s NAEP visual arts and music assessments.

Consequently, the Assessment consists largely of multiple, related exercises organized

around an activity. For example, in a theatre exercise, a group of students might assume characters and act out a scene from a story they have read or heard. This is a production exercise. Then they may respond individually in writing to open-ended questions about what they might change in their characters if they could do the scene again and why they would make those changes. The students might also respond to multiple-choice items asking them to identify elements of the scene. Questions and multiple-choice items should always be embedded in an exercise and not administered in isolation. The production exercise and the open-ended and multiple-choice items would all be scored separately.

The significant knowledge and skills unique to each domain are embedded in an exercise in a way that clearly shows their application or use. Students might be asked to perform a movement typical of a traditional dance and thus to show by posture, alignment, and movement that the student knows and can apply the form and cultural context of the dance.

A special study was proposed to explore the use of portfolios. An existing successful national assessment using portfolios is the Advanced Placement Studio Art Portfolio Evaluation, which shows feasibility for such an assessment. However, the committees decided that the financial resources of the assessment would be better used in gathering information across the widest possible range of arts education than on an expensive and smaller portfolio project.

- *Should the definition be cut so sharply into four strands? What place, for instance, will be made for design and for media arts—courses that enroll many students and that link the arts to important fields like communication and industry? And what about the interdisciplinary nature of much artistic work: musical theatre; architecture; and the writing, design, and illustration of books?*

The inclusion of all four strands—dance, music, theatre, and the visual arts—in the assessment is already a step forward. Design and media arts are included as integral parts of these strands. A special study was proposed to explore the interdisciplinary nature of the arts by answering important questions about the problems interdisciplinary work poses: Where can you find truly interdisciplinary action (as opposed to layers of separate disciplines) and how can it be assessed?

- *Whose art? A Mark Morris performance folded country-western music and clog dancing into forms and sequences that owe much to George Balanchine and Martha Graham. An audience would understand the stark costumes and pale faces of a Paula Jossa Jones piece more fully if they had seen and thought about Asian performance forms like butto theatre. These are only two of countless illustrations that contemporary American arts use to understand and borrow work that comes from world cultures and from all quadrants of American life. If this is to be a national assessment, how can its samples and requests reflect not only the diversity of children taking the assessment, but also the pluralism that American culture exhibits?*

The samples of possible stimulus materials will demonstrate the commitment of the NAEP Arts Framework process to embracing the pluralism that enriches our national arts. The largest possible range of the arts has been recommended as the field from which assessments can be designed.

- *Who will be sampled for the assessment? Will learning about the arts be assessed wherever it occurs, or only if students have had formal arts classes? How will students who play in garage bands or who attend dance academies outside of school be identified and assessed?*

A third special study (the two others were special studies of interdisciplinary learning in the arts and portfolios) was proposed to look at the accomplishments of students in special programs such as arts magnet schools and districts with exemplary regular arts education programs. The nature and extent of student learning in the arts is gleaned from contextual questions that are factored into the information gained from the assessment itself when the NAEP results are reported.

- *Learning and production in the arts require time. Dancers and musicians must warm up before performing, visual artists may need to mix paints, actors must think themselves into character. How will it be possible to examine student performance in various aspects of an arts discipline (for example, performing, choreography, response to performance, or criticism) in ways that are safe and valid?*

The framework recommends to the designers of the NAEP assessments that the nature of the arts should be the guiding factor in specifying the shape and length of the assessments. It is expected that time for preparation and warmup will be allowed in addition to the time spent in production exercises and answering open-ended questions.

The task of constructing a NAEP assessment in arts education is both simple and complex. It is simple because there is apparent substantial agreement about the purposes of an arts education as a result of the discussions and deliberations in the standards development and the NAEP framework process. On the other hand, it is complex because of the difficulty in constructing an assessment that accurately appraises student achievement on a national level with all the variables of experience and environment, and delivers it in a timely, cost-efficient manner.

For some, the NAEP Arts Assessment will be too soft; for others, it will be too hard. For some, it will go too far; for others, not far enough. Such is the nature of a process that strives for consensus (agreement at certain levels of acceptance) rather than absolute agreement (a process that builds from a broad base of national input).

As a large-scale national assessment, NAEP can accomplish certain goals in understanding what K–12 students know and can do in a way that no other assessment can. It has a special role to play in its ability to define and refine an essence of knowledge and experience in the arts from the rich and diverse array of possibility. But NAEP cannot

and should not be the sole assessment of arts education. Nor should it be thought of as the standard-by-standard measuring instrument for the voluntary *National Standards*. Many of the standards will have to be examined in other assessment formats over a longer duration than is possible with NAEP. However, it is one significant and unique measure that takes its place beside important work going on in many states, universities, private organizations, local districts, and classrooms.

During the course of framework development, the committees examined large-scale assessments from other countries, including Australia, Great Britain, the Netherlands, and Scotland. Much has been learned about the challenges in dealing with these complex subjects and the ways in which they might be assessed using authentic and valid means.



CHAPTER TWO

THE CONTENT AND PROCESSES OF THE ARTS

Because the assessment depends on a precise definition of what students should know and be able to do, this chapter first defines the processes and content of the arts in general and then lists the content and processes specific to each of the arts disciplines.

DEFINITIONS

As defined by both this assessment framework and the voluntary *National Standards*, arts education refers to dance, music, theatre, and the visual arts. The committees also felt it was important to include within these categories functional design areas such as architecture, industrial design, graphic design, and the media arts. In the discussion below, it is assumed that all four of the arts disciplines are included. It is also assumed that the processes and the content identified are applied in combination and are always integrated at various levels.

PROCESSES

Creating refers to generating original art. This may include, but should not be limited to, the expression of a student's unique and personal ideas, feelings, and responses in the form of a visual image, a character, a written or improvised dramatic work, or the composition or improvisation of a piece of music or a dance.

Performing/interpreting means performing an existing work—a process that calls on the student's interpretive or re-creative skills. Typically, performing an existing work does not apply to the visual arts, where reproducing an artist's existing work is not central. However, it does suggest the engagement and motivation involved in creating a work of art.

Responding includes many varieties, including an audience member's response to a performance and the interactive response between a student and a particular medium. The response is usually a combination of affective, cognitive, and physical behavior. Responding involves a level of perceptual or observational skill; a description, analysis, or interpretation on the part of the respondent; and sometimes a judgment or evaluation based on criteria that may be self-constructed or commonly held by a group or culture. Responding calls on higher-order thinking and is central to the creative process. Although a response is usually thought of as verbal (oral or written), responses can and should also be conveyed nonverbally or in the art forms themselves. Major works of art in all traditions engage artists in a dialogue that crosses generations.

CONTENT

Two major components of learning are expected of students who study the arts. Students should gain knowledge and understanding about the arts, including the personal, historical, cultural, and social contexts for works; and they should gain *perceptual, technical, expressive, and intellectual/reflective skills*. Both components are found in each arts discipline.

When students use the artistic processes of creating, performing, and responding, they draw from various kinds of knowledge and understanding about the arts to construct meaning. Students need to be able to place the arts in broader contexts to fully appreciate their significance. These contexts include a *personal* perspective, an understanding of how the arts fit into the students' immediate *society* and broader *culture*, and a *historical* perspective. Students need knowledge of *aesthetics* to understand varied concepts and philosophies of the nature, meaning, and intrinsic value of the arts that people from different cultures and periods have formulated and held. Students also need to know about and understand the different *forms* of expression, the *structure* of each, and the various technical processes by which art forms can be created.

The acquisition and application of skills determine the quality of the learning experience. Without the necessary skills, creating, performing, and responding cannot take place. *Perceptual skills* are needed to collect the sensory stimuli and discern nuance. *Technical skills* are needed to produce the work with quality. *Expressive skills* are needed to add a unique and personal nature to the work. *Intellectual/reflective skills* are needed to test different creative possibilities, solve artistic problems, refine one's work, and help each student consider the arts thoughtfully and beyond superficial qualities.

Throughout the processes of creating, performing, and responding in the arts, students are called on to apply knowledge and skills simultaneously. Knowledge and skills rarely function in isolation; one implies the other. Few important artistic behaviors are entirely based on knowledge, and arguably, none involve only skills. A skill cannot be mastered in the absence of relevant knowledge. Skills and techniques (knowing how) are infused with creating, performing, and responding. Students involved in these processes not only gain knowledge *about* the arts, but they also learn *through* and *within* the arts. Similarly, students use this knowledge of aesthetics and history as they create, perform, or respond in the arts. More knowledge is often gained as students engage in artistic processes.

The framework provides a general vision for the four arts disciplines and the flexibility to accommodate differences among them. Each discipline fits into the grand scheme of the framework, preserving the distinguishing characteristics of each medium.

For example, teachers and artists working in the visual arts place a high value on firsthand creative expression and response to visual media, but often give lower priority to the performance or duplication of existing art. Music education, on the other hand, has typically placed great emphasis on the performance of existing music and on students'

responses to performance and through the performance. K–12 music education programs historically have minimized their emphasis on students’ original musical compositions. Theatre views creating and performing as a combined act, and views the response of the audience, director, actors, and designers to the work as integral to the development of a performance. For dance, the processes of creation, performance, and critical evaluation of the work, while all present, often merge.

Exhibit 1 illustrates each art discipline’s approach to the common framework. Each cell represents a subscale in which results may be reported. The columns will be summarized to report a comprehensive score for each arts area.

Exhibit 1. The framework matrix

	Dance	Music	Theatre	Visual Arts
CREATING				
PERFORMING				
RESPONDING				

Grade 12
Grade 8
Grade 4

*Based on Specific Content in the Arts Disciplines
Knowledge
and
Skills*

CONTENT SPECIFIC TO EACH OF THE FOUR ARTS

DANCE

Dance incorporates creation, performance, and response. When actively involved in these processes, students not only learn *about* dance, but they also learn *through* and *within* dance. Dance skills and technique weave throughout the processes of creating, performing, and responding. Students use and apply knowledge of different dance forms and styles (aesthetics) along with personal, social, cultural, and historical contexts whether they are creating, performing, or responding.

The following framework depicts the expectations of dance education.

Dance Assessment Framework

Arts Processes in Dance

Creating — <i>When creating in dance, students:</i>	
<ul style="list-style-type: none"> • Invent solutions to movement problems, generating and selecting from alternatives. • Follow improvisational and compositional structures. • Collaborate to achieve solutions. 	
Performing — <i>When performing in dance, students:</i>	
<ul style="list-style-type: none"> • Accurately recall and reproduce movement. • Demonstrate physical technique. • Communicate through movement (expression). 	
Responding — <i>When perceiving, analyzing, interpreting, critiquing, and judging dance, students:</i>	
<ul style="list-style-type: none"> • Identify compositional elements and notice details. • Identify contexts (stylistic, cultural, social, historical) of the dance. • Make informed critical observations about the dance’s and the dancer’s technical and artistic components. 	

Based on Specific Content From Dance

Knowledge — <i>Students apply knowledge of:</i>	Skills — <i>Students apply cognitive, affective, and motor skills, including:</i>
Context: <ul style="list-style-type: none"> • <i>Personal</i> • <i>Social</i> • <i>Cultural</i> • <i>Historical</i> Aesthetics Form and Structure Processes	Perceptual Intellectual/Reflective Expressive Technical

Creating in Dance

Students must have the ability to create dance and to express their understanding through the language of movement. To convey ideas and feelings, students make use of

movement and elements of choreography. They reveal in their dances insights into themselves, their social and cultural worlds, and their concepts of nature and the arts. Through a knowledge of vocabulary and compositional structures, students are able to collaborate with others in shared expression and the creation of dance.

Performing Dance

Dance uses the human body as both an instrument and a thinking medium. Students progressively develop dance knowledge, skills, techniques, and responses that allow them to use their bodies with confidence, success, and insight. Physical skills in dance include coordination, agility, flexibility, balance, strength, and control of movement. Through dance, students gain spatial awareness, bodily awareness, musicality, and an increased ability to observe and refine movement. Dance also fosters an awareness of historical, cultural, and stylistic elements involved in the creation and performance of movement. In dance, the cognitive, motor, and affective domains operate interdependently and simultaneously. Students apply intellectual skills throughout the process of creating and performing.

Responding to Dance

Responding to dance must include the vital dimension of experiencing, knowing, and thoughtfully interpreting dance. Whether responding to one's own dance or to the dance of others, students should develop new levels of understanding, insight, and perceptual acuity as a consequence of interacting with dance.

Knowledge and Skills

In dance, knowledge and skills are inextricably connected. Students combine both attributes to express themselves through movement and to create dance works that exist always within larger cultural contexts. Likewise, knowledge *about* dance is often learned *through* the act and skill of dancing.

The content for dance integrates knowledge and skills. It includes the use of a movement and verbal vocabulary to compose and describe dance. Students are expected to know and use dance forms and structures and to be able to apply effective criteria in the critique of dance.

MUSIC

Music is a form of artistic expression communicated through the medium of sound. Music processes include creating (composing and improvising), performing (playing, singing, and conducting), and responding (listening, moving, analyzing, and critiquing). Music uses a unique set of symbols. Performance of music demands the integrated development of intellectual/cognitive, feeling/affective, and psychomotor skills.

The student expectations for music are illustrated in the following framework.

Music Assessment Framework

Arts Processes for Music

Creating—*When improvising, composing, or arranging music, students:*

- Apply historical, cultural, and aesthetic understanding by creating stylistically appropriate alterations, variations, and improvisations.
- Use standard and/or nonstandard notation to express original ideas.
- Evaluate, refine, and revise successive versions of original work.
- Demonstrate skill and expressiveness in the choice and use of musical elements.
- Present the created work for others.

Performing—*When singing or playing music with musical instruments, students:*

- Select appropriate repertoire.
- Apply skill by performing with technical accuracy.
- Develop an appropriate and expressive interpretation by applying understanding of structure and cultural and historical contexts of music.
- Read musical notation accurately.
- Evaluate, refine, and revise the performance.
- Present the performance for others.



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Responding—*When perceiving, analyzing, interpreting, critiquing, and judging music, students:*

- Select repertoire for listening.
- Analyze the elements and structure of music.
- Compare and contrast various musical styles.
- Identify formal and expressive qualities that distinguish a particular style of music.
- Place music within its cultural and historical context.
- Make critical judgments about technical and expressive qualities of musical performances and compositions.
- Use movement or words to interpret and describe personal responses to music.

Based on Specific Content in Music

Knowledge— <i>Students apply knowledge of:</i>	Skills— <i>Students apply cognitive, affective, and motor skills, including:</i>
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Context:

- *Personal*
- *Social*
- *Cultural*
- *Historical*

Aesthetics

Form and Structure

Processes

Perceptual

Intellectual/Reflective

Expressive

Technical

Creating

In music, performers are creative when interpreting a piece of music. However, for purposes of this assessment framework, creating refers specifically to improvising and composing new music. When improvising, musicians spontaneously create an original work or variation within certain limits or guidelines established by the particular style in which they are performing. For example, a person improvising in the blues operates creatively within the limits of the blues style. When composing music, students usually have the freedom to create what their imagination dictates, including the choice of any style or genre. Students should also have time to evaluate and revise their work before presenting it to the public.

Performing/Interpreting

All students should be able to sing and to perform on instruments. For purposes of the national assessment, performing refers to the process of singing and playing existing musical works (repertoire). The performing process involves a wide variety of critical judgments and sophisticated understanding of musical syntax to develop an interpretation and a performance of that interpretation. As with all the arts, students are constantly applying and exercising higher order thinking, such as analyzing, synthesizing, and evaluating, while creating and performing music.

