

**High School (Grade 9)
Arts Assessments**

Test Sampler Draft

April 2001

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

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Assistant Commissioner for Curriculum, Instruction, and Assessment

April 2001

To: District Superintendents
Superintendents, Administrators and Principals of Public and Nonpublic Schools,
Coordinators and Teachers of Dance, Music, Theatre, and Visual Arts

From: Roseanne DeFabio

Subject: Arts Test Sampler Draft for the High School Graduation One-Unit Requirement in Dance,
Music, Theatre, and Visual Arts (Commencement-General Education Level)

This test sampler draft is being released to assist school districts in planning their instruction and assessment of student achievement related to the New York State *Learning Standards for the Arts*. Administrators and teachers should be preparing students to demonstrate proficiency in at least one of the four arts disciplines, and to achieve at high levels in the respective assessment. The sampler addresses dance, music, theatre, and visual arts and includes examples of item types, formats (on demand written, on demand performance, and performance/portfolio), and ancillary materials. This sampler is the result of the collaborative effort of the New York State Education Department, Ulster BOCES, Erie I BOCES, arts teachers, supervisors, national consultants, cultural partners, and professional arts education associations. New York State teachers and administrators have actively participated in the development and student tryout of the arts assessments.

The Department will administer arts field tests in spring 2001 targeted to grade 9 students for selected samples of high schools. The purposes of the field tests are to further refine question formats and scoring materials in dance, music, theatre, and visual arts. Once administered and returned to the Department, these field tests will be scored and evaluated so that assessments in dance, music, theatre, and visual arts will be available for voluntary use in the 2001-2002 school year.

We invite you and the members of your staff to provide the Department with feedback on these preliminary materials. On the last page of the sampler is a comment sheet that may be faxed to (518) 486-5765 or mailed to the address below:

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Mamaroneck High School
University of Michigan
Oswego City High School
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College of St. Rose - Retired
New York City Schools
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Council of Chief State School Officers
Metropolitan Museum of Art
South Jefferson High School
Buffalo State College
Nazareth College
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New York State Dance Association (NYSDA)
New York State School Music Association (NYSSMA)
New York State Theatre Education Association (NYSTEPA)
New York State Art Teachers Association (NYSATA)

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Introduction

The new high school (grade 9) arts assessments have been developed to measure the dance, music, theatre, and visual arts content and intellectual skills in the New York State *Learning Standards for the Arts*. These new assessments will provide students with multiple opportunities to demonstrate what they know and are able to do. Questions on the examinations will focus on the student's knowledge of commencement-general education level skills and content emphasized in the four arts standards. Items for these new assessments resulted from collaborative efforts of New York State teachers, school districts, cultural partners, professional arts education associates, State Education Department staff, and staff of Ulster County BOCES and Erie I BOCES.

This document contains condensed test sampler drafts in dance, music, theatre, and visual arts. The types of items a student will be asked on each of the assessments are similar and address comparable levels of knowledge and skills in the arts disciplines. The overall definitions of the items can be found on the next page. Additionally, the following pages include the overall draft structure of the arts assessment and pie charts that illustrate comparability across the four disciplines.

The items and tools in this sampler may be utilized in the classroom to help students prepare for the examinations in the arts and to assist teachers in planning their instruction. Students should be introduced to the assessment format and general scoring guidelines before taking one of the examinations. Teachers are encouraged to use the scoring guides and sample papers in this document for practice in scoring.

In considering implications of student results on the commencement-general education level arts assessments for curricular planning, teachers may want to answer the following questions:

- Is your local intermediate and high school program aligned with the New York State *Learning Standards for the Arts*?
- On which components did students seem to be most successful? least successful?
- To what extent did students follow the directions included with each item type?
- To what extent did students use the prompts to respond?
- What learning experiences will students need to perform well on each question?
- What opportunities do K-9 students have to engage in dance, music, theatre, and visual arts programs that include writing in the content area, using artistic prompts (aural and visual), and participating in activities requiring higher-order thinking skills?

Learning Standards for the Arts

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Arts

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Types of Items

Selected Response Assessment exercises in which students are asked to select a correct response from four given responses.

Short Constructed Response Assessment exercises in which students write a brief (e.g., one paragraph or less) response or respond in another manner (e.g., graph, sketch, or otherwise mark) in five minutes or less.

Extended Constructed Response Assessment exercises in which students write a more extensive response, such as an essay (e.g., two or more paragraphs or write for ten minutes or more) or compose a written response in another manner (e.g., compose music or draw a picture).

Performance Event An on demand or real-time unrehearsed performance by a student in response to an assessment exercise. This might include performing a dance, singing or playing a piece of music, presenting a portion of a theatrical production, or creating a drawing.

Performance Task An assessment exercise in which students have a longer period of time (e.g., several days, weeks, or months) to prepare and/or rehearse a response and which is relatively open-ended (that is, does not have a single correct response). This might include preparing a formal dance presentation, writing a musical composition or a play, or creating an original work of art.

Portfolio Assessment Student self-assessments based on the content standards for the content area or discipline. In order to help students to assess themselves, a variety of performance tasks and other assessment exercises may be offered or suggested, but the portfolio assessment process places the responsibility on students to select assessment products that adequately demonstrate their level(s) of achievement. The portfolio provides the evidence needed to back up this self-reflective statement: "I believe that I have attained a proficient level of performance on the [content area/discipline area] standards because I can...."

