

Questions for Art Education

Current and Former Grantees

1. What are the most important impacts of arts education that current broadly-used assessment mechanisms miss? Are there any examples of truly outstanding schools or programs that are evidence-based and tracking one or more of these hidden impacts?
2. What type of assessment measures and tools could be relied on for a new GPRA measure of student proficiency in the arts (i.e., arts knowledge and skills independent of other subjects) be are there in the arts?
3. What differentiates a quality learning experience in arts education from a quality experience with any other subject matter?
4. What valid and reliable alternative measures to standardizes test scores could be considered for AEMDD grantees to gauge student achievements in math and literacy? How about in academic achievement more generally?
- 5.
6. There are some specific areas of impact that we are interested in exploring and would appreciate your thoughts on. If we were going to ask art educators to attempt to measure impact with any of the following concepts, what are the ones that you think are most important and what are the ones that you think are least important?
 - Non-cognitive skills such as:
 - Academic Mindset
 - Academic Perseverance
 - Academic Behaviors
 - Social Skills
 - Student sense of curiosity
 - Student sense of belonging
 - Creativity
 - Other
7. Based on your firsthand experience the AEMDD GPRA measures, what is the question that we did not ask that you think we should be asking?

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