Responding

Although composers and performers respond to the music they are creating and performing, for purposes of NAEP the response process focuses on the role of the audience. Composers, improvisers, and performers always seek to elicit a response from their audience. Students therefore must learn to understand and respond to music.

Individuals respond to music in three general ways: physically, intellectually, and emotionally. Physical responses to music involve movement, such as dance or other rhythmic movement. Intellectual responses to music include activities such as labeling, analyzing, classifying, placing a work within a particular context, and making critical judgments about a work or performance. Emotional responses are the wide range of affect. All three types of responses play an essential role in making individual judgments about music.

The Artistic Process of Music as a Whole

NAEP will assess students' ability to carry out the processes—creating, performing, and responding—each of which consists of several essential components or steps. For example, all three processes involve analyzing and evaluating. These three processes also require students to understand the syntax of music as well as cultural and historical contexts.

Knowledge and Skills

As with all the arts, knowledge and skills in music are so closely intertwined that it is nearly impossible to separate them.

Music knowledge includes the contexts of music, the form and structure of music, and the musical processes. Knowing musical context includes understanding the historical period, style, and culture in which a work is created; the performance traditions of that time or place; and the appropriate aesthetic criteria for judging the quality of the work and its performance.

Knowing form and structure includes understanding the building blocks of music: the materials, notations, elements, and forms of musical works. Knowing musical processes

includes understanding the sequence and criteria for judgments involved in developing a new work, performing an existing work, or developing an opinion about a work or performance heard.

Music skills enable individuals to apply what they know by creating, performing, or responding to music. Technique is students' physical ability to transform their musical ideas into new creations or performances that accurately convey those ideas. Although technique is important to the processes of creating and performing, other skills are equally important. Perceptual skills enable the student to hear and interpret the details that make up music. These skills allow students to recall music in the mind even when it is not aurally present. Expressive skills give the work the meaning and feeling that moves the listener. Such skills also provide the basis for recognizing and responding to expression when it is present in a work or performance.

THEATRE

Theatre is rooted in religious festival and the universal impulse of humans to play, imitate, create, and share ideas and feelings. Much of the joy of the theatre lies in bringing together diverse people, ideas, and artists in the interaction of production elements, performers, and the audience. A social art form, theatre reveals both the human condition and the human experience. It transports players and audiences through time and space.

In theatre, creating and performing are so closely related that the assessment will combine creating and performing as the framework below suggests.

Theatre Assessment Framework

Arts Processes for Theatre

Creating/Performing—*When creating and performing in theatre, students:*

- Develop scripts and scenarios.
- Develop characters through an acting process.
- Make design and technical choices to communicate locale and mood for dramatic material for theatre, film, and television.
- Direct by interpreting dramatic texts and organizing time and people in planning and rehearsing improvised and scripted scenes.

Creating/Performing— <i>When creating and performing in theatre, students:</i>
<ul style="list-style-type: none"> • Develop scripts and scenarios. • Develop characters through an acting process. • Make design and technical choices to communicate locale and mood for dramatic material for theatre, film, and television. • Direct by interpreting dramatic texts and organizing time and people in planning and rehearsing improvised and scripted scenes.
Responding— <i>When perceiving, analyzing, interpreting, critiquing, and judging works in theatre, students:</i>
<ul style="list-style-type: none"> • Describe and analyze artistic choices in their own work and construct meaning. • Describe and compare elements, styles, genre, media, and dramatic literature. • Place work in context (personal, social, historical, and cultural). • Evaluate performances as audience and critic.

Based on Specific Content From Theatre

Knowledge— <i>Students apply knowledge of:</i>	Skills— <i>Students apply cognitive, affective, and motor skills, including:</i>
Context: <ul style="list-style-type: none"> • <i>Personal</i> • <i>Social</i> • <i>Cultural</i> • <i>Historical</i> Aesthetics Form and Structure Processes	Perceptual Intellectual/Reflective Expressive Technical

Creating and Performing

Different theatre processes call for different creative processes. All call for imaging, conceiving, and generating. In addition, playwriting requires the use of the first three processes to create character, story, and dialogue. Acting calls for discovering and developing emotion and circumstances for a character. Designing calls for discovering, developing, and organizing an environment. To direct, students must analyze a script and develop an interpretation by organizing the time, place, spaces, and rhythms of a production. Creating in filmmaking and television demands the development and organization of the elements of theatre as well as the special elements of the medium.

Performing is central to theatre studies. Performing is the evidence of creating; it is the process viewed and heard by an audience. Performing is a highly complex collaborative activity in which the performer is aware of the audience and responds and adjusts the performance accordingly. The ways of learning demanded by performance are equally complex, requiring the interplay of all the processes noted in creating. Performing is impossible to assess through any means other than the processes themselves.

Responding

Responding refers to students' reactions both as spectators to others' work and when reflecting on their own work. They respond to outside artists and performers and those in their own school. They examine artistic choices in ideas, stories, scripts, designs, and actions by explaining, describing, clarifying, comparing, and evaluating. They apply their knowledge of the theatre and their analytical skills to determine which elements are successful in a performance. However, responding in theatre is more than analysis; it involves emotional and intuitive behaviors as well. Students become responsive audience members of theatrical performances, films, and television presentations. They recognize a variety of theatrical genres and styles and identify and compare them in theatre, film, and television. They reflect on how theatre creates meaning in their lives and in the lives of others now and in the past. Students describe the role and influence of theatre, film, and television in their lives and relate the impact of theatre and television in their locality, in their nation, and in the world.

Knowledge

Knowledge means knowing about the art of theatre—its historical, cultural, social, and personal contexts; its forms and structure; how it creates meaning; and its aesthetic qualities. Students understand the literary, visual, aural, oral, kinesthetic, and psychological aspects of a theatrical event. They are able to engage in self-criticism and consider form, structure, contexts, and aesthetic responses.

Skills

Skills are the abilities associated with the technical, perceptual, and expressive processes of theatre. This category includes activities such as creating a text, acting, staging, designing, and articulating a response. Abilities to create, perform, and respond in the theatre are predicated on the application of both knowledge and skills simultaneously.

VISUAL ARTS

The visual arts are rightly described in the plural; at their broadest and most interesting, they include forms such as painting, drawing, printmaking, sculpture, folk art, and the decorative arts. They also embrace new media (film, photography, computer imaging, and video) and functional design areas such as architecture, industrial design, and graphic design. Under the influence of media, conceptual, and performance arts, the visual arts are increasingly about the realization of ideas in formats that are simultaneously visual,

spatial, and temporal. The visual arts enable students to reflect on what they inherit from past and present world cultures.

In the NAEP Assessment Framework for Arts Education and related documents, the term “design” is often used in conjunction with “visual arts” because of an important distinction that has to do with functionality. The framework’s particular use of the term “design” refers to ways of thinking, problem-solving strategies, and criteria for evaluation commonly applied by graphic designers, industrial designers, architects, and filmmakers in which concern for function and user/audience characteristics are as important as self-expression and aesthetic dimensions. This distinction adds emphasis to those aspects of visual arts that surround us but are often not considered products of legitimate artists. Rather than fragmenting the field, the emphasis can add to a full and robust understanding of the effects of visual arts in our everyday life.

This use of the term “design” should not be confused with the visual composition or organization of elements and “principles of design” in a work of art. In describing this latter concept, the document uses the terminology “principles of visual organization.”

The framework below illustrates the vision for visual arts education.

Visual Arts Assessment Framework

Arts Processes for the Visual Arts

Creating—When creating works of art and design, students define, invent, select, represent, create, and reflect:

- Subjects, themes, problems, and ideas that reflect knowledge and understanding of context and values (personal, social, cultural, and historical) and aesthetics.
- Visual, spatial, and temporal concepts in planning works of art and design.
- Form, media, techniques, and processes to achieve “goodness of fit” with the intended meaning or function.
- Preliminary or formative ideas (sketches, models, etc.) before final execution.
- A product that reflects ongoing thoughts, actions, and new directions.
- Relationships between process and product, personal direction, and application of concepts learned to daily life.

Responding—*Students describe, analyze, interpret, evaluate, articulate, and apply:*

- Content, form, context, and aesthetics.
- Relationships between form and context, form and meaning or function, and critical/analytical models through understanding of the works of critics, historians, aestheticians, and artists and designers.
- Attitudes and prior knowledge.
- The development of a personal belief system and world view informed by experience in the arts.

Based on Specific Content From the Visual Arts

Knowledge—*Students apply knowledge of:* Skills—*Students apply cognitive, affective, and motor skills, including:*

- Context:
- *Personal*
 - *Social*
 - *Cultural*
 - *Historical*

Aesthetics
Form and Structure
Processes

Perceptual
Intellectual/Reflective
Expressive
Technical

Creating

Creating in the visual arts and areas of functional design involves students in the construction and communication of meaning through the making of a tangible object, visible performance, or environment. It involves feeling, thinking, and doing. The creative process fully integrates the artist's intuitive and emotional insights to the world with rational thought, critical judgment, and the physical and cognitive abilities required to make appropriate visual form.

Responding

Responding in the visual arts and design means interpreting works of art or design done by other students, other artists and designers, or the students themselves. Responding is an interpretive and evaluative behavior that reveals knowledge of how visual form communicates meaning. It includes the ability to articulate and formulate judgments. Interpretive abilities can be evaluated through oral, written, and visual presentations.

Knowledge and Skills

Knowledge in the visual arts relates to understanding the meaning of visual form and how it is conveyed. For example, students must be able to account for the influence of context (personal, social, cultural, and historical) on meaning in both creating and responding to works of art and design. They explore the content of visual form through examinations of subject matter, means of representation, media and processes, visual organization, composition, and theoretical frameworks (philosophical or aesthetic constructs) for creating and interpreting the visual arts. In areas of functional design, knowledge of user or audience characteristics is also critical to creating objects and environments that work—that is, meet performance criteria.

Skills in the visual arts relate to understanding how to construct or interpret meaning in visual form. Creating skills include gathering information; analyzing and synthesizing experience; generating many visual ideas or solutions; selecting from competing ideas, media, or processes; planning and organizing the visual execution of ideas; evaluating ideas and form; and applying technical proficiency in the making of visual objects. Responding includes many of these skills applied in interpretive contexts. Verbal skills, exhibited in oral and written presentations and the construction of convincing arguments, are also relevant.



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CHAPTER THREE

DESIRED ATTRIBUTES OF THE ASSESSMENT

Chapter two explained the content of the arts in general and of each art form as it is understood for purposes of the NAEP framework. The assessment draws on that content for tasks or exercises that take up about 60 minutes of students' time at grade 4 and 60 to 90 minutes at grades 8 and 12. The assessment exercises consist mostly of constructed responses along with some multiple-choice items. The concept of matrix sampling implies that each student who participates in the assessment will do a limited number of exercises that contribute a piece of the puzzle. Aggregated, the pieces will form the entire image of what all students know and can do in the arts.

Some constructed responses ask students to perform using the language of the art form, such as dancing a dance, singing a song, acting out an improvised scene, or drawing a picture for visual arts. Others will employ short or extended written responses. Typically, assessment exercises are designed around stimulus materials where students respond to works of art and produce a work of their own.

The conditions described in the following sections govern all assessment exercises.

SAMPLE OF STUDENTS

The sample of students assessed should reflect the general population to provide data on the achievements of the nation's students. In addition, at the middle and high school levels (and possibly at the elementary level), students who have pursued a specialized area of study, such as instrumental music, should be given the opportunity to demonstrate the extent to which they have mastered that area of study.

THE AUTHENTICITY OF EXERCISES

Assessment exercises should be as authentic as time and resources permit. In other words, if there are several ways to assess the same area of skill and knowledge, students should be asked to perform the exercises that most closely parallel the genuine artistic behaviors using the appropriate mode of response. For example, the most appropriate way to assess students' singing ability is to have them sing rather than answer written questions about singing.

Although the exercises are as authentic as time and resources allow, it is also imperative that a national assessment such as NAEP be standardized. This does not suggest that it uses all multiple-choice questions, as the word "standardized" has sometimes come to mean. Instead, the exercises must offer the same opportunities and the same challenges, and should be available in the same circumstances, for all the students assessed. A

comparison of students is not possible without standardization. Exercises should be both as faithful as possible to artistic learning and standardized in form, content, and context for a large number of students.

CHARACTERISTICS OF THE ASSESSMENT EXERCISES

Tasks should be designed to elicit higher order thinking, which may be expressed in words but often is best expressed in purely artistic behaviors. Some students whose creative achievement is greater than their verbal abilities may score poorly on an arts assessment when asked to articulate their artistic understanding in words. Tasks should therefore elicit the response in the most appropriate form for determining actual learning.

Tasks should be designed to differentiate between students at both the low and high ends of the achievement spectrum. At the low end, it must be possible to measure the difference between students with no training and those with some training. At the high end, the exercises must provide sufficient richness and depth so that exceptionally talented students and those who have pursued in-depth study can demonstrate the extent of their accomplishments.

FORMS OF STUDENT RESPONSE USED IN EXERCISES

It is impossible to adequately describe many artistic behaviors in words. Appropriate aural, visual, and kinesthetic responses to student performance must therefore be developed. However, some components of the artistic process can be expressed in words. Obviously, students' ability to use appropriate dance, musical, dramatic, or visual arts vocabulary can be assessed only by asking students to use that vocabulary. Evaluating products, performances, and compositions often requires speaking or writing.

EXERCISE FORMATS

The following issues must be considered carefully:

- *Performance exercises should be demanding, rigorous, and authentic.* They should require students to engage in activities typical of the artistic process. Assessment exercises should actively involve students as both participants and audience members with attention to the integration of the artistic processes—creating, performing, and responding. Students' knowledge of the arts, the skills and techniques they are able to employ, and their understanding of the historical, personal, social, and cultural contexts in which the arts exist should be embedded and assessed within the framework of the three processes.
- *Performance exercises should require students to apply and demonstrate what they know and are able to do.* These performance exercises are to include

multiple tasks. In theatre, for example, different students might plan, write, develop dialogue, act, design sets, create dramatic material, interpret, and critique performances and productions, as well as demonstrate an understanding of the role and influence of theatre, film, and electronic media in their lives and in other historical, cultural, and social contexts. Open-ended questions, requiring students to respond in writing to prompts, should be part of the exercises rather than administered in isolation.

STUDENT RESPONSES

Student responses will vary from written explanations and analyses to individual performances and group productions, with the latter two dependent on the availability of videotape or onsite trained observers. Students will perform exercises in groups and individually. Groups will vary in size depending on the demands of the exercise.

The guideline for selecting a mode of response should be the authenticity of the task. Does it match what is expected of a performer or respondent in that art form? Are the students given an opportunity to show that they can critically appraise a complete piece of music, an exhibition of drawings, a dance, or a play?

LENGTH OF PERFORMANCE EXERCISES

Authenticity should be the guideline for this category. Dancers and musicians must warm up; painters and designers must think and brainstorm before producing their work; actors must set a scene both physically and mentally. NAEP Arts Assessment exercises have traditionally been designed to intrude only minimally on a school's schedule; however, intrusiveness can be mitigated by the value of the assessment exercises so that the school, the teachers, or the students will not resent the time spent on them.