**HIGH SCHOOL* ARTS ASSESSMENT
ASSETS PROJECT**
DRAFT STRUCTURE**

Part	Dance	Music	Theatre	Visual Arts	Number of Items	Administration Time in Minutes
I. On Demand—Written	40	45	50	45		
A. Selected Response(s)	20	30	20	20	20-30	1 each
B. Short Constructed Response(s)	10	5	10	10	2	3-5
C. Extended Constructed Response	10	10	20	15	1-2	10-30
II. On Demand—Performance Event (artistic)	25	10	15	20	1-2	10-50
(On Demand Total: Two Hours)						
III. Performance/Portfolio	35	45	35	35		
A. Products (performances/works)	30	40	30	30	2-3	over time
B. Reflection (summary)	5	5	5	5	1	
Total	100	100	100	100		

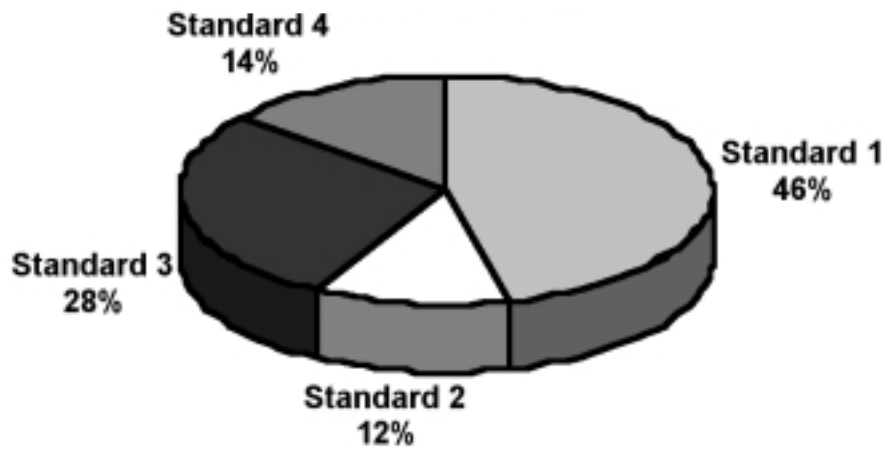
* The assessment is designed to measure student achievement of the commencement–general education level performance indicators of the New York State *Learning Standards for the Arts*. Numbers represent proposed percentages of a score in each of the component areas and anticipated administration time per item type. Total maximum score is 100.

** Assessments, Standards, Staff Education & Technology Systems in the Arts

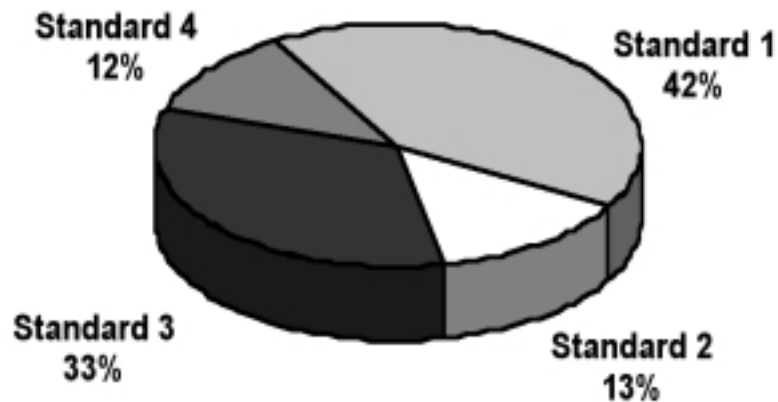
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Assessment Percentages

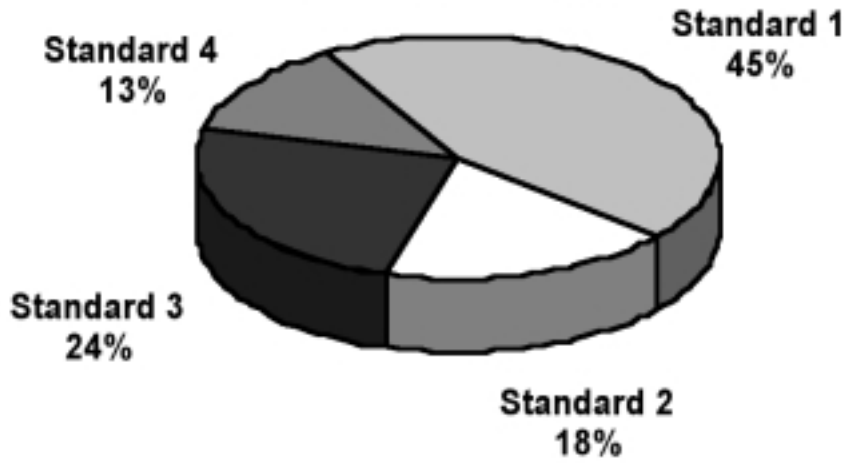
DANCE ASSESSMENT STANDARDS PERCENTAGES



MUSIC ASSESSMENT STANDARDS PERCENTAGES



**THEATRE ASSESSMENT STANDARDS
PERCENTAGES**



**VISUAL ARTS ASSESSMENT STANDARDS
PERCENTAGES**

