The Arts

Pilot Priority

Grades Pre-K – High School
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The Massachusetts Department of Elementary and Secondary Education (ESE) contracted with WestEd to collect assessments appropriate for use as District-Determined Measures (DDMs). WestEd chose these assessments as examples because the assessments were aligned with critical content, as identified by the Core Course Objectives (CCOs), and were reviewed by WestEd to ensure overall quality. The following one page summaries cover a wide range of assessments including commercial, non-commercial, traditional, and non-traditional assessments. Districts can use this resource to choose DDMs to implement with or without modifications or as models for locally-developed measures. This list is not exhaustive, and Districts may use other assessments for use as District-Determined measures.

What is included in each one page summary?

- Assessment name and subject, grade, or course
- Electronic link with additional information about the assessment
- Brief description of the assessment and the content it is intended to assess
- Source: publicly available (non-secure or open source) or must be purchased from a commercial developer
- Approach: assessment can be implemented without modifications (buy), with modifications (borrow), or can serve as model for a locally developed measure (build)
- Design: designed to measure growth or requires modifications
- Type of assessment: traditional end-of-grade or end-of-course test, non-traditional measure such as a performance task or portfolio rubric, screening tool, diagnostic measure, placement exam, classroom assessment, or certification exam
- Type of assessment items: selected response, constructed response, performance task, or portfolio
- Mode of administration: paper/pencil or computer supported
- Scoring method: machine scored or hand scored
Pre-Kindergarten – 4
The Arts — Pre-K-4

Assessment

GOLD Assessment System–Teaching Strategies

Publisher Website/Sample

Description
Observation checklist developed by researchers at University of North Carolina-Charlotte. Measures development and content learning in social-emotional, physical, language, cognitive, literacy, mathematics, science, and the arts. Recommended by a number of districts, including Medford Public Schools. Evaluates student growth in dance, music, drama, and visual art with an ongoing, observation-based assessment system based on four general objectives that are aligned in a general, overarching way with national standards and with the CCOs, one objective for each of the four strands. Educators capture observations, document facts, organize documents, generate reports, and share information electronically. Educators determine children’s level of development using a progression that is related to each objective.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

<table>
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<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
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<td>☐ Writing Prompt/Essay</td>
<td>☑ Observation Rubric or Checklist</td>
<td>☑ Scored Locally</td>
</tr>
<tr>
<td>☑ Other: Diagnostic Measure</td>
<td></td>
<td>☐ Scored Off-Site</td>
</tr>
</tbody>
</table>

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The Arts — Pre-K-4

Assessment
Grade 2 Rhythmic Improvisation Assessment Task—Connecticut Common Arts Assessment Initiative (CCAAI)

Description
Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 2, task could be adapted for other elementary grades. Description of instruction that should occur prior to the assessment is provided. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
Yes

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The Arts — Pre-K-4

Assessment

Grade 2 Solo Singing Assessment—Connecticut Common Arts Assessment Initiative (CCAAI)

Publisher Website/Sample

Description

Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 2, task could be adapted for other elementary grades. Rubric content is specific, as is description of instruction that should occur prior to the assessment given. Could be used as a student self-assessment or summative individual or group assessment. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

✓ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

✓ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

✓ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

✓ Scored Locally

☐ Scored Off-Site

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The Arts — Pre-K-4

Assessment
Project-Based Learning Unit for 3rd Grade: Planetary Tourism—North
Middlesex Regional School District

Publisher Website/Sample

Description
Collaborative, interdisciplinary, unified arts project submitted by Massachusetts district. Rigorous capstone activities designed for grade 3, but aligned to curriculum framework for this grade span and could be adapted for use in other grades. Includes learning objectives for visual arts, language arts, science, technology, and information literacy. Generic scoring rubric provided, as are pre-test, lesson extension, and student self-assessment ideas.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☑ Other: Project-Based Assessment

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☑ Portfolio or Work Sample Rubric
☑ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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The Arts — Pre-K-4