PHYSICAL ENVIRONMENT FOR THE ASSESSMENT

If arts creation and performance are to be properly assessed, appropriate and adequate rooms must be provided. When possible, designated school space (art rooms, music rooms, dance studios, or areas suitable for theatre) should be used to provide an authentic environment. If such space is not available, multipurpose areas with room to carry out the exercises should be used.

RESOURCES

Resources are needed to maintain an authentic environment for assessment. Assessments may use audio and video clips to which students could be asked to respond. They may need audio and video capacity (tape recorders and video recorders) if performances are to

be scored offsite. Paper and pencil, art materials, costumes, storyboard formats, and microphones may also be required.

ATTRIBUTES OF ASSESSMENT FACILITATORS

Training of facilitators is important in this NAEP assessment. Facilitators who will conduct this assessment in the schools must be sensitive to the creative process and must possess some understanding of the arts discipline being assessed.

In addition, some representatives of the arts disciplines have requested specific attention to the attributes of the facilitators. For dance, a substantial part of learning involves understanding and learning movement from live demonstrations. To assess students' knowledge and skills, they must be placed in an authentic dance situation. Videotape stimulus materials may not provide enough three-dimensional information for students to fully grasp the movement requested of them. It may be important to have a person with special dance training administer the assessment.

For theatre, an arts-trained facilitator provides a cooperative, comfortable atmosphere so that students do not feel inhibited or hampered in their efforts to create and perform.

In the visual arts, onsite facilitators should be knowledgeable about students, classrooms, and the visual arts. Although the administration of the exercises will strive for the greatest reliability through video, written, photographic, or actual object prompts and stimulus presentations, unanticipated situations can best be handled by experienced facilitators. A working knowledge of art materials and techniques is desired as well as familiarity with a broad approach to art education, including production, critical thinking and writing about art, historical and social context of art, and the philosophy of art.

SPECIAL STUDIES

The planning and steering committees recommended three special studies to accompany the large-scale assessment.

AN EXPLORATION OF INTERDISCIPLINARY ASSESSMENT

This study would have two major objectives: (1) to identify interdisciplinary content in the arts that could be a suitable target of the assessment and (2) to see how assessments of this interdisciplinary content could be planned, developed, and scored. The study could have very useful implications for developing assessments that address interdisciplinary connections across disciplines in education and for resolving some problems and questions involved in such assessments.

First, three kinds of interdisciplinary work must be defined and considered as suitable for the NAEP Arts Assessment. Interdisciplinary can mean combining the parts of a single arts discipline; for example, combining jazz and classical music or painting and ceramics.

Interdisciplinary can involve combining disciplines among the arts themselves; for example, the production of a music video, which includes all four arts. Finally, interdisciplinary can mean a combination of the arts and other subjects, such as studying the physics of musical sounds or understanding the importance of art in the social structure of Colonial America.

Assessing both the first and third types of interdisciplinary learning requires more resources than we can expect for the NAEP Arts Education Assessment (although in the future, it might be possible to connect or relate portions of two NAEP assessments; for example, the arts and history). We concentrate this proposed special study on the second definition, a combination of two or more of the arts disciplines—dance, music, theatre, and the visual arts.

The first step of this special study would be to analyze the content of the arts assessment (as specified in the framework, content outlines, and standards) to identify those aspects of the content that are truly, inherently, and significantly interdisciplinary. It is important for interdisciplinary assessments (as well as instruction) to address legitimately interdisciplinary topics or issues. Interdisciplinary activities can be conceived specifically, but that must be avoided; we must attend to aspects of learning that are truly and impartially interdisciplinary. This first step would identify such topics or issues to determine and describe the kinds of interdisciplinary work that are present, are important, and that must be assessed.

Next, a small number of those topics or issues should be selected and plans should be developed for how to assess them. A premium should be placed on adherence to the intent of the topic, issue, or goal. Given its nature, what assessment techniques would be useful and appropriate? This determination will help reveal the kinds of responses that are needed or appropriate to measure these areas, which is the main purpose of the study. For this reason, a range of interdisciplinary topics or issues, and their appropriate assessment responses, should be explored.

These plans should then lead to a series of practical trials and considerations. What exercises should be administered? How should they be administered? How should they be scored? How should scores be attributed to the structural parts of the assessment?

An exercise could be as simple as asking students to assess a piece of music for its qualities as music and as stimulus for dance, with sketches of proposed moves for the dance. Alternatively, the exercise might be to take a scene from a musical and evaluate the contributions of music, dance (or choreographed motion), acting, scene, and costume design to the effect.

Such exercises would elicit information of a different order than that focused on a single art form. We would be able to judge how evenly the students' knowledge was spread across the art forms (if that is the objective); whether they could apply knowledge and

skills across the board; and how they perceived meaning expressed in the facets of the scene.

There is little doubt of the potential need and value of such interdisciplinary exercises. Developing and scoring them, however, presents unresolved problems. Is it possible to write scoring rubrics that are themselves interdisciplinary, or should we use multiple, discipline-specific rubrics? Can we do both, thereby leaving open the option to use one exercise as the origin of multiple scores? Can we score interdisciplinary exercises with any degree of reliability, once we know what the goal is? Do we need to use raters from each of the disciplines involved (i.e., four different raters in the case of the opera excerpt)?

It is fortunate that difficulties do not imply impossibilities. The findings of a special exploratory study on the assessment of interdisciplinary arts learning could yield information about how students understand the interdisciplinary aspects of the arts in real-life settings. The findings should also inform interdisciplinary assessment and encourage cross-disciplinary teaching. This “connecting” technique could also lead to economical uses of assessment resources by providing multiple pieces of information from a single stimulus.

A PORTFOLIO STUDY

In a sense, portfolio assessment is coming home for arts educators. It is fitting that large-scale use of portfolio procedures and principles be tested with the arts. A portfolio is a collection of work produced over time and unified by a theme or purpose. For a NAEP-like assessment, the time element causes problems. How are the conditions of collecting and maintaining a portfolio to be managed and, for some period of time, to be standardized sufficiently to allow for valid comparison?

Nevertheless, portfolios are being used and these problems are being addressed in large-scale assessments in writing and mathematics. NAEP, in its writing and reading assessments, is experimenting with portfolios of students' work. In the arts, the Advanced Placement (AP) Studio Art Portfolio Evaluation asks students to submit collections of original works that are then assessed holistically by groups of raters.

One basic form of special study would be a portfolio of drawings or paintings, much like the AP Studio Art Portfolio. Size, theme, and deadline specifications would have to be determined, and raters would be trained to look for age-appropriate abilities across several works as opposed to isolated examples. The key issue for NAEP is how and whether portfolio methods can be incorporated as a data collection approach at the national level.

Many other kinds of portfolios in the arts are possible; for example, a dancer could record the development of a suite of dances, a theatre director could keep a portfolio of

developments during the production of a play, or a singer could keep an audiotape portfolio of his or her performance.

The focus of a portfolio special study would be to explore the feasibility of the assessment format for NAEP. Its success would depend on maintaining a delicate balance between the demands of a standardized assessment and a student's need for unhampered development of ideas.

COMPARING ARTS EDUCATION PROGRAMS

The United States is not without exemplary arts education programs. There are excellent high schools for the performing arts and elementary schools whose entire instructional program is built around the arts. There are also school districts in which all students receive regular, sequential arts education taught by qualified arts educators in grades K–12. What qualities do these programs have that may or may not be present in other schools or districts? A special study is proposed to examine and compare student performance on the NAEP Arts Education Assessment when students are involved in programs with these different levels of resources and implementation.

A special study would select schools and districts that reflect variety in program breadth and depth. Students would be given the same assessments as students in matched schools that are already part of the national sample. In that way, it would be possible to determine the effects of special training. Do students know more? Can they apply what they know more effectively? By looking at contextual variables, we will also obtain information about the effects of different intensities of arts study.

Due to budget constraints, these three recommended special studies have not been conducted.

CONTEXTUAL INFORMATION

Contextual information requested at the time of the assessment is essential to understanding the results of the national assessment. The planning committee has prepared a set of general and specific questions to help profile a school's educational environment and culture. Questions ask about instructional content, instructional practices and experiences, teacher characteristics, school conditions and context, conditions beyond school, and reporting groups. Typically, NAEP uses three questionnaires: one for the student, one for the teacher, and one for the principal. The NAEP Arts Assessment includes contextual questionnaires for students and schools.

ETHICAL RESPONSIBILITIES TO STUDENTS

These responsibilities include ensuring the physical safety of students—for example, not asking them to perform dance movements before being properly warmed up or to

undertake theatrical improvisations involving potentially dangerous props or scenery. Ethical responsibility also means respecting the ethnic and cultural sensibilities of students by choosing topics for assessments that would not be construed as insulting or biased against any ethnic, racial, religious, geographic, or cultural group.

The assessment is sensitive to students' privacy and does not ask them to reveal personal information. The assessment provides guidelines for the protection of any student videotapes or audiotapes.

ISSUES AND STRATEGIES SPECIFIC TO EACH ART FORM

In addition to this framework, the NAEP Arts Project has developed a series of documents that recommend design parameters to the Governing Board. As discussed in the introduction, this framework is intended to be a broad description of the proposed NAEP Arts Education Assessment, much like an artist's color rendering of a new building helps the casual observer visualize the end product.

Likewise, the specifications document is similar to specific blueprints or working drawings for the test development contractor. This higher level of specificity and clarity was needed to construct the assessment in the second phase of the project in 1994. Thus, the following descriptions are broad suggestions about what the assessment looks like in the various arts areas. Practitioners seeking more specific and detailed prescriptions as a guide in building their own assessments should refer to the specifications document.

DANCE

Standardized assessment of dance provides a unique challenge. First, the art form itself is temporal; it leaves few lasting traces and no permanent objects to assess. Second, evidence of learning in dance can be particularly difficult to separate from innate ability because all children are constantly developing and practicing their instrument—the body. Because the child's body is both an instrument of creating in dance and an everyday functional body, a dance assessment must be careful to distinguish between growth and learning that is the result of dance training and that which comes from another source. Typical physical activities such as sports, self-directed movement improvisation, playing, and watching and imitating are sources of dancelike behavior that are distinct from formal education in creative movement.

Repertoire

Dance has no universally accepted pedagogies or methods for dance education. Because so little dance instruction exists in schools, the NAEP Arts Assessment must be extremely careful to avoid limiting the exercises to a narrow range of styles.

Use of Videotape

There are two possible applications of video technology in dance. First, videotape may be a reliable and cost-effective means of recording student responses. Second, videotape may be a way to provide a stimulus for the response. However, the use of video presents problems that must be addressed. In the collection of data:

The presence of the camera may change student responses.

Subtlety and nuance of behavior may be lost in the translation from three to two dimensions.

It is difficult to position video cameras properly to see and record every student during the entire exercise.

As a stimulus for student response, video prompts must be of good quality and the playback equipment must project an image that can be seen clearly by the students. If slides or color reproductions of various dance styles can be used, they would likewise need to be of appropriate size to allow individual examination.

Space

The dance assessment will require a quiet space for watching and responding to videotapes and a gym or other spacious, well-lighted room free of obstructions for the movement exercises.

Time

A substantial period of time is needed to extract a meaningful sample of what students know and can do. Two types of assessment exercises combine to present an appropriate overview of dance: performance exercise and open-ended, paper-and-pencil tests. A test time of 60 minutes for grade 4 and 90 minutes for grades 8 and 12 is preferred. The test could combine one performance exercise for creating/performing with open-ended verbal or response exercises for responding.

Class Design

To put students at ease, the size of the group for movement activities should be no fewer than 4 students and no more than 12. Each student should have adequate space to fully perform the exercises. The arrangement of students should be changed frequently to allow everyone to be observed and to assess student performance independently.

MUSIC

Repertoire

Assessments in music should include activities that give the students opportunities to perform, compose, explain, and express their responses to music. Assessing students' ability to create, perform, and respond to music requires making choices about which music to use. Singing, playing, and listening are processes that necessarily involve repertoire. One of the great challenges to the developers of a national assessment is to select appropriate repertoire.

There is no "canon," or universal body of musical literature, studied by all students in the United States. Developers of NAEP, therefore, cannot assume that all students have studied particular musical works. Examples used in the assessment must be drawn from the rich musical diversity of the United States and the world.

Because students do not have a common singing or playing repertoire, they must either learn a work during the assessment through sight-reading and/or rote imitation or they must be allowed to perform a work they already know.

Stimulus Materials

Stimuli for music exercises will be both aural and visual. These stimuli should be provided through videotapes, audiotapes, notated music, and other visual formats.

Sources for stimuli include:

High-quality recordings of the suggested repertoire, including commercial recordings of a variety of music from across the United States and around the world, and recordings and notated examples in standard general music text series.

Visual materials, including still images and video recordings.

Specially recorded examples for the assessment.

Collections of notated repertoire for performance and selective music lists developed by professional music educators.

THEATRE

Like dance, theatre is temporal, and the acts of creation and performance are central to any assessment in theatre. Therefore, ways must be found either to rate student responses as they occur or to record students' acts of creating and performing so that they can be rated fairly later.

Videotaping

To adequately assess the creating and performing exercises, students need to be videotaped under the best conditions possible. There must be enough light so that all actions and facial expressions can be captured by the camera. Microphones must be placed in ways to pick up all of the sounds. Because many schools do not have complete stages or auditoriums, the space required for the exercises should be large and open so that students can move unhampered by furniture or architectural barriers. Unless the quality of the information and data collected can be otherwise assured, raters with theatre education expertise will have to be onsite.

Facilitators

The assessment facilitators must provide a cooperative, comfortable atmosphere so that students do not feel inhibited or hampered in their efforts to create and perform. This atmosphere can best be created by a theatre educator. At the same time, due to the nature of the assessment and the need for reliability, facilitators may not coach the students.

Group Work

Because theatre is a collaborative art form, many of the creating and performing exercises should be done by groups of students. The size of the group will vary depending on the specific exercise.

Stimulus Materials

The choice of stimulus material is especially sensitive in theatre. Some exercises need to be culturally neutral so that student responses are not restricted by unfamiliarity with a particular style or period of theatre. However, it will be important to provide scripts or videos of scenes that are from easily recognizable works.

Electronic Media

In this century, live theatre has been transformed to reach broader audiences through film and television productions. Any assessment in theatre should include a strong film and electronic media component, recognizing that there are significant differences among live theatre, film, and electronic media. The assessment exercises in this area should involve students in both the similarities and the differences.

VISUAL ARTS

It is important for the physical design of the NAEP Arts Assessment to reflect the creative process and the nature of the exercises that students are asked to perform. For example, art and design activities should encourage students to study the train of thinking (as revealed in notes and sketches) for insight, which may alter the direction of their creative solution. If the test design does not foster such a review, it is not authentic. A test form that allows students to keep the whole process in view is better than a booklet format in

which previous responses are covered by turning the page. Likewise, formats must allow for sufficient drawing space to encourage detail. In addition, careful decisions must be made regarding the proportions of the space in which students will draw or paint, the diagrams or visuals chosen to encourage thinking, and the design of typographic prompts that move students through the activity.

Because art and design activities carried out in the classroom rely heavily on discussion with teachers, the assessment itself must encourage students in the absence of teachers. The infusion of prompt questions, visuals, and videotaped demonstrations may simulate the role of the teacher in arts instruction. They also could encourage the redesign of solutions by staging the introduction of new concepts throughout the design process, thus assessing students' abilities to analyze and evaluate during the creative process.

