

The **Visual Arts** portion of the assessment measured students' ability to respond to and create visual art.

Visual Arts

RESPONDING questions asked students to analyze and describe works of art and design.

89-point score gap between the lowest- and highest-performing students

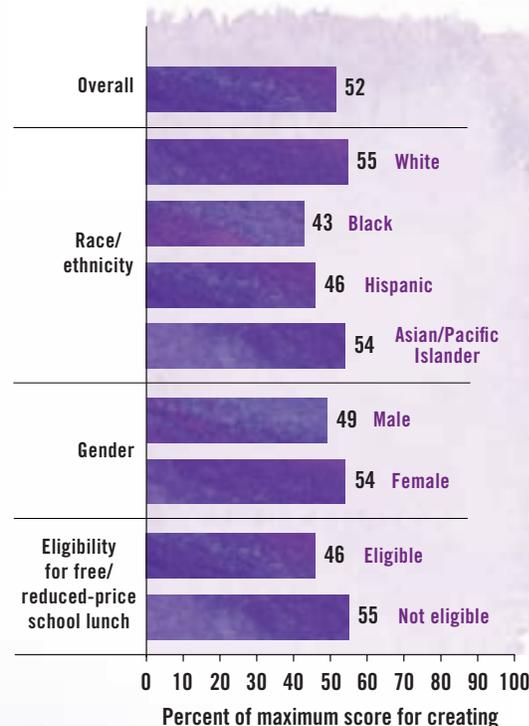
Visual arts responding scale score



CREATING questions assessed students' ability to communicate in works of art, think of different solutions to visual problems, and generate ideas for and then create works of art and design.

- White and Asian/Pacific Islander students scored higher than Black and Hispanic students
- Female students scored higher on creating tasks than male students
- Students from lower-income families scored lower than those from higher-income families

Visual arts creating task score



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Arts Assessment.

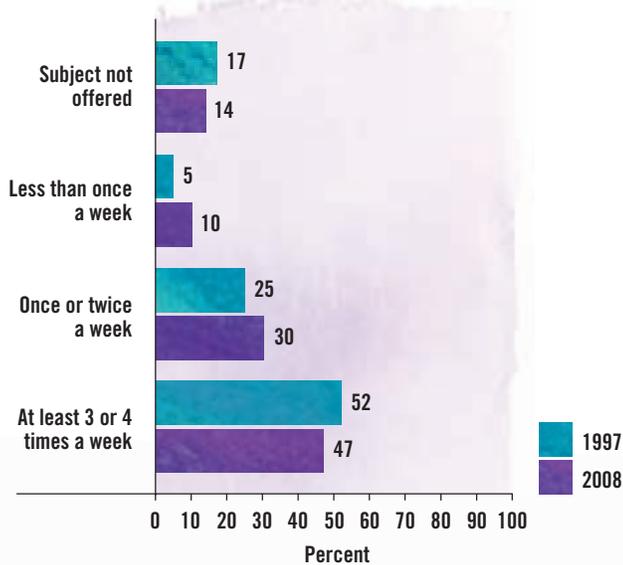


Context for Arts Education in Visual Arts

47% attended schools where visual arts instruction was offered at least 3 or 4 times a week in 2008

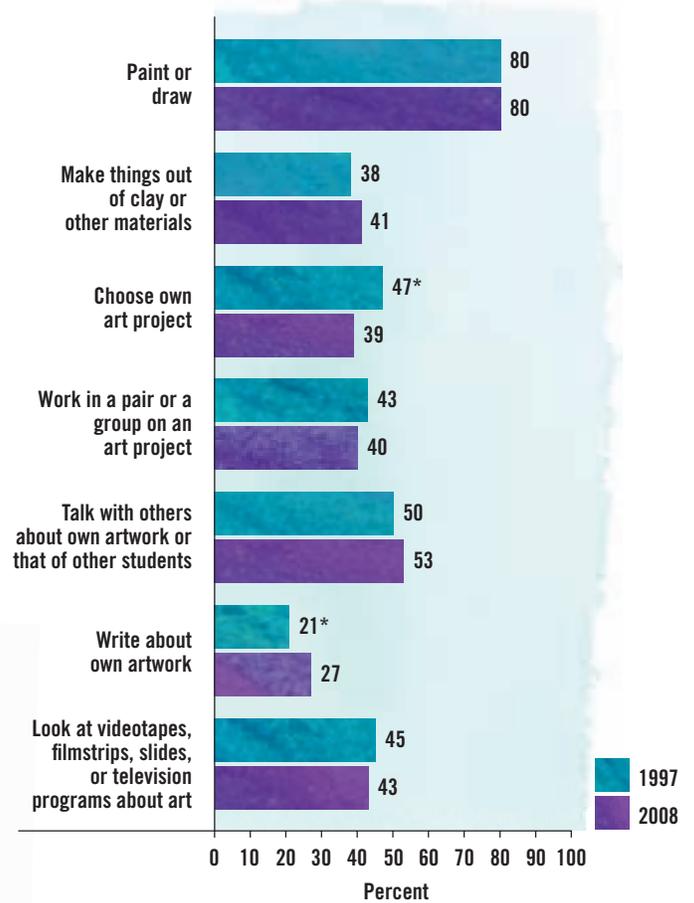
- No significant changes in the frequency of visual arts instruction from 1997 to 2008

Percentage of students by school-reported frequency with which instruction in visual arts is available



- More students asked to write about their artwork, and fewer students asked to choose their own art project since 1997

Percentage of students who participate in arts activities in school at least once a month



* Significantly different ($p < .05$) from 2008.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1997 and 2008 Arts Assessments.



What Students Know and Can Do in Visual Arts

Students were given a set of colored oil pastels, a charcoal pencil, a mirror, and a sheet of 12-inch by 18-inch white drawing paper to use to create a self-portrait that

expressed something important about their personalities. Students' self-portraits were rated using four scoring levels: Sufficient, Uneven, Minimal, and Insufficient.



4% rated "Sufficient"



25% rated "Uneven"



57% rated "Minimal"



14% rated "Insufficient"



What is The Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, the arts, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

To learn more about the arts framework, visit <http://www.nagb.org/publications/frameworks/arts-framework08.pdf>.

THE NATION'S REPORT CARD

Arts 2008

Music & Visual Arts HIGHLIGHTS

June 2009

MORE INFORMATION

The report release site is <http://nationsreportcard.gov>.

The NCES web electronic catalog is <http://nces.ed.gov/pubsearch>.

For ordering information, write to
U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs

or order online at <http://www.edpubs.org>.

CONTACT

Emmanuel Sikali
202-502-7419
emmanuel.sikali@ed.gov