Assessment
Tennessee Fine Arts Growth Measures System

Publisher Website/Sample

Description
Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site
The Arts — Pre-K-4

Assessment
Work Sampling System (WSS)–Pearson

Publisher Website/Sample

Description
Observation checklist developed by early childhood researcher (Meisels, 2001). Standards-based, curriculum-embedded, intended to document and evaluate what children are learning and have begun to master. Teachers collect information from multiple sources. Includes checklists and guidelines, portfolios, and summary reports. Measures development and content learning in personal/social and physical development and health, language and literacy, social studies, mathematical thinking, scientific thinking, and the arts. Districts interested in this option can request additional information from developer to confirm alignment with CCOs.

Source
Commercial Test

Approach
Buying (commercial tool)

Designed to Measure Growth
Yes

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other: Screening Tool

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Grades 5–8
The Arts — 5-8

Assessment
Grade 5 Music Composition & Self Evaluation Assessment—Connecticut Common Arts Assessment Initiative (CCAAI)

Disclaimer: Reference in this web site to any specific commercial products, processes, or services, or the use of any trade, firm or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education.

Description
Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and checklist to assist students in development of their compositions. While designed for grade 5, task could be adapted for other middle grades. Description of instruction that should occur prior to the assessment is provided. Could be used as a student self-assessment or summative individual or group assessment. No directions given for use of rubric and no indication as to how final score should be assigned. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

Source
Open Source Items, Activities, Forms

Approach
Building (parts only)

Designed to Measure Growth
Yes

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<td>Performance Task Rubric</td>
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<td>Observation Rubric or Checklist</td>
<td>✔ Scored Locally</td>
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<td>✗ Other:</td>
<td></td>
<td>✔ Scored Off-Site</td>
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</table>
The Arts — 5-8

Assessment

Grade 5 Solo Singing and Self-Evaluation Assessment—Connecticut Common Arts Assessment Initiative (CCAAI)

Description

Performance task and scoring rubric submitted by multiple Massachusetts districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 5, task could be adapted for other middle grades. Rubric content is specific, as is description of instruction that should occur prior to the assessment given. Could be used as a student self-assessment or summative individual or group assessment. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☑ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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The Arts — 5-8

Assessment

Grade 6 Solo Singing and Evaluation Task—Connecticut Common Arts Assessment Initiative (CCAAI)

Publisher Website/Sample

Description

Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 6, task could be adapted for other middle grades. Rubric content is specific, as is description of instruction that should occur prior to the assessment given. Could be used as a student self-assessment or summative individual or group assessment. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

Source

Open Source Items, Activities, Forms

Approach

Building (parts only)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☒ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☐ Scored Locally
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**The Arts — 5-8**

**Assessment**

Grade 8 Music Composition & Self- Evaluation Assessment—Connecticut Common Arts Assessment Initiative (CCAAI)

**Description**

Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 8, task could be adapted for other middle grades. Rubric content is specific, as is description of instruction that should occur prior to the assessment given. Could be used as a student self-assessment or summative individual or group assessment. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)

**Designed to Measure Growth**

Yes

**Traditional Assessment**

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

**Non-Traditional Assessment**

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

**Administration/Scoring**

☑ Paper/Pencil

☐ Computer Supported

☐ Computer Adaptive

☐ Machine Scored

☑ Scored Locally

☐ Scored Off-Site

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### The Arts — 5-8

**Assessment**
Grade 8 Solo Singing and Self-Evaluation Assessment—Connecticut Common Arts Assessment Initiative (CCAAI)

**Publisher Website/Sample**

### Description
Performance task and scoring rubric submitted by multiple Commonwealth districts and the Massachusetts Music Evaluators Association. Includes student self-assessment and key vocabulary list. Strong alignment to CCOs and curriculum framework anticipated. While designed for grade 8, task could be adapted for other middle grades. Rubric content is specific, as is description of instruction that should occur prior to the assessment given. Could be used as a student self-assessment or summative individual or group assessment. Districts using this measure should include this note: "Reprinted from the Connecticut Common Arts Assessment 2013 - used by permission http://www.ct.gov/sde."