Assessment exercises for the visual arts can emanate from many sources, such as the work of art or design; a problem/theme/issue; cultural/historical contexts; and artists' self-expression. Although exercises may begin their focus from one of these orientations, all four approaches can assess the same content (subject matter, form, content, media and processes, criticism, and aesthetics). Some approaches will be more effective than others for certain age groups.

If technically feasible, some of the exercises should be designed as sequential, interconnected units that cross grade levels, with some units displaying levels of complexity appropriate for more advanced students. Exercises should include a mix and a balance of creating and responding experiences that engage a wide variety of knowledge and skills in studio production, art criticism, art history, and aesthetics. Exercise content should be sensitive to equitable representation both in production (i.e., two- and three-dimensional work, conventional and nonconventional or inventive media) and in style or context (i.e., classical and folk art of all cultures, gender-equitable selections).

Inferring Understanding From Student Responses in the Visual Arts

Students complete exercises that require a range of intellectual, technical, perceptual, and expressive skills. The analysis of the evidence that results from the performance of those skills (i.e., art works, journals, critical writing, process review) enables experts in the field to make inferences about the students' mastery and understanding of the visual arts. The content may include personal, social, cultural, historical, and aesthetic contexts; art forms and structures; and critical and creative art processes. Because the nature of how the data are gathered will be a departure from past NAEP approaches, the validity of these inferences is a central issue in assessment. The richness of the data is extremely important for an accurate characterization of learning in the visual arts.

Time

Art is a process during which many different kinds of sophisticated and complex perceptual, expressive, creative, and technical actions take place. The student needs time

to work through these processes. The idea of small-, medium-, and large-sized assessment blocks works well for the processing needs of visual arts and design.

Raters or Scorers

Scorers will need more advanced levels of experience and understanding than facilitators. They need to be aware of and have experience in the subtle visual and contextual discrimination necessary to rate a creating or responding product. Substantial training in and experience with scoring of portfolio-type process materials are essential.

DESIRED EMPHASIS FOR EACH ARTS AREA

Following are recommendations concerning the grade-level distribution of the assessment exercises across the three artistic processes for each arts discipline. The distribution of exercises across the artistic processes will be described in terms of “proportion of the exercise pool,” but such proportions are not intended to refer simply to the proportions of the total number of exercises in a given category. Simple proportions of exercises are problematic because single exercises may vary widely in the amount of time they require and the amount of information they yield (especially across, but also within, formats). In this document, specifications of “proportion of the exercise pool” correspond to proportion of total student time at a particular grade level that would be required if the entire grade-level pool could be administered to a single individual. This specification is tempered by the understanding that the statistical efficiency of different exercise formats may vary. It should not be taken to refer strictly to numbers of exercises in different categories.

DANCE

Dance is first and foremost a physical art form. The assessment of dance education should include a distribution of content that reflects a major emphasis on dance at all grade levels. At grade 4, creating receives more emphasis than performing and responding. The proportion of student time spent on creating at grade 8 should be less than at grades 4 and 12 because middle school students have special needs in overcoming “being alike” rather than “being original.” At grade 12, responding receives increased emphasis over creating and performing.

Recommended Percentages for Dance			
	Grade 4	Grade 8	Grade 12
Creating	40%	20%	30%
Performing	30%	40%	30%
Responding	30%	40%	40%

When computing total scores for the dance assessment, the relative weights for creating, performing, and responding should reflect the proportion of time spent on each process at each grade level.

MUSIC

The nature of music requires a unique allocation of assessment priorities. Some parts of the musical process require more time to complete than others. Creating a composition may take months or years, but listening and responding to the composition may require only minutes.

Most music students at the fourth-grade level spend more time on performance, such as singing and playing instruments. Older students spend more time in responding activities, such as analyzing and critiquing. The *National Standards* establish the expectation that musically educated individuals should create (improvise, compose, and arrange) music. All students should spend a substantial percentage of their instructional time engaging in creating activities. The recommended percentages for the three processes in this assessment are as follows:

Recommended Percentages for Music			
	Grade 4	Grade 8	Grade 12
Creating	20–30%	20–30%	20–30%
Performing	40–50%	35–45%	30–40%
Responding	25–35%	30–40%	35–45%

When computing total scores for the music assessment, the relative weights for creating, performing, and responding should reflect the proportion of time spent on each process at each grade level (for example, at grade 4, 25% for creating, 45% for performing, and 30% for responding; at grade 8, 25% for creating, 40% for performing, and 35% for responding; at grade 12, 25% for creating, 35% for performing, and 40% for responding).

THEATRE

At grade 4, the emphasis in theatre curriculum is on students doing, not on their responding skills, recognizing that some analysis is required when creating and performing. For this reason, it is recommended that the assessment emphasis in grade 4 be weighted so that 70 percent of the subscores are collected in the area of creating and performing, with 30 percent collected in responding. To achieve this weighting, it is

estimated that 70 percent of the student assessment time will need to be focused on creating and performing, with 30 percent devoted to responding exercises. At grades 8 and 12, it is recommended that 60 percent of subscores be collected in creating and performing, with 40 percent collected in responding. To achieve this emphasis, it is estimated that 60 percent of student assessment time be devoted to creating and performing, with 40 percent allocated to responding. It is further recommended that responding exercises include an evaluation of students' reactions as practitioners as well as critics. In this way, the assessment will reflect the collaborative nature of theatre.

Recommended Percentages for Theatre			
	Grade 4	Grade 8	Grade 12
Creating/Performing	70%	60%	60%
Responding	30%	40%	40%
When computing total scores for the theatre assessment, the relative weights for creating/performing and responding should reflect the proportion of time spent on each process at each grade level.			

VISUAL ARTS

At all three grade levels, students should spend a greater proportion of time working on creating exercises (50–70 percent) than on responding exercises (30–50 percent):

Recommended Percentages for Visual Arts			
	Grade 4	Grade 8	Grade 12
Creating	50–70%	50–70%	50–70%
Responding	30–50%	30–50%	30–50%
When computing total scores for the visual arts assessment, creating and responding should be equally weighted at each grade level (for example, at grades 4, 8, and 12, 50% for creating and 50% for responding).			

CHAPTER FOUR

PRELIMINARY ACHIEVEMENT LEVEL DESCRIPTIONS

The attention now turns from the design of the NAEP Arts Assessment and its exercises to interpreting the results. For the information to be useful as a basis for policy decisions, it is important to report how many students achieve at certain levels. Governing Board policy defines three levels of achievement—basic, proficient, and advanced—to be used in reporting the results of the NAEP Arts Education Assessment at grades 4, 8, and 12. These achievement levels describe how well students should perform on the assessment.

According to NAEP, **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. **Proficient** represents solid academic performance and competency over challenging subject matter. **Advanced** performance on this assessment represents superior performance.

Because the assessment is based on the new *National Standards*, which sets high expectations for student learning, the results will describe the range of scores from the lowest level, proceeding through (or beyond) the areas of expected achievement. The NAEP proficient level is set as the target for students and represents the achievement levels described in the *National Standards*. The planning committee recognizes that due to inadequate opportunities for arts study in many schools, a number of students may score below the basic level. Although this may be cause for concern, it will also demonstrate the deficiencies in arts education instruction or indicate where additional study opportunities must be provided if all students are expected to achieve the world-class standards.

These preliminary achievement level descriptions will be used by the test development panel to guide test and item construction. This will ensure that exercises in the NAEP Arts Education Assessment will provide information on the various types of knowledge and skills included in the achievement level descriptions for each grade level. After the assessment is field tested, refined, and administered to the national sample of students, the preliminary achievement level descriptions could be used to inform the final achievement level-setting process. In this stage, panelists examine the assessment exercises and the student performance data to recommend to the Governing Board the achievement levels to be used in reporting the NAEP Arts Education Assessment results.

Due to the complexity of the NAEP Arts Assessment in addressing the various arts disciplines, the Governing Board decided not to conduct the achievement level-setting process for the NAEP Arts Assessment.

The achievement levels portrayed here in the NAEP Framework are general in nature and describe only the broad expectations. They are framed by the three major arts education processes—creating, performing, and responding—and are set at the three grade levels

examined. For additional detail in each of the four arts areas at grades 4, 8, and 12, refer to the specifications document.



Preliminary Achievement Level Descriptions for Dance

NAEP uses the following descriptors as expectations for student achievement:

- **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed.
- **Proficient** represents solid academic performance and competency over challenging subject matter, as suggested in the *National Standards for Arts Education*.
- **Advanced** performance on this assessment represents superior performance.

Grade 4			
Dance Process	Fourth-grade students at the basic level in dance:	Fourth-grade students at the proficient level in dance:	Fourth-grade students at the advanced level in dance:
Creating	<ul style="list-style-type: none"> • Stop after finding a single solution to a movement challenge and rely on imitation of others rather than generating their own ideas. 	<ul style="list-style-type: none"> • Find multiple ways to solve a movement challenge but may rely on only one movement element. 	<ul style="list-style-type: none"> • Find multiple ways to solve a movement challenge incorporating a variety of movement elements (time, space, and force).
	<ul style="list-style-type: none"> • Create a movement sequence that has a clear beginning, middle, and end but may be unable to repeat it accurately. 	<ul style="list-style-type: none"> • Create a movement sequence that has a clear beginning, middle, and end and make effective use of time, space, and force; accurately repeat it. 	<ul style="list-style-type: none"> • Create, repeat, and perform a dance that has a clear beginning, middle, and end; make effective use of time, space, and force; and communicate an idea.
	<ul style="list-style-type: none"> • Participate as observers or performers but will not offer any ideas to the group or partner in the process of creating a movement sequence. 	<ul style="list-style-type: none"> • Contribute and work cooperatively with a partner or a group of students in creating a movement sequence. 	<ul style="list-style-type: none"> • Contribute and work cooperatively with a partner or group of students in the process of creating a dance that successfully communicates a shared idea.
Performing	<ul style="list-style-type: none"> • Accurately reproduce and perform locomotor and nonlocomotor movement. 	<ul style="list-style-type: none"> • Accurately reproduce and perform locomotor and nonlocomotor movement using time, space, and force. 	<ul style="list-style-type: none"> • Accurately reproduce and perform locomotor and nonlocomotor movement using time, space, and force; perform with confidence and use the entire body.
	<ul style="list-style-type: none"> • Have difficulty maintaining balance, isolating various body parts, and controlling their movement while performing basic movement sequences. 	<ul style="list-style-type: none"> • Maintain balance and alignment, and control all of the body parts while performing basic movement sequences. 	<ul style="list-style-type: none"> • Maintain body alignment while performing basic movement sequences; possess strength, flexibility, balance, and coordination.
	<ul style="list-style-type: none"> • Perform without commitment or expressive qualities. 	<ul style="list-style-type: none"> • Perform movement phrases with full physical commitment. 	<ul style="list-style-type: none"> • Perform movement sequences expressively through both literal and abstract gestures and movements.
Responding	<ul style="list-style-type: none"> • Discuss dance using general vocabulary. 	<ul style="list-style-type: none"> • Recognize and label some movement elements. 	<ul style="list-style-type: none"> • Use appropriate dance vocabulary to describe movement elements and details.
	<ul style="list-style-type: none"> • Speculate about the culture and/or time period of a dance. 	<ul style="list-style-type: none"> • Accurately place a dance in a culture and time period. 	<ul style="list-style-type: none"> • Accurately describe dances from a variety of cultures and time periods.
	<ul style="list-style-type: none"> • Give personal opinions about a dance, offering no supportive rationale. 	<ul style="list-style-type: none"> • Give personal opinions about a dance, providing supportive rationale. 	<ul style="list-style-type: none"> • Give personal opinions about a dance, providing supportive rationale; identify individual elements of the dance, including but not limited to the quality of the performance and production elements (for example, sound, costumes, lighting, set).

Preliminary Achievement Level Descriptions for Dance

Grade 8			
Dance Process	Eighth-grade students at the basic level in dance:	Eighth-grade students at the proficient level in dance:	Eighth-grade students at the advanced level in dance:
Creating	<ul style="list-style-type: none"> Stop after finding a single solution to a movement challenge and rely on imitation of others rather than generating their own ideas. 	<ul style="list-style-type: none"> Find multiple ways to solve a brief movement challenge. 	<ul style="list-style-type: none"> Find multiple ways to solve a brief movement challenge, choosing the most effective solution and articulating the reasons for the selection.
	<ul style="list-style-type: none"> Create and accurately repeat a movement sequence that demonstrates a clear beginning, middle, and end. 	<ul style="list-style-type: none"> Create, repeat, and perform dance that demonstrates effective use of time, space, force, body shapes, dynamics, and rhythm; has a beginning, middle, and end. 	<ul style="list-style-type: none"> Create, repeat, and perform dance that demonstrates effective use of time, space, force, body shapes, dynamics, and rhythm; has a beginning, middle, and end; deals with an issue of personal significance.
	<ul style="list-style-type: none"> Participate as observers or performers but will not offer any ideas to the group or partner. 	<ul style="list-style-type: none"> Contribute and work cooperatively with a partner or a group of students in creating a movement sequence. 	<ul style="list-style-type: none"> Contribute and work cooperatively with a partner or group of students in creating a dance that successfully communicates a shared idea.
Performing	<ul style="list-style-type: none"> Perform locomotor and nonlocomotor movements using accurate time, space, and force in a variety of ways. 	<ul style="list-style-type: none"> Accurately demonstrate basic dance steps, positions, and patterns from a variety of dance styles and traditions. 	<ul style="list-style-type: none"> Accurately perform dances from a variety of styles and traditions.
	<ul style="list-style-type: none"> Have difficulty maintaining proper alignment of the body and lack clarity in movement while performing basic movement sequences. 	<ul style="list-style-type: none"> Maintain body alignment while performing basic movement sequences; possess strength, flexibility, balance, and coordination. 	<ul style="list-style-type: none"> Maintain body alignment appropriate to the dance form while performing a variety of dances; possess strength, flexibility, balance, and coordination.
	<ul style="list-style-type: none"> Perform without commitment or expressive qualities. 	<ul style="list-style-type: none"> Perform dance sequences, communicating expressively through both literal and abstract gesture and movement. 	<ul style="list-style-type: none"> Perform a dance expressively through both literal and abstract gesture and movement to communicate an idea or feeling.
Responding	<ul style="list-style-type: none"> Label some elements of dance using general vocabulary. 	<ul style="list-style-type: none"> Use appropriate dance vocabulary to describe movement elements and choreographic principles viewed in a dance. 	<ul style="list-style-type: none"> Use appropriate dance vocabulary to describe and analyze the use and effect of movement elements and choreographic principles in a variety of dances.
	<ul style="list-style-type: none"> Speculate about the culture and/or time period of a dance. 	<ul style="list-style-type: none"> Accurately describe dances from a variety of cultures and time periods. 	<ul style="list-style-type: none"> Explain how a dance reflects and impacts a society politically, culturally, and socially.
	<ul style="list-style-type: none"> Give opinions about a dance, offering some supporting rationale. 	<ul style="list-style-type: none"> Give opinions with supporting rationale about works of dance; identify individual elements of the dance, including but not limited to the quality of the dancers and production elements (for example, sound, costumes, lighting, set). 	<ul style="list-style-type: none"> Give opinions with supportive rationale about dances; make critical judgments about the form, content, and meaning of dance.