### Source
Open Source Items, Activities, Forms

### Approach
Building (parts only)

### Designed to Measure Growth
Yes

### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [x] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [x] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist
- [ ] Other:

### Administration/Scoring
- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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### The Arts — 5-8

**Assessment**
Maryland State Department of Education Thematically Linked Integrated Item Set

**Description**
Specifically for grade 8. Includes assessment options and performance activities for visual arts, dance, music, and theatre. Aligns to CCOs in all four strands. Provides strategies for incorporating instruction in mathematics, science, and ELA. Assessments are embedded in instructional materials. Each item set contains multiple activities and a rubric. No scoring guide provided.

**Source**
Open Source Items, Activities, Forms

**Approach**
Building (parts only)

**Designed to Measure Growth**
No

### Traditional Assessment
- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [x] Short Constructed Response
- [x] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment
- [ ] Pre/Post or Repeated Measures
- [x] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [x] Project-Based Rubric
- [ ] Observation Rubric or Checklist
- [ ] Other:

### Administration/Scoring
- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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The Arts — 5-8

Assessment
National Assessment of Educational Progress (NAEP)

Publisher Website/Sample

Description
Sample items for grade 8 music and visual arts. Item formats vary and scoring information is provided. Caution: NAEP is not intended to serve as a measure of an individual student's achievement or growth. However, items do provide districts with assessment ideas and can be modified to ensure full alignment to local curricula.

Source
Released Items

Approach
Building (parts only)

Designed to Measure Growth
No

Traditional Assessment
- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Other: National or International Assessment

Non-Traditional Assessment
- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

Administration/Scoring
- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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The Arts — 5-8

Assessment
Tennessee Fine Arts Growth Measures System

Publisher Website/Sample

Description
Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
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The Arts — 5-8

Assessment
Visual Arts Peer Evaluation Rubric—Nauset Middle School District

Publisher Website/Sample

Description
Submitted by Massachusetts district. Developer examined alignment to visual arts CCOs and found strong alignment for this grade span. Developed specifically for grade 7 but adaptable to other grades.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
No

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☐ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
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The Arts — 5-8

Assessment
Washington Classroom-Based Performance Assessment (WCBPA)

Publisher Website/Sample

Description
Specifically for grade 8. Performance tasks and scoring rubrics for theatre, music, visual arts, and dance. These tasks evaluate student growth with classroom-based activities over multiple days in which students use various materials, methods, and techniques. Teachers evaluate student performance using rubrics. Aligned with nearly all CCOs for this grade span.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring
☑ Paper/Pencil
☐ Computer Supported
☐ Computer Adaptive
☐ Machine Scored
☑ Scored Locally
☐ Scored Off-Site

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## The Arts — 5-8

**Assessment**

Washington Classroom-Based Performance Assessment (WCBPA)

**Publisher Website/Sample**

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**Description**

Specifically for grade 5. Performance tasks and scoring rubrics for theatre, music, visual arts, and dance. These tasks evaluate student growth with classroom-based activities over multiple days in which students use various materials, methods, and techniques. Teachers evaluate student performance using rubrics. Aligned with nearly all CCOs for this grade span.

---

**Source**

Open Source Items, Activities, Forms

**Approach**

Borrowing (full measure)

**Designed to Measure Growth**

Yes

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### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Grades 9–12
Ceramics
## The Arts — 9-12

### Assessment

Tennessee Fine Arts Growth Measures System

**Publisher Website/Sample**

### Description

Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

### Source

Open Source Items, Activities, Forms

### Approach

Borrowing (full measure)

### Designed to Measure Growth

Yes

### Traditional Assessment

- Traditional End-of-Grade Assessment
- Traditional End-of-Course Assessment
- Selected Response
- Short Constructed Response
- Writing Prompt/Essay
- Other:

### Non-Traditional Assessment

- Pre/Post or Repeated Measures
- Performance Task Rubric
- Portfolio or Work Sample Rubric
- Project-Based Rubric
- Observation Rubric or Checklist

### Administration/Scoring

- Paper/Pencil
- Computer Supported
- Computer Adaptive
- Machine Scored
- Scored Locally
- Scored Off-Site

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Chorus
# The Arts — 9-12

## Chorus

**Assessment**

Massachusetts Instrument & Choral Conductors Association Concert & Choral Festival Scoring Rubric and Adjudication Form

[Publisher Website/Sample](#)

## Description

Scoring rubric used by judges at concerts and choral festivals. Detailed information about tone quality; balance and blend; intonation; expression, style, and phrasing; dynamics; rhythm, precision, and tempo; articulation bowing or diction; technical facility; and repertoire. Can be adapted for multiple grades and courses. Endorsed by Commonwealth district for use as a DDM.

## Source

Open Source Items, Activities, Forms

## Approach

Borrowing (full measure)

## Designed to Measure Growth

No

## Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [ ] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [ ] Other:

## Non-Traditional Assessment

- [ ] Pre/Post or Repeated Measures
- [x] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [ ] Project-Based Rubric
- [ ] Observation Rubric or Checklist

## Administration/Scoring

- [ ] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
- [x] Scored Locally
- [ ] Scored Off-Site

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### Chorus

**Assessment**

Tennessee Fine Arts Growth Measures System

**Publisher Website/Sample**

### Description

Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

### Source

Open Source Items, Activities, Forms

### Approach

Borrowing (full measure)

### Designed to Measure Growth

Yes

### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [x] Short Constructed Response
- [x] Writing Prompt/Essay
- [ ] Other:

### Non-Traditional Assessment

- [x] Pre/Post or Repeated Measures
- [x] Performance Task Rubric
- [x] Portfolio or Work Sample Rubric
- [x] Project-Based Rubric
- [ ] Observation Rubric or Checklist

### Administration/Scoring

- [x] Paper/Pencil
- [x] Computer Supported
- [ ] Computer Adaptive
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- [x] Scored Locally
- [ ] Scored Off-Site

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Creative Art
The Arts — 9-12

Assessment
Tennessee Fine Arts Growth Measures System

Creative Art

Description
Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
☐ Portfolio or Work Sample Rubric
☐ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/ Scoring

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General Band
The Arts — 9-12

Assessment

Tennessee Fine Arts Growth Measures System

Publisher Website/Sample

Description

Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☑ Selected Response
☑ Short Constructed Response
☑ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

☑ Pre/Post or Repeated Measures
☑ Performance Task Rubric
☑ Portfolio or Work Sample Rubric
☑ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

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Orchestra
The Arts — 9-12

Assessment

Tennessee Fine Arts Growth Measures System

Publisher Website/Sample

Description

Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source

Open Source Items, Activities, Forms

Approach

Borrowing (full measure)

Designed to Measure Growth

Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment

☐ Traditional End-of-Course Assessment

☐ Selected Response

☐ Short Constructed Response

☐ Writing Prompt/Essay

☐ Other:

Non-Traditional Assessment

☐ Pre/Post or Repeated Measures

☐ Performance Task Rubric

☐ Portfolio or Work Sample Rubric

☐ Project-Based Rubric

☐ Observation Rubric or Checklist

Administration/Scoring

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Photography
The Arts — 9-12

Assessment
Tennessee Fine Arts Growth Measures System

Photography

Publisher Website/Sample

Description
Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment

☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
✓ Selected Response
✓ Short Constructed Response
✓ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment

✓ Pre/Post or Repeated Measures
✓ Performance Task Rubric
✓ Portfolio or Work Sample Rubric
✓ Project-Based Rubric
☐ Observation Rubric or Checklist

Administration/Scoring

✓ Paper/Pencil
✓ Computer Supported
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### The Arts — 9-12

**Assessment**

Examination Packet for High School Art Course (Basic and Advanced)—Franklin Public Schools

**Publisher Website/Sample**

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### Description

Exam packet submitted by Commonwealth district (Franklin Public Schools). Course description, portfolio assignment and rubric, performance task, and cognitive measure (terms, artists). For use as an end-of-course exam in visual arts. Measure is aligned to visual arts CCOs. Students are to assess their own work in specific ways, so certain assessments are to be used with specific assignments. Rubrics for use by teachers are detailed.