Preliminary Achievement Level Descriptions for Dance

Grade 12			
Dance Process	Twelfth-grade students at the basic level in dance:	Twelfth-grade students at the proficient level in dance:	Twelfth-grade students at the advanced level in dance:
Creating	<ul style="list-style-type: none"> Stop after finding a single solution to a brief movement challenge and rely on imitation of others rather than generating their own ideas. 	<ul style="list-style-type: none"> Use improvisation to find multiple ways to solve a brief movement challenge, choosing the most effective solution and articulating reasons for the selection. 	<ul style="list-style-type: none"> Select and manipulate improvised movement material to make a complete dance.
	<ul style="list-style-type: none"> Create and accurately repeat a dance that demonstrates a clear beginning, middle, and end. 	<ul style="list-style-type: none"> Create, repeat, and perform dance that demonstrates effective use of time, space, force, body shapes, dynamics, and rhythm; has a beginning, middle, and end; and deals with an issue of personal significance. 	<ul style="list-style-type: none"> Create, repeat, and perform dance that demonstrates effective use of time, space, force, body shapes, dynamics, and rhythm; has a beginning, middle, and end; includes choreographic principles such as theme and variation, canon, call, and response; and deals with a contemporary social issue.
	<ul style="list-style-type: none"> Participate as observers or performers but will not offer ideas to the group or to partners in the process of creating a movement sequence. 	<ul style="list-style-type: none"> Contribute and work cooperatively with partners or a group of students in the process of creating a movement sequence. 	<ul style="list-style-type: none"> Contribute and work cooperatively with partners or a group of students in the process of creating a dance that successfully communicates a shared idea.
Performing	<ul style="list-style-type: none"> Accurately recall and perform movement sequences using time, space, and force. 	<ul style="list-style-type: none"> Accurately recall and perform dances from a variety of dance styles and traditions; demonstrate time, space, and force; perform accurate dance steps, positions, and patterns from a variety of dance styles and traditions. 	<ul style="list-style-type: none"> Accurately recall and perform from a variety of dance styles and traditions; demonstrate time, space, and energy; perform accurate dance steps, positions, and patterns; perform with confidence using the entire body and demonstrating full commitment and involvement.
	<ul style="list-style-type: none"> Have difficulty maintaining proper alignment of the body and lack clarity in movement while performing basic movement sequences. 	<ul style="list-style-type: none"> Maintain body alignment appropriate to the dance form while performing complex movement sequences. 	<ul style="list-style-type: none"> Maintain body alignment appropriate to the dance form, demonstrate clear articulation with all parts of the body while performing complex movement sequences, will self-correct during and after each performance of the complex movement sequence.
	<ul style="list-style-type: none"> Perform a dance without commitment or expressive qualities. 	<ul style="list-style-type: none"> Perform a dance expressively through both literal and abstract gesture and movement to communicate an idea. 	<ul style="list-style-type: none"> Perform a dance expressively through both literal and abstract gesture and movement to communicate an idea; vary the choreography to communicate a different idea.
Responding	<ul style="list-style-type: none"> Use appropriate dance vocabulary to describe movement elements and choreographic principles viewed in a dance. 	<ul style="list-style-type: none"> Use appropriate dance vocabulary to describe and analyze the use and effect of movement elements and choreographic principles viewed in a variety of dances. 	<ul style="list-style-type: none"> Use appropriate dance vocabulary to describe, analyze, compare, and contrast how different choreographers manipulate the movement elements and choreographic principles to communicate meaning.
	<ul style="list-style-type: none"> Identify the cultural context and historical period of various dances. 	<ul style="list-style-type: none"> Explain how a dance reflects and impacts a society politically, culturally, and socially. 	<ul style="list-style-type: none"> Compare and contrast the ways in which different dances reflect and impact societies politically, culturally, and socially; use historical and cultural information to enhance their own work in dance performance, choreography, and criticism.
	<ul style="list-style-type: none"> Give opinions with supporting rationale about works of dance; identify individual elements of the dance, including but not limited to the quality of performance and production elements (for example, sound, costumes, lighting, set). 	<ul style="list-style-type: none"> Give opinions with supporting rationale about works of dance; make critical judgments about the form, content, and meaning of dance. 	<ul style="list-style-type: none"> Give opinions with supporting rationale about works of dance; use a set of aesthetic criteria to make and support critical judgments about the form, content, and meaning of dance; use cultural references to reflect sensitively upon the intent and meaning of the choreography of others.

Preliminary Achievement Level Descriptions for Music

NAEP uses the following descriptions as expectations for student achievement:

- **Basic** denotes partial mastery of the content but performance that is only adequate for work at the three grade levels.
- **Proficient** represents solid academic performance and competency over challenging subject matter, as suggested in the *National Standards for Arts Education*.
- **Advanced** performance on this assessment represents superior performance.

Grade 4			
Musical Process	Fourth-grade students at the basic level in music:	Fourth-grade students at the proficient level in music:	Fourth-grade students at the advanced level in music:
Creating	<ul style="list-style-type: none"> • Compose short pieces that are inconsistent in the manipulation of dimensions such as instrumentation, form, loudness, tempo, meter, tonality, and mood. 	<ul style="list-style-type: none"> • Compose short pieces or accompaniments that are consistent* in the manipulation of dimensions such as instrumentation, form, loudness, tempo, meter, tonality, and mood. 	<ul style="list-style-type: none"> • Compose longer pieces and accompaniments and may be able to imitate various styles when creating original music.
	<ul style="list-style-type: none"> • Improvise repetitious “answers” to given rhythmic and melodic phrases, demonstrate little understanding of style and form when creating simple melodic or rhythmic accompaniments or embellishments. 	<ul style="list-style-type: none"> • Improvise varied “answers” to given rhythmic and melodic phrases and create simple melodic or rhythmic ostinato accompaniments or embellishments on familiar melodies using appropriate matching styles and forms. 	<ul style="list-style-type: none"> • Improvise varied “answers” to given rhythmic and melodic phrases; improvise melodies and rhythms using matching styles and forms; demonstrate a high level of independence and creativity, going beyond the demands of the task.
Performing	<ul style="list-style-type: none"> • Sing in unison with others but have difficulty singing independently. The performance may contain inaccurate pitches and rhythms or may lack expression. 	<ul style="list-style-type: none"> • Sing independently and can sing partner songs, rounds, and ostinatos as a member of an ensemble, responding appropriately to the cues of a conductor. The performance is technically accurate (correct pitches and rhythms) and expressive (attention to dynamics, phrasing, and style). 	<ul style="list-style-type: none"> • Sing independently and can sustain their own part in an ensemble. The performance is technically accurate and expressive. While the students will be able to follow a conductor’s cue, they will also be able to make independent decisions about expressive qualities to enhance the performance. Advanced students may be able to sing a range of more than a 10th, use a strong and focused tone quality, and sing a solo part on an ostinato or in a round or partner song.
	<ul style="list-style-type: none"> • Play easy, rhythmic, melodic, and chordal patterns on classroom instruments such as the recorder, xylophone, keyboard, or autoharp. The performance may be inconsistent, containing technical and expressive inaccuracies. Basic students may have difficulty keeping up with an ensemble. 	<ul style="list-style-type: none"> • Play easy, rhythmic, melodic, and chordal patterns on classroom instruments such as the recorder, xylophone, keyboard, or autoharp. The performance is technically accurate (correct pitches and rhythms) and expressive (attention to phrasing and dynamic). Proficient students should be able to play independently and in unison with others as members of an ensemble. 	<ul style="list-style-type: none"> • Play an instrument with technical accuracy and expression. The repertoire is more difficult than that performed in a music class or beginning ensemble class. Advanced students can play independently as a soloist and as a member of an ensemble, demonstrating knowledge of tone production and expression that goes beyond the demands of the task.
	<ul style="list-style-type: none"> • Read notation with difficulty and require practice to produce a performance that may contain technical and expressive inaccuracies. 	<ul style="list-style-type: none"> • Read notation sufficiently to perform simple melodic or rhythmic phrases accurately after practice. The repertoire difficulty is at the level recommended by the <i>National Standards</i> and should include whole, half, quarter, and eighth notes; corresponding rests; and pitch notation in the treble clef. Proficient students should be familiar with basic symbols for dynamics, meter, tempo, and articulation, and expressive symbols (for example, p, f, cresc.). 	<ul style="list-style-type: none"> • Read notation sufficiently to perform melodic or rhythmic phrases accurately at sight. The difficulty of the repertoire may exceed that recommended by the <i>National Standards</i>. The performance indicates use of basic symbols for dynamics, meter, tempo, and articulation, and expressive symbols (for example, p, f, cresc.).
<p>* For the purpose of this assessment, the term “consistent” has been chosen to define the quality of a created work. Consistency is the logical use of musical elements (pitch, meter, rhythm, form, timbre, dynamics, and other expressive qualities) to achieve style and balance.</p>			

Preliminary Achievement Level Descriptions for Music

Grade 4 (continued)			
Musical Process	Fourth-grade students at the basic level in music:	Fourth-grade students at the proficient level in music:	Fourth-grade students at the advanced level in music:
Responding	<ul style="list-style-type: none"> When listening to music, recognize when music changes from one section to another, but may not be able to identify simple forms. Basic students may be able to identify various genres of Western music as being the same or different, but lack sufficient knowledge of musical terminology to support responses; distinguish being non-Western music from Western music without being able to make distinctions about geographical origins; and recognize a limited number of musical instruments by sight, sound, and name. 	<ul style="list-style-type: none"> When listening to music, identify elements and simple forms through movement and verbal response (for example, ABA and call and response); identify various genres of Western music and have sufficient knowledge of musical terminology to support responses; identify non-Western music and make distinctions about geographical origins; recognize voices and most band and orchestra instruments by sight, sound, and name; and recognize instruments that are unique to folk, popular, and non-Western styles. 	<ul style="list-style-type: none"> When listening to music, identify selected extended musical forms (for example, theme and variations, fugues); predict events in the music such as cadences; identify various genres of Western music and use an extensive vocabulary of musical terminology to support responses; identify non-Western music by origin and genre; recognize, name, and classify instruments of the symphony orchestra; and recognize and name some instruments unique to folk, popular, and non-Western styles. Advanced students are able to defend preferences based on musical understanding.
	<ul style="list-style-type: none"> Evaluate the quality of a performance or composition with limited insight and by using general, nonmusical terminology. 	<ul style="list-style-type: none"> Accurately evaluate the quality of a performance or composition and use appropriate musical terminology to support a response. 	<ul style="list-style-type: none"> Accurately evaluate the quality of a composition or performance and use appropriate musical terminology to support responses, improve their own performance or composition through self-evaluation and practice.



Preliminary Achievement Level Descriptions for Music

Grade 8			
Musical Process	Eighth-grade students at the basic level in music:	Eighth-grade students at the proficient level in music:	Eighth-grade students at the advanced level in music:
Creating	<ul style="list-style-type: none"> Compose short pieces (melodies, rhythms, or accompaniments) that are inconsistent in the use of musical elements. 	<ul style="list-style-type: none"> Compose short pieces (melodies, rhythms, or accompaniments) that are consistent in the use of musical elements to achieve unity, variety, tension/release, and balance. Proficient students can use traditional (acoustic instruments, voice) or nontraditional (synthesized sounds, Musical Instrument Digital Interface—MIDI) sound sources. The composition may be recorded using traditional or nontraditional methods or notation (analog recording, digital sequencing, conventional notation, or notation created for the piece). 	<ul style="list-style-type: none"> Compose music in familiar styles that are consistent in the use of musical elements and creative using traditional or nontraditional sound sources and notation, able to generate many ideas from which to choose and evaluate and refine work in progress.
	<ul style="list-style-type: none"> Improvise (vocally or instrumentally) with uncertainty short melodies or rhythms that are inconsistent with the style and guidelines given for the task. 	<ul style="list-style-type: none"> Improvise (vocally or instrumentally) melodic or rhythmic variations or simple harmonic accompaniments that are consistent with the style of music being used for the task. 	<ul style="list-style-type: none"> Improvise (vocally or instrumentally) extended melodies, rhythms, or accompaniments in familiar styles; demonstrate a high level of independence and creativity in approaching and completing the task and may go beyond the demands of the task.
Performing	<ul style="list-style-type: none"> Sing independently, but the performance may contain inaccurate pitches and rhythms or lack expression. (At the basic level, the young male whose voice is changing may be able to sing <i>cambiata</i> parts written for a narrow range, but a general lack of understanding about his own voice causes technical errors (for example, attempts at matching pitch may result in one- or two-octave leaps).) 	<ul style="list-style-type: none"> Sing independently and can sustain a part in an ensemble section. The performance is technically accurate and expressive. Repertoire difficulty is at the level recommended by the <i>National Standards</i> and includes two- and three-part ensemble singing. (At the proficient level, the young male whose voice is changing should be able to sing songs or <i>cambiata</i> parts written specifically for his range.) 	<ul style="list-style-type: none"> Sing independently and can sustain a part in an ensemble. The performance is technically accurate and expressive. Advanced students may be able to sing repertoire more difficult than the level recommended by the <i>National Standards</i>, use a tone quality that is well supported and focused with possible vibrato, sing a solo part in a chamber ensemble of three or four parts, sing with a range of more than a 12th, and/or create an expressive and stylistically correct performance without the aid of instruction. (At the advanced level, the young male who is in the process of a voice change can control the flow of breath and placement so that he can avoid accidents. He understands his limitations and can make adjustments by deliberately changing octaves or by requesting appropriate keys so that he can create a successful singing experience for himself.)
	<ul style="list-style-type: none"> Play an instrument as a soloist, accompanist, and/or member of an ensemble. The performance is inconsistent, containing technical and expressive inaccuracies, and the repertoire difficulty is below the level recommended by the <i>National Standards</i>. 	<ul style="list-style-type: none"> Play an instrument with technical accuracy and expression as a soloist, accompanist, and/or member of an ensemble. Repertoire difficulty is at the level recommended by the <i>National Standards</i>. 	<ul style="list-style-type: none"> Play an instrument with technical accuracy as a soloist, accompanist, and/or member of an ensemble (including chamber ensemble). The performances are expressive and stylistically correct. Repertoire difficulty exceeds the level recommended by the <i>National Standards</i>, requiring technical facility and knowledge of production and style that go beyond the proficient level of playing.

Preliminary Achievement Level Descriptions for Music

Grade 8 (continued)			
Musical Process	Eighth-grade students at the basic level in music:	Eighth-grade students at the proficient level in music:	Eighth-grade students at the advanced level in music:
Responding	<ul style="list-style-type: none"> Read notation with difficulty and require practice to be able to perform simple melodies or rhythms that may contain technical and expressive inaccuracies. 	<ul style="list-style-type: none"> Read notation sufficiently to perform simple melodies or rhythms accurately after practice. The repertoire is at the level recommended by the <i>National Standards</i> and should include whole, half, quarter, eighth, sixteenth, and dotted notes; corresponding rests; and pitch notation in both treble and bass clef. Proficient students should be familiar with basic symbols for dynamics, meter, tempo, and articulation, and expressive symbols (for example, p, f, cresc.) and should be able to use standard notation to record musical ideas. 	<ul style="list-style-type: none"> Read notation quickly, sufficiently, and accurately to be able to perform simple melodies at sight; read music accurately and expressively after practice that is more difficult than the level recommended by the <i>National Standards</i>. Students can record musical ideas correctly using notation.
	<ul style="list-style-type: none"> When listening to music, can identify simple forms (for example, ABA and rondo) and can identify some Western music by historical periods and genre, but have insufficient knowledge of musical terminology to discuss style. Basic students can identify some styles of folk, popular, and non-Western music; make “same” and “different” distinctions about the geographic origins of non-Western music; and recognize and name some instruments used in Western and non-Western music. 	<ul style="list-style-type: none"> When listening to music, can identify and discuss commonly used musical forms (for example, theme and variations, fugues) and can identify some Western music by historical periods with sufficient knowledge of musical terminology to support responses. Proficient students identify and describe stylistic elements heard in folk, popular, and non-Western music; identify some non-Western music by country; recognize most instruments of the band and orchestra; and identify other instruments unique to folk, popular, and non-Western styles. 	<ul style="list-style-type: none"> When listening to music, can identify, compare, and contrast elements of complex musical forms (for example, sonata-allegro, fugue); able to predict certain events in music such as phrase lengths or direction of resolutions in cadences, as well as genre and style of unfamiliar music; and have a working vocabulary of musical terminology for discussing the expressive qualities of various styles of Western music, from Renaissance to contemporary. Advanced students identify and describe musical elements heard in a wide variety of folk, popular, and non-Western music styles; classify some non-Western music by country and genre; recognize and classify instruments of the band and orchestra; and identify instruments unique to folk, popular, and non-Western styles.
	<ul style="list-style-type: none"> Evaluate compositions or performances with limited insight or use of musical vocabulary. Basic students can identify technical problems in performances, but responses are limited to common musical terms (for example, fast, slow, loud, soft). 	<ul style="list-style-type: none"> Evaluate the quality of compositions or performances and use a basic musical vocabulary to defend response, use self-evaluation to improve successive performances. 	<ul style="list-style-type: none"> Can compare and contrast the quality of compositions and performances using specific musical terms to describe technical and expressive elements of music and their relationship to the style of music being played. As performers, advanced students use critical analysis and independent study to improve successive performances.

Preliminary Achievement Level Descriptions for Music

Grade 12			
Musical Process	Twelfth-grade students at the basic level in music:	Twelfth-grade students at the proficient level in music:	Twelfth-grade students at the advanced level in music:
Creating	<ul style="list-style-type: none"> Compose original pieces, but the results are fragmented and lack unity. Basic students can compose only for media close to their own performing instrument or voice. 	<ul style="list-style-type: none"> Compose original pieces that are consistent in the use of musical elements using traditional or nontraditional media and/or notation, arrange simple pieces with or without accompaniment based on knowledge of vocal and/or instrumental ranges and style, demonstrate creative use of expressive elements. 	<ul style="list-style-type: none"> Compose complex works that show consistency, creativity, expression, and a high level of technical skill; generate many original ideas, selecting and refining as they work; and may be able to orchestrate pieces for several instruments or arrange for several voices.
	<ul style="list-style-type: none"> Improvise (vocally or instrumentally) melodies or rhythms within limited sets of pitches, rhythms, and styles. 	<ul style="list-style-type: none"> Improvise original pieces, variations, and harmonic accompaniments that are consistent with the style used for the task. 	<ul style="list-style-type: none"> Improvise stylistically and expressively in a variety of styles; improvise in one or more favored styles with a high level of creativity, expression, and confidence.
Performing	<ul style="list-style-type: none"> Sing independently, but the performance may be technically or expressively inconsistent. 	<ul style="list-style-type: none"> Sing independently and can sustain their own part in an ensemble section. The performance is technically accurate and expressive. Repertoire difficulty is at the level recommended by the <i>National Standards</i> and includes four-part harmony with or without accompaniment. 	<ul style="list-style-type: none"> Sing independently and can sustain a solo part in a chamber ensemble of four or more parts. The performance is technically and stylistically accurate and expressive. Advanced singers should be able to sing repertoire that exceeds the difficulty level recommended by the <i>National Standards</i> and produce a tone quality that is strong, vibrant, and stylistically correct.
	<ul style="list-style-type: none"> Play an instrument as a soloist, accompanist, and/or member of an ensemble. The performance may be inconsistent, containing technical and expressive inaccuracies, and the repertoire difficulty may be below the level recommended by the <i>National Standards</i>. 	<ul style="list-style-type: none"> Play an instrument with technical accuracy as a soloist, accompanist, and/or member of an ensemble (including chamber ensemble). Performances are expressive and stylistically correct. Repertoire difficulty is at the level recommended by the <i>National Standards</i> and includes four-part harmony with or without accompaniment. 	<ul style="list-style-type: none"> Play an instrument with technical accuracy as a soloist, accompanist, and/or member of an ensemble (including chamber ensemble). Advanced students play with technical facility, expression, range, and tone quality needed to accurately perform musical works that exceed the level of difficulty recommended by the <i>National Standards</i>.
	<ul style="list-style-type: none"> Read notation sufficiently to perform easy selections somewhat accurately after practice and describe how musical elements are used in a given score of one or two staves, use standard notation to read simple melodies and rhythms. 	<ul style="list-style-type: none"> Sight-read music accurately and expressively at the level of difficulty recommended by the <i>National Standards</i>. Proficient students read notation sufficiently to describe how the elements of music are used in a given score of up to four staves. Students use standard notation to record musical ideas. 	<ul style="list-style-type: none"> Read notation of technically difficult literature and accurately incorporate expressive symbols and stylistic qualities in performance and can sight-read music at a difficulty level recommended by the <i>National Standards</i>, read a full instrumental or vocal score and accurately describe how the elements of music are used, use standard notation to record musical ideas, and interpret nonstandard notation used by some 20th-century composers.

Preliminary Achievement Level Descriptions for Music

Grade 12 (continued)			
Musical Process	Twelfth-grade students at the basic level in music:	Twelfth-grade students at the proficient level in music:	Twelfth-grade students at the advanced level in music:
Responding	<ul style="list-style-type: none"> When listening to music, can identify musical forms (for example, theme and variations, symphony), can identify some Western music by historical periods, and have some knowledge of musical terminology to support responses. Basic students can identify some styles of folk, popular, and non-Western music, making some distinctions about the geographical origins of non-Western examples, and can recognize most instruments of the symphony orchestra. Basic students may be able to identify other instruments unique to Western, folk, popular, and non-Western styles. 	<ul style="list-style-type: none"> When listening to music, can identify and discuss elements of extended musical forms (for example, concerto, opera), can identify Western music by historical periods and have sufficient knowledge of musical terminology to support responses, can accurately predict styles or genres of unfamiliar music. Proficient students are able to describe stylistic elements heard in folk, popular, and non-Western music; identify some non-Western music by country; recognize instruments of the band and orchestra; and identify many other instruments unique to folk, popular, and non-Western styles. Students can discuss acoustical characteristics of different classes of instruments. 	<ul style="list-style-type: none"> When listening to music, can identify, compare, and contrast elements of complex musical forms (for example, oratorio, sonata-allegro form); have an extensive vocabulary for identifying and discussing the elements and the expressive qualities of various styles and periods of Western music, from Medieval through contemporary; can make predictions about genre, style, and composers of music that is being heard for the first time; can identify and describe musical elements heard in a wide variety of folk, popular, and non-Western music styles; can classify non-Western music by country and genre and may know one or more of these styles in-depth; are able to recognize, name, and classify instruments of the symphony orchestra; identify a wide variety of instruments unique to folk, popular, and non-Western styles; and discuss acoustical characteristics of different classes of instruments as well as synthesized sound. Advanced students can evaluate the aesthetic qualities of music and can explain the musical processes that the composer uses to evoke feeling.
	<ul style="list-style-type: none"> Evaluate compositions or performances and use a basic musical vocabulary. Basic students can evaluate technical aspects of performances, but may lack sufficient knowledge to judge stylistic qualities. 	<ul style="list-style-type: none"> Compare and contrast the quality of compositions or performances, use a basic musical vocabulary to describe the elements of music (pitch, rhythm, tempo, instrumentation, ensemble). Proficient students use a process of self-evaluation to improve successive performances. 	<ul style="list-style-type: none"> Compare and contrast the quality of compositions and performances using specific musical terms to describe technical and expressive elements of music and their relationship to the style of music being played; can offer suggestions to improve performances; and as performers, use critical analysis and research to improve successive performances.

Preliminary Achievement Level Descriptions for Theatre

NAEP uses the following descriptions as expectations for student achievement:

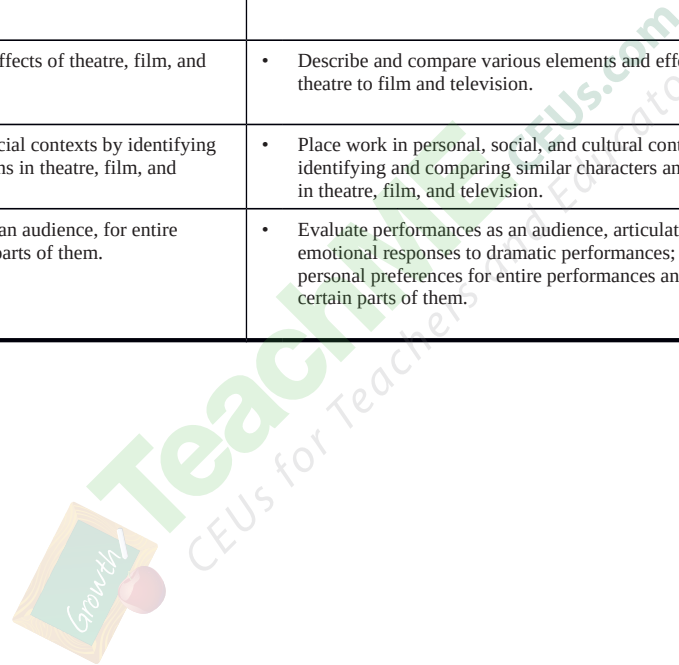
- **Basic** denotes partial mastery of the content but performance that is only adequate for work at the three grade levels.
- **Proficient** represents solid academic performance and competency over challenging subject matter, as suggested in the *National Standards for Arts Education*.
- **Advanced** performance on this assessment represents superior performance.

At grade 4, students are not as willing to “fall into dramatic play” as they are up to age 8. Students need to be motivated and challenged to participate. They are interested in dealing with adult problems and often insist on bringing realistic details to their work. They prefer to work in groups of their own gender. Most performance work at this level is informal production. Students are making critical and creative choices in all aspects of the creating and performing processes.

Grade 4			
Theatre Processes	Fourth-grade students at the basic level in theatre:	Fourth-grade students at the proficient level in theatre:	Fourth-grade students at the advanced level in theatre:
Creating/ Performing	<ul style="list-style-type: none"> • Collaborate to develop scripts and scenarios and to improvise dialogue in which they describe one of the following: characters, environments, or situations. 	<ul style="list-style-type: none"> • Collaborate to develop scripts and scenarios in which they describe characters, environments, and situations; and improvise dialogue to tell a story. 	<ul style="list-style-type: none"> • Collaborate to develop scripts and scenarios in which they describe characters, environments, and situations; improvise dialogue to tell a story with a clear beginning, middle, and end.
	<ul style="list-style-type: none"> • Develop characters and assume roles using some movement and vocal expression. 	<ul style="list-style-type: none"> • Develop characters using variations of movement and vocal expression, assume roles that exhibit concentration, and contribute to the action of the dramatization. 	<ul style="list-style-type: none"> • Develop characters using variations of movement and vocal expression; assume roles that exhibit concentration, focus, and commitment; and contribute to the action of the dramatization.
	<ul style="list-style-type: none"> • Use some of the design choices the group has made, and remain within the playing space during the dramatic play. 	<ul style="list-style-type: none"> • Make design choices that reflect environments that communicate locale and mood using visual and aural elements, and collaborate to establish playing spaces by safely organizing available materials to suggest some the following: scenery, properties, lighting, sound, costumes, and makeup. 	<ul style="list-style-type: none"> • Make design choices that reflect environments that communicate locale and mood using visual and aural elements, and collaborate to establish playing spaces by safely organizing available and imagined materials to suggest scenery, properties, lighting, sound, costumes, and makeup.
	<ul style="list-style-type: none"> • Participate in the improvisations as a way of organizing their classroom dramatizations. 	<ul style="list-style-type: none"> • Collaboratively plan improvisations as a way of organizing their classroom dramatizations. 	<ul style="list-style-type: none"> • Collaboratively plan improvisations as a way of organizing their classroom dramatizations, taking a leadership role.

Preliminary Achievement Level Descriptions for Theatre

Grade 4 (continued)			
Theatre Processes	Fourth-grade students at the basic level in theatre:	Fourth-grade students at the proficient level in theatre:	Fourth-grade students at the advanced level in theatre:
Responding	<ul style="list-style-type: none"> Describe artistic choices in their own dramatic work, identifying elements of classroom dramatizations they chose in their creative and performing work. 	<ul style="list-style-type: none"> Describe and analyze artistic choices in their own dramatic work, identifying and describing elements of classroom dramatizations; provide rationales for personal choices in their creative and performing work; and constructively suggest alternatives. 	<ul style="list-style-type: none"> Describe and analyze artistic choices in their own dramatic work, identifying and describing elements of classroom dramatizations; provide rationales for personal choices in their creative and performing work; and constructively suggest alternatives for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative process.
	<ul style="list-style-type: none"> Describe some elements and effects of theatre, film, and television. 	<ul style="list-style-type: none"> Describe and compare various elements and effects of theatre to film and television. 	<ul style="list-style-type: none"> Describe and compare various elements and effects of theatre to film and television, and provide rationale for those they felt were most effective.
	<ul style="list-style-type: none"> Place work in personal and social contexts by identifying similar characters and situations in theatre, film, and television. 	<ul style="list-style-type: none"> Place work in personal, social, and cultural contexts by identifying and comparing similar characters and situations in theatre, film, and television. 	<ul style="list-style-type: none"> Place work in personal, social, historical, and cultural contexts by identifying and comparing similar characters, situations, and themes in theatre, film, and television.
	<ul style="list-style-type: none"> State personal preferences, as an audience, for entire performances and for certain parts of them. 	<ul style="list-style-type: none"> Evaluate performances as an audience, articulating emotional responses to dramatic performances; state personal preferences for entire performances and for certain parts of them. 	<ul style="list-style-type: none"> Evaluate performances as an audience, articulating emotional responses to dramatic performances; state personal preferences for entire performances and for certain parts of them; and provide reasons for their preferences.



Preliminary Achievement Level Descriptions for Theatre

Eighth-grade students are sometimes inhibited by their physical growth and development. They may hide or flaunt their changing voices or bodies. A shyness may develop when there was none before. They may be very interested in the opposite sex but refuse to play or have any relationship with someone they either admire or do not like. These changes may make it seem as though students are taking a step backward from where they were at earlier stages; however, the stage is natural and the students must not be judged negatively in assessing achievement relating to these aspects.