---

### Source

Open Source Items, Activities, Forms

### Approach

Building (parts only)

### Designed to Measure Growth

No

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#### Traditional Assessment

- [ ] Traditional End-of-Grade Assessment
- [ ] Traditional End-of-Course Assessment
- [x] Selected Response
- [ ] Short Constructed Response
- [ ] Writing Prompt/Essay
- [x] Other: Classroom Final Exam

#### Non-Traditional Assessment

- [x] Pre/Post or Repeated Measures
- [ ] Performance Task Rubric
- [ ] Portfolio or Work Sample Rubric
- [x] Project-Based Rubric
- [ ] Observation Rubric or Checklist

#### Administration/Scoring

- [x] Paper/Pencil
- [ ] Computer Supported
- [ ] Computer Adaptive
- [ ] Machine Scored
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### The Arts — 9-12

**Assessment**

New York State High School (Grade 9) Arts Assessments

**Publisher Website/Sample**

**Description**

Sample test items and scoring guides. Assesses dance, music, theatre, and visual arts strands. Performance, portfolio, and cognitive assessment components. Indicated for grade 9. Rubrics included for short constructed-response items for dance and music; extended-response samples given for theatre and visual arts. Aligns with CCOs in all strands, but also assesses some constructs not in CCOs. Designed as a summative assessment, but pieces could be adapted for use throughout the year to measure student growth. Endorsed by Colorado Professional Learning Community.

**Source**

Open Source Items, Activities, Forms

**Approach**

Building (parts only)  
No

**Designed to Measure Growth**

No

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Non-Traditional Assessment</th>
<th>Administration/Scoring</th>
</tr>
</thead>
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<td>✓ Pre/Post or Repeated Measures</td>
<td>✓ Paper/Pencil</td>
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<td>✓ Performance Task Rubric</td>
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</tbody>
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The Arts — 9-12

Assessment
Tennessee Fine Arts Growth Measures System

Publisher Website/Sample

Description
Strategies for collecting student work samples and portfolio scoring rubric for the domains of dance, music, theatre, and visual arts. Students perform, create, respond, or connect. Teachers collect, pre-score, and submit evidence collections in a portfolio using a purposeful sampling process. Scoring conducted by blind-review committee using holistic review of evidence. To ensure validity as measure of growth, evidence must be collected from two points in time; these may be pre-post or post-post. May include student performances, visual artwork, written assessments, individual and group assessments, and project-based work. Very strong option for a wide range of courses for which growth can be demonstrated via a performance activity, portfolio, or project.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
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The Arts — 9-12
Assessment
Washington Classroom-Based Performance Assessment (WCBPA)

Description
Specifically for grade 10. Performance tasks and scoring rubrics for theatre, music, visual arts, and dance. These tasks evaluate student growth with classroom-based activities over multiple days in which students use various materials, methods, and techniques. Teachers evaluate student performance using rubrics. Aligned with nearly all CCOs for this grade span.

Source
Open Source Items, Activities, Forms

Approach
Borrowing (full measure)

Designed to Measure Growth
Yes

Traditional Assessment
☐ Traditional End-of-Grade Assessment
☐ Traditional End-of-Course Assessment
☐ Selected Response
☐ Short Constructed Response
☐ Writing Prompt/Essay
☐ Other:

Non-Traditional Assessment
☐ Pre/Post or Repeated Measures
☐ Performance Task Rubric
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