Grade 8			
Theatre Processes	Eighth-grade students at the basic level in theatre:	Eighth-grade students at the proficient level in theatre:	Eighth-grade students at the advanced level in theatre:
Creating/ Performing	<ul style="list-style-type: none"> Individually and in groups, develop scripts and scenarios from adaptations of storylines or create original work that includes simple characters, environments, and actions. 	<ul style="list-style-type: none"> Individually and in groups, develop scripts and scenarios from adaptations of storylines or create original work that includes characters, environments, and actions that create tension and suspense. 	<ul style="list-style-type: none"> Individually and in groups, develop scripts and scenarios from adaptations of storylines or create original work that includes characters, environments, and actions that create tension, suspense, and resolution in a coherent and well-formed scene that is compelling, focused, and unique.
	<ul style="list-style-type: none"> Develop characters that suggest artistic choices through limited script analysis and the rehearsal process, demonstrating some acting skills. 	<ul style="list-style-type: none"> Develop characters that suggest artistic choices through script analysis and the rehearsal process, demonstrating acting skills, working in an ensemble, and interacting as invented characters. 	<ul style="list-style-type: none"> Develop characters that suggest artistic choices through script analysis and the rehearsal process, demonstrating acting skills, working in an ensemble, and interacting as invented characters; and demonstrate and maintain believability and emotional authenticity of invented characters.
	<ul style="list-style-type: none"> Make designs to communicate locale, understand the use of a few technical theatre elements, and work collaboratively to select and create some elements of scenery and properties to signify environment and costumes to suggest character. 	<ul style="list-style-type: none"> Make designs to communicate locale and mood; understand the use of the most technical theatre elements; and work collaboratively and safely to select and create some elements of scenery, properties, lighting, and sound to signify environment and costumes and makeup to suggest character. 	<ul style="list-style-type: none"> Make designs to communicate locale, mood, and theme; understand the use of technical theatre elements; and work collaboratively and safely to select and create some elements of scenery, properties, lighting, and sound to signify environment and costumes and makeup to suggest character.
	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and rehearsing improvised and scripted scenes. 	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and rehearsing improvised and scripted scenes demonstrating social and consensus skills. 	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and leading groups in planning and rehearsing improvised and scripted scenes demonstrating social and consensus skills.

Preliminary Achievement Level Descriptions for Theatre

Grade 8 (continued)			
Theatre Processes	Eighth-grade students at the basic level in theatre:	Eighth-grade students at the proficient level in theatre:	Eighth-grade students at the advanced level in theatre:
Responding	<ul style="list-style-type: none"> Describe their artistic choices and construct meaning, describing the perceived effectiveness of their contributions to developing improvised and scripted scenes. 	<ul style="list-style-type: none"> Describe and analyze their artistic choices and construct meaning, articulating those meanings and describing the perceived effectiveness of their contributions to developing improvised and scripted scenes. 	<ul style="list-style-type: none"> Describe and analyze their artistic choices and construct meaning, articulating those meanings and describing the perceived effectiveness of their contributions to the collaborative process of developing improvised and scripted scenes.
	<ul style="list-style-type: none"> Describe archetypal characters and situations in dramas from and about various historical periods; define the elements of film (composition, movement, sound, and editing); and describe characteristics of characters, environments, and actions in theatre, musical theatre, film, and television. 	<ul style="list-style-type: none"> Describe and compare archetypal characters and situations in dramas from and about various genres and historical periods; identify the elements of film (composition, movement, sound, and editing); and describe characteristics and compare the presentations of characters, environments, and actions in theatre, musical theatre, film, and television. 	<ul style="list-style-type: none"> Describe and compare archetypal characters and situations in dramas from and about various artistic styles, genres, and historical periods; identify the elements of film (composition, movement, sound, and editing) and explain how these elements are integral to the content of the work; and describe characteristics and compare the presentations of characters, environments, and actions in theatre, musical theatre, film, and television, recognizing the special relationship between audience and performers.
	<ul style="list-style-type: none"> Place work in personal and social contexts by analyzing the social impact of dramatic events in their lives, in the community, and in other cultures; and explain how culture affects the content of dramatic performances and how social concepts such as cooperation, communication, self-esteem, risk taking, and sympathy apply in theatre and daily life. 	<ul style="list-style-type: none"> Place work in personal, social, and cultural contexts by analyzing the emotional and social impacts of dramatic events in their lives, in the community, and in other cultures; and explain how culture affects the content of dramatic performances and how social concepts such as cooperation, communication, collaboration, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life. 	<ul style="list-style-type: none"> Place work in personal, social, historical, and cultural contexts by analyzing the emotional and social impacts of dramatic events in their lives, in the community, and in other cultures; and explain how culture affects the content and production values of dramatic performances and how social concepts such as cooperation, communication, collaboration, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life.
	<ul style="list-style-type: none"> Evaluate performances as audience by using articulated criteria to describe the perceived effectiveness of artistic choices found in dramatic performances. 	<ul style="list-style-type: none"> Evaluate performances as audience by using articulated criteria to describe and analyze the perceived effectiveness of artistic choices found in dramatic performances. 	<ul style="list-style-type: none"> Evaluate performances as audience by using articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances.
	<ul style="list-style-type: none"> Identify a few exemplary artists and works of theatre, film, and television. 	<ul style="list-style-type: none"> Identify some exemplary artists and works of theatre, film, and television. 	<ul style="list-style-type: none"> Identify some exemplary artists and works of theatre, film, and television; explain why they are considered exemplary.
	<ul style="list-style-type: none"> Describe the effect of publicity on audience response to dramatic performances. 	<ul style="list-style-type: none"> Describe and analyze the effect of publicity, study guides, and programs on audience response to dramatic performances. 	<ul style="list-style-type: none"> Describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response to dramatic performances.

Preliminary Achievement Level Descriptions for Theatre

Twelfth-grade students are young adults. Connected to a real and often confusing world, they struggle to make sense of their environment and the world around them. They are more willing to role-play someone else than play themselves. They rely on peer groups and the media for their identity and their information. They are open to new ideas.

Grade 12			
Theatre Processes	Twelfth-grade students at the basic level in theatre:	Twelfth-grade students at the proficient level in theatre:	Twelfth-grade students at the advanced level in theatre:
Creating/ Performing	<ul style="list-style-type: none"> Develop scripts and scenarios with character, conflict, and resolution. 	<ul style="list-style-type: none"> Develop imaginative scripts and scenarios so that story and meaning are conveyed to an audience. 	<ul style="list-style-type: none"> Develop imaginative scripts and scenarios for theatre, film, and television that include original characters with unique dialogue that motivates action so that the story and meaning are conveyed to an audience.
	<ul style="list-style-type: none"> Develop characters through the acting process, including analyzing the physical and social dimensions of characters; and in a group, present the characters. 	<ul style="list-style-type: none"> Develop characters through the acting process, including analyzing the physical, emotional, and social dimensions of characters, and in an ensemble, create and sustain characters that communicate with audiences. 	<ul style="list-style-type: none"> Develop characters through the acting process, including analyzing the physical, emotional, and social dimensions of characters, and in an ensemble, create and sustain characters from classical, contemporary, realistic, and nonrealistic dramatic texts that communicate with audiences.
	<ul style="list-style-type: none"> Make design and technical theatre choices to communicate locale and mood by sketching designs for a set, lighting, props, costumes, or makeup appropriate for a scene or scenario; select sound effects to convey environment; and demonstrate knowledge of production elements (stage management, promotional or business plans) for a production. 	<ul style="list-style-type: none"> Make design and technical theatre choices to communicate locale and mood by sketching designs for a set, lighting, props, costumes, or makeup appropriate for a scene or scenario, considering some cultural and historical perspectives; select music and sound effects to convey environments that clearly support the text; and design some production elements (stage management, promotional or business plans) for a production. 	<ul style="list-style-type: none"> Collaborate with a director to develop a unified production concept and make design and technical theatre choices that communicate this as well as locale and mood by sketching a design for a set, lighting, props, costumes, or makeup appropriate for a scene or scenario, considering the cultural and historical perspectives as well; select music and sound effects to convey environments that clearly support the text and reflect a unified production concept; design coherent stage management, promotional, or business plans for a production; and explain how scientific and technological advances have impacted set, lights, sound, costume design, and implementation for theatre, film, and television productions.
	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and organizing time and people in planning and rehearsing improvised and scripted scenes. 	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and organizing time and people in planning and rehearsing improvised and scripted scenes, effectively communicating directorial choices to an ensemble. 	<ul style="list-style-type: none"> Direct by interpreting dramatic texts and organizing time and people in planning and rehearsing improvised and scripted scenes, effectively communicating directorial choices, including a unifying concept to an ensemble; and explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, and television productions.

Preliminary Achievement Level Descriptions for Theatre

Grade 12 (continued)			
Theatre Processes	Twelfth-grade students at the basic level in theatre:	Twelfth-grade students at the proficient level in theatre:	Twelfth-grade students at the advanced level in theatre:
Responding	<ul style="list-style-type: none"> Describe artistic choices and construct meaning by evaluating their own collaborative efforts and artistic choices. 	<ul style="list-style-type: none"> Describe and analyze artistic choices and construct meaning by evaluating their own collaborative efforts and artistic choices, and analyze the effect of their own cultural experiences on their dramatic work. 	<ul style="list-style-type: none"> Describe and analyze artistic choices and construct meaning by evaluating their own collaborative efforts and artistic choices, analyze the effect of their own cultural experiences on their dramatic work, and articulate and justify personal aesthetic criteria that compare perceived artistic intent with the final aesthetic achievement.
	<ul style="list-style-type: none"> Describe some elements, genres, media, and dramatic literature from various cultures and historical periods. 	<ul style="list-style-type: none"> Describe and compare elements, styles, genres, media, and dramatic literature, focusing on comparing how similar themes are treated in drama from various cultures and historical periods. 	<ul style="list-style-type: none"> Describe and compare elements, styles, genres, media, and dramatic literature, focusing on comparing how similar themes are treated in drama from various cultures and historical periods and discussing how theatre can reveal universal concepts.
	<ul style="list-style-type: none"> Place work in personal, social, historical, and cultural contexts by identifying some of the lives and works of representative theatre artists in some cultures and historical periods. 	<ul style="list-style-type: none"> Place work in personal, social, historical, and cultural contexts by identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods. 	<ul style="list-style-type: none"> Place work in personal, social, historical, and cultural contexts by identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods and identifying cultural and historical influences on American theatre; and analyze the social impact of underrepresented theatre and film artists (for example, Native American, Chicano).
	<ul style="list-style-type: none"> Evaluate performances as audience and critic, analyzing and critiquing parts of dramatic performances. 	<ul style="list-style-type: none"> Evaluate performances as audience and critic, analyzing and critiquing parts of dramatic performances, taking into account context. 	<ul style="list-style-type: none"> Evaluate performances as audience and critic, analyzing and critiquing parts of dramatic performances, taking into account context and constructively suggesting alternative artistic choices; analyze and evaluate critical comments about dramatic work, explaining which points are most appropriate to inform further development of the work; and analyze how dramatic forms, production practices, and theatrical traditions influence contemporary theatre, film, and television productions.

Preliminary Achievement Level Descriptions for the Visual Arts

NAEP uses the following descriptions as expectations for student achievement:

- **Basic** denotes partial mastery of the content but performance that is only adequate for work at the three grade levels.
- **Proficient** represents solid academic performance and competency over challenging subject matter, as suggested in the *National Standards for Arts Education*.
- **Advanced** performance on this assessment represents superior performance.

In creating and responding to works of art and design, fourth-grade students are involved in exploratory, trial-and-error experiences.

Grade 4			
Visual Arts Processes	Fourth-grade students at the basic level in visual arts:	Fourth-grade students at the proficient level in visual arts:	Fourth-grade students at the advanced level in visual arts:
Creating/ Performing	<ul style="list-style-type: none"> • Develop one or two ideas/approaches to a problem, with little originality in content or form, reflecting no awareness of the relationship between the art/design work and the context. 	<ul style="list-style-type: none"> • Develop several ideas/approaches to a problem, some of which are original in their content and form, and reflect some awareness of the relationship between the art/design work and the context. 	<ul style="list-style-type: none"> • Develop many ideas/approaches to a problem, most of which are original in content and form, and reflect awareness and understanding of the relationship between the art/design work and the context.
	<ul style="list-style-type: none"> • Visually and in written form demonstrate a limited understanding of the relationship between principles of visual organization and the construction of meaning or function. 	<ul style="list-style-type: none"> • Visually and in written form demonstrate a general understanding of the relationship between principles of visual organization and the construction of meaning or function. 	<ul style="list-style-type: none"> • Visually and in written form demonstrate a high level of understanding of the relationship between principles of visual organization and the construction of meaning or function.
	<ul style="list-style-type: none"> • Explore ideas, media, and tools in a limited way. 	<ul style="list-style-type: none"> • Explore a variety of ideas, media, and tools. 	<ul style="list-style-type: none"> • Experiment creatively with a variety of ideas, media, and tools.
	<ul style="list-style-type: none"> • Demonstrate a limited understanding of the relationship of design-related problems and processes to real-life situations, using a random process to develop a singular solution to a problem. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship of design-related problems and processes to real-life situations, using a linear process to develop a singular solution to a problem. 	<ul style="list-style-type: none"> • Demonstrate a high level of understanding of the relationship of design-related problems and processes to real-life situations, understand the relationships between the process and its solution, and use a clear planning process (models, sketches, diagrams) to generate multiple solutions to each problem.
	<ul style="list-style-type: none"> • Seek the most obvious answer to a question about process or content rather than integrate information from a variety of sources. 	<ul style="list-style-type: none"> • Integrate information from a variety of sources, take an idea and expand upon it, and find answers to questions about process or content. 	<ul style="list-style-type: none"> • Integrate information from a variety of sources, take an idea and expand upon it, and invent answers to questions about process or content.
	<ul style="list-style-type: none"> • Find, select, and integrate information from a few sources, precluding much extension or elaboration of ideas. 	<ul style="list-style-type: none"> • Find, select, and integrate information from a variety of sources, enabling some extension and elaboration of ideas and selection of methods and processes from several approaches to solving problems. 	<ul style="list-style-type: none"> • Find, select, and integrate information from a wider variety of sources, enabling greater extension and elaboration of ideas and selection of methods and processes from a variety of approaches to solving problems; and facilitate understanding of the relationship of these sources to the generation of ideas, alternatives, and various problem-solving approaches.
	<ul style="list-style-type: none"> • Demonstrate a limited ability to recognize personal strengths and weaknesses in their own work. 	<ul style="list-style-type: none"> • Recognize personal strengths and weaknesses, and select and discuss own work. 	<ul style="list-style-type: none"> • Recognize personal strengths and weaknesses; can select, discuss, and give specific examples from own work; and identify works of varying quality while reflecting on personal artistic processes.

Preliminary Achievement Level Descriptions for the Visual Arts

Grade 4 (continued)			
Visual Arts Processes	Fourth-grade students at the basic level in visual arts:	Fourth-grade students at the proficient level in visual arts:	Fourth-grade students at the advanced level in visual arts:
Responding	<ul style="list-style-type: none"> Demonstrate a limited ability to use vocabulary that describes visual experiences and/or phenomena. 	<ul style="list-style-type: none"> Respond to works of art/design using a general vocabulary that describes visual experiences and/or phenomena. 	<ul style="list-style-type: none"> Can articulately respond to works of art/design using a specialized vocabulary that describes visual experiences and/or phenomena and support assertions.
	<ul style="list-style-type: none"> Respond to questions about works of art/design (their own and others) with answers that focus on basic description rather than interpretation. 	<ul style="list-style-type: none"> Respond to questions about works of art and design (own and others) with answers that demonstrate an ability to interpret. 	<ul style="list-style-type: none"> Respond to questions about works of art and design (their own and others), offering multiple interpretations that provide evidence of curiosity.
	<ul style="list-style-type: none"> Identify obvious patterns of similarity (i.e., style, subject/theme, function) in works of art/design but are unable to articulate basis for the judgment. 	<ul style="list-style-type: none"> Identify obvious patterns of similarity (i.e., style, subject/theme, function) in works of art and design, and can articulate some similarities in ways that show the relationships between the parts and the whole. 	<ul style="list-style-type: none"> Identify obvious and not-so-obvious patterns of similarity (i.e., style, subject/theme, function) in works of art and design and forms of response, and find inventive ways to articulate some similarities that show the relationships between the parts and the whole.
	<ul style="list-style-type: none"> Cannot recognize obvious differences and similarities between works of art/design, and cannot defend their judgments. 	<ul style="list-style-type: none"> Recognize obvious differences and similarities between works of art/design, defending how similarities and differences relate to history, culture, and human needs. 	<ul style="list-style-type: none"> Recognize both obvious and not-so-obvious differences and similarities between works of art/design, defending how similarities and differences relate to history, culture, and human needs.



Preliminary Achievement Level Descriptions for the Visual Arts

In creating and responding to works of art and design, the eighth-grade student shows emerging abilities to make intellectual and visual selections and decisions based on personal values and intent to construct or interpret meaning.

Grade 8			
Visual Arts Processes	Eighth-grade students at the basic level in visual arts:	Eighth-grade students at the proficient level in visual arts:	Eighth-grade students at the advanced level in visual arts:
Creating/ Performing	<ul style="list-style-type: none"> Operate within a limited definition of context in design-related problems that focus on immediate, real-life situations with prescribed problem-solving approaches. 	<ul style="list-style-type: none"> Operate within an expanded definition of context in design-related problems that include broader issues of environment, human factors, and social behavior with diverse problem-solving approaches. 	<ul style="list-style-type: none"> Operate within an expanded definition of context in design-related problems that incorporates understanding of the relationship between the process of design and the solutions that result from it, using inventive problem-solving approaches.
	<ul style="list-style-type: none"> Do not recognize competing priorities or performance criteria in the definition of the problem; address only one aspect of the problem at a time; and cannot recognize principles guiding organization of form, content, or function. 	<ul style="list-style-type: none"> Recognize competing priorities or performance criteria in the definition of the problem; identify alternative solutions; and recognize principles guiding organization of form, content, or function. 	<ul style="list-style-type: none"> Recognize competing priorities in the definition of the problem; predict outcomes of solutions that reflect alternative needs of users/audience; and recognize and apply principles guiding the organization of form, content, or function.
	<ul style="list-style-type: none"> Exhibit limited technical skill with tools and media with a tendency to prefer one media to another, more from a sense of proficiency with the material or tool rather than because it is the best choice for the communication of the idea. 	<ul style="list-style-type: none"> Demonstrate increased control of media and tools with a desire to learn specific techniques to gain greater ability to communicate ideas, and make conscious choices that are appropriate to the problem. 	<ul style="list-style-type: none"> Demonstrate greater control of media and tools, often choosing to specialize and practice to develop expertise, enabling greater facility in the communication of ideas; make conscious choices that are appropriate to the problem; and experiment with less obvious characteristics of the medium.
	<ul style="list-style-type: none"> Develop one or two methods for judging ideas in planning or simulation (thumbnail sketches, models, maquettes) before reaching closure on concepts, visual organization, meaning, or production. 	<ul style="list-style-type: none"> Devise and employ several methods for judging ideas in planning or simulation (thumbnail sketches, models, maquettes) before reaching closure on concepts, visual organization, meaning, or production. 	<ul style="list-style-type: none"> Devise and employ many methods for judging ideas in planning or simulation, using both actual images (thumbnail sketches, models, maquettes) and mental images while decoding meaning before reaching closure on concepts, visual organization, meaning, or production.
	<ul style="list-style-type: none"> Cannot weigh ideas against individually determined or group-determined criteria in the creation of works of art/design. 	<ul style="list-style-type: none"> Weigh ideas against individually determined or group-determined criteria in the creation of works of art/design. 	<ul style="list-style-type: none"> Weigh ideas against individually determined or group-determined criteria in the creation of works of art and design, reinterpreting and extending group-shared criteria.
	<ul style="list-style-type: none"> Find, select, and integrate information from a few sources, precluding much extension or elaboration of ideas. 	<ul style="list-style-type: none"> Find, select, and integrate information from a variety of sources, enabling some extension and elaboration of ideas and selection of methods and processes from several approaches to solving problems. 	<ul style="list-style-type: none"> Find, select, and integrate information from a wider variety of sources, enabling greater extension and elaboration of ideas and selection of methods and processes from a variety of approaches to solving problems; and facilitate understanding of the relationship of these sources to the generation of ideas, alternatives, and various problem-solving approaches.
	<ul style="list-style-type: none"> Find, select, and integrate information from a few sources, precluding much extension or elaboration of ideas. 	<ul style="list-style-type: none"> Find, select, and integrate information from a variety of sources, enabling some extension and elaboration of ideas and selection of methods and processes from several approaches to solving problems. 	<ul style="list-style-type: none"> Find, select, and integrate information from a wider variety of sources, enabling greater extension and elaboration of ideas and selection of methods and processes from a variety of approaches to solving problems; and facilitate understanding of the relationship of these sources to the generation of ideas, alternatives, and various problem-solving approaches.

Preliminary Achievement Level Descriptions for the Visual Arts

Grade 8 (continued)			
Visual Arts Processes	Eighth-grade students at the basic level in visual arts:	Eighth-grade students at the proficient level in visual arts:	Eighth-grade students at the advanced level in visual arts:
Creating/ Performing	<ul style="list-style-type: none"> Cannot identify personal strengths and weaknesses; and within process reviews, provide limited positive and realistic evaluation of work. 	<ul style="list-style-type: none"> Identify personal strengths and weaknesses, selecting and discussing their own work; and within process reviews, identify and comment on works of varying quality, demonstrating some ability to reflect criteria and insights. 	<ul style="list-style-type: none"> Identify and analyze personal strengths and weaknesses, selecting, justifying, and discussing their own work; within process reviews, identify and compare works of varying quality with insight; and demonstrate high-level ability to discuss the relationship of these works to personal creative and technical development.
	<ul style="list-style-type: none"> Inappropriately use visual and verbal vocabulary of form and principles of organization as a way to construct meaning. 	<ul style="list-style-type: none"> Appropriately use visual and verbal vocabulary of form and principles of visual organization to make inferences and construct meaning. 	<ul style="list-style-type: none"> Appropriately and articulately use the visual and verbal vocabulary of form and principles of visual organization to make inferences and construct meaning.
Responding	<ul style="list-style-type: none"> Respond to questions of art/design through literal discussion, debate, writing, and visual analysis, confining inferences made to obvious physical characteristics. 	<ul style="list-style-type: none"> Respond to questions of art/design through literal and metaphorically expanded discussion, supported debate, expository writing, and visual analysis, making inferences on the obvious and not-so-obvious physical, as well as some abstract, characteristics. 	<ul style="list-style-type: none"> Respond to questions about art/design through extended and metaphorically embellished discussion, supported debate, expository writing, and visual analysis, making inferences on the obvious and not-so-obvious physical and many abstract characteristics, revealing a philosophical position.
	<ul style="list-style-type: none"> Cannot apply criteria to interpretation of works of art/design but can recognize one or two obvious connecting patterns, shared concepts, and inferences or connections among works of art and other types of experience or ideas. 	<ul style="list-style-type: none"> Apply criteria to the interpretation of works of art/design and can recognize most obvious connecting patterns, shared concepts, and inferences or connections among works of art and other types of experience or ideas. 	<ul style="list-style-type: none"> Apply criteria to the interpretation of works of art/design; and search for and recognize obvious and subtle connecting patterns, shared concepts, and inferences or connections among works of art and other types of experience or ideas.
	<ul style="list-style-type: none"> Do not judge or defend the various dimensions of context in which art and design are created and interpreted. 	<ul style="list-style-type: none"> Judge the various dimensions of context in which art and design are created and interpreted. 	<ul style="list-style-type: none"> Judge and defend the various dimensions of context in which art and design are created and interpreted.
	<ul style="list-style-type: none"> Identify literal ways in which works of art reflect and influence the way people perceive experiences in their lives and how people's experiences influence the development of specific works. 	<ul style="list-style-type: none"> Identify and describe literal ways in which works of art reflect and influence the way people perceive experiences in their lives and how people's experiences influence the development of specific works. 	<ul style="list-style-type: none"> Identify and describe literal and abstract ways in which works of art reflect and influence the way people perceive experiences in their lives and how people's experiences influence the development of specific works.

Preliminary Achievement Level Descriptions for the Visual Arts

In creating and responding to works of art and design, students in grade 12 show evidence of increased awareness about thinking about and processing concepts and judgments.

Grade 12			
Visual Arts Processes	Twelfth-grade students at the basic level in visual arts:	Twelfth-grade students at the proficient level in visual arts:	Twelfth-grade students at the advanced level in visual arts:
Creating/ Performing	<ul style="list-style-type: none"> Recognize one or two predictable approaches to the organization of form, theories of meaning, and dimensions of context. 	<ul style="list-style-type: none"> Recognize and analyze several different predictable and inventive approaches to the organization of form, theories of meaning, and dimensions of context. 	<ul style="list-style-type: none"> Recognize, analyze, and synthesize many different inventive approaches to the organization of form, theories of meaning, and dimensions of context and understand how they impact the content of the work.
	<ul style="list-style-type: none"> Generate a single solution to a problem that replicates an existing solution; and show little understanding of context, audience, and performance criteria. 	<ul style="list-style-type: none"> Generate several solutions to a problem, some of which depart from known solutions; and show an emerging understanding of context, audience, and performance criteria. 	<ul style="list-style-type: none"> Generate many solutions to a problem, most of which depart from known solutions; and show a high degree of originality and sensitivity to context, performance criteria, and theoretical frameworks of design.
	<ul style="list-style-type: none"> Generate one or two alternatives with little recognition of personal, conceptual, and critical development across an accumulated body of work. 	<ul style="list-style-type: none"> Generate several alternatives while recognizing personal, conceptual, and critical development across an accumulated body of work. 	<ul style="list-style-type: none"> Generate multiple alternatives with a high level of recognition of personal, conceptual, and critical development across an accumulated body of work.
	<ul style="list-style-type: none"> Use media, tools, and technical processes with some evidence of focused selection and personalization, control in communicating meaning, and testing of limits; and work against the medium without understanding its limits and capacity. 	<ul style="list-style-type: none"> Use media, tools, and technical processes with greater evidence of focused selection, personalization, control in communicating meaning, and testing of limits; and can work with the medium, understanding its capacity and limits. 	<ul style="list-style-type: none"> Use media, tools, and technical processes with competence and considerable interest in selection, personalization, control in communicating meaning, and testing of limits; and work and experiment with the medium's more subtle aspects, inventing new limits and capacities.
	<ul style="list-style-type: none"> Respond to a few simple components of challenging problems; define superficial, physical dimensions of the problem, proceeding haphazardly through the problem-solving process; and are unable to assess the impact of process on solutions. 	<ul style="list-style-type: none"> Respond to some complex components of challenging problems; define most physical and some abstract dimensions of the problem, proceeding consciously through a linear problem-solving process but not extending or elaborating upon it; and can assess the impact of process on the solution. 	<ul style="list-style-type: none"> Respond to multiple complex components of challenging problems; define most physical and abstract dimensions of the problem, proceeding intentionally through a lateral problem-solving process, extending and elaborating upon it; and use analogies and abstract principles to understand and assess the impact of process on the solution.
	<ul style="list-style-type: none"> Make limited use of simulation techniques but are unable to predict the outcome of possible solutions. 	<ul style="list-style-type: none"> Develop some use of simulation techniques and predict the outcome of some possible solutions. 	<ul style="list-style-type: none"> Develop a variety of simulation techniques, determine appropriateness for specific problems, and predict the outcome of most simulated solutions.

Preliminary Achievement Level Descriptions for the Visual Arts

Grade 12 (continued)			
Visual Arts Processes	Twelfth-grade students at the basic level in visual arts:	Twelfth-grade students at the proficient level in visual arts:	Twelfth-grade students at the advanced level in visual arts:
Creating/ Performing	<ul style="list-style-type: none"> Develop design solutions that respond to a partial list of performance criteria but are unable to weigh criteria or resolve competing demands within the same problem. 	<ul style="list-style-type: none"> Develop design solutions that respond to a broad range of performance criteria and can weigh criteria or resolve competing demands within the same problem. 	<ul style="list-style-type: none"> Respond to a full range of performance criteria; define problems in differing ways and are likely to redefine the problem in terms of specific orientation, context, or in-depth focus that meets students' need for personal growth; and weigh criteria and articulate reasons for weighting certain aspects of the problem more heavily than others.
	<ul style="list-style-type: none"> Recognize one or two personal strengths and weaknesses in creating and responding but are unable to select and discuss their own work or identify works of varying quality related to the progression of personal creative development. 	<ul style="list-style-type: none"> Recognize some personal strengths and weaknesses in creating and responding; and select and discuss their own work, identifying works of varying quality related to the progression of personal creative development. 	<ul style="list-style-type: none"> Recognize most personal strengths and weaknesses in creating and responding; and select, identify, and justify works of varying quality through the insightful and focused analysis of the relationship of these works to progression of personal creative development.
Responding	<ul style="list-style-type: none"> Do not refer to the visual and verbal vocabulary of form and principles of visual organization in the construction of meaning; and recognize obvious, literal relationships of ideology, theory, and context to the formal principles. 	<ul style="list-style-type: none"> Refer to the visual and verbal vocabulary of form and principles of visual organization in the construction of meaning; and recognize obvious literal and abstract relationships of ideology, theory, and context to the formal principles. 	<ul style="list-style-type: none"> Refer to and integrate the visual and verbal vocabulary of form and principles of visual organization in the construction of meaning; and recognize and articulate abstract and subtle relationships of ideology, theory, and context to the formal principles.
	<ul style="list-style-type: none"> Understand and manage simple, obvious relationships between context and the creation and interpretation of works of art/design. 	<ul style="list-style-type: none"> Understand and manage simple, not-so-obvious, and abstract relationships between context and the creation and interpretation of works of art/design. 	<ul style="list-style-type: none"> Understand and manage abstract, complex, and subtle relationships between context and the creation and interpretation of works of art/design.
	<ul style="list-style-type: none"> Develop predictable and common theoretical constructs and methods for decisionmaking among competing priorities or opinions. 	<ul style="list-style-type: none"> Develop predictable and inventive theoretical constructs and methods for decisionmaking among competing priorities or opinions. 	<ul style="list-style-type: none"> Develop inventive and unusual theoretical constructs and methods for decisionmaking among competing priorities or opinions.
	<ul style="list-style-type: none"> Place singular and obvious personal comments within an elementary critical process, with little engagement in criticism by explaining meaning; identifying, describing, and recognizing critical models; and forming belief systems. 	<ul style="list-style-type: none"> Place varied and thoughtful personal comments within a compound critical process, with conscious engagement in criticism by explaining meaning; identifying, describing, and recognizing critical models; and forming belief systems. 	<ul style="list-style-type: none"> Place multiple and discerning personal comments within a complex critical process, with perceptive engagement in criticism by explaining meaning; identifying, describing, and recognizing critical models; and forming belief systems.
	<ul style="list-style-type: none"> Cannot identify where design solutions do not function well and show limited ability to transfer learning from one problem to another. 	<ul style="list-style-type: none"> Identify where design solutions do not function well and transfer learning from one problem to another. 	<ul style="list-style-type: none"> Identify and articulate where design solutions do not function well; make adjustments in their own problem-solving process; and transfer learning from one problem to another.



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