National Center for Education Statistics

2016 Arts Music and Visual Arts Grade 8 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Additional Detail for National Average Responding Scores and Mean Percentage Correct for Multiple Choice Questions

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Percentage of students and average responding scale score in NAEP music at grade 8, by selected student and school characteristics: 2008 and 2016

Student and school characteristics	Percentage of students		Average score	
	2008	2016	2008	2016
Gender				
Male	50	51	145 *	140
Female	50	49	155	155
Race/ethnicity				
White	61 *	50	161	158
Black	15	13	130	129
Hispanic	18 *	27	129 *	135
Asian/Pacific Islander	5	6	159	162
Asian	—	6	—	163
Native Hawaiian/Other Pacific Islander	—	#	—	‡
American Indian/Alaska Native	1	1	‡	‡
Two or More Races	1 *	3	‡	149
Eligibility for free/reduced-price school lunch				
Eligible	36 *	49	132	134
Not eligible	57 *	43	161	160
Information not available	7	8	156	157
Highest level of parental education				
Did not finish high school	7	7	127	130
Graduated from high school	15	15	140	138
Some education after high school	17 *	14	152	146
Graduated from college	51	52	161	158
Type of school				
Public	93	92	149	146
Private	7	8	163	160
Catholic	6 *	3	163	156
School location				
City	29	30	142	140
Suburb	37	45	155	153
Town	12	7	156	143
Rural	22	18	150	149
Region				
Northeast	17	15	154	152
Midwest	24	21	158	152
South	35	40	147	146
West	24	24	144	143
Students with disabilities (SD)				
SD	10	12	115	114
Not SD	90	88	154	152
English language learners (ELL)				
ELL	5	7	108	109
Not ELL	95	93	152	150

— Not available.

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different (*p* < .05) from 2016.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students who reported highest level of parental education was unknown. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 and 2016 Arts Assessments.

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Percentage of students and average responding scale score in NAEP visual arts at grade 8, by selected student and school characteristics: 2008 and 2016

Student and school characteristics	Percentage of students		Average score	
	2008	2016	2008	2016
Gender				
Male	51	51	145	142
Female	49	49	155	156
Race/ethnicity				
White	61 *	52	160	158
Black	14	13	129	128
Hispanic	17 *	26	134	139
Asian/Pacific Islander	5	6	156	166
Asian	—	5	—	167
Native Hawaiian/Other Pacific Islander	—	#	—	‡
American Indian/Alaska Native	2	1	‡	‡
Two or More Races	1	2	‡	155
Eligibility for free/reduced-price school lunch				
Eligible	37 *	47	132 *	137
Not eligible	56 *	45	161	159
Information not available	8	8	156	161
Highest level of parental education				
Did not finish high school	8	8	137	137
Graduated from high school	17 *	14	138	139
Some education after high school	17 *	14	154	150
Graduated from college	47 *	53	161	159
Type of school				
Public	92	92	149	148
Private	8	8	159	164
Catholic	5	4	169	164
School location				
City	29	30	144	145
Suburb	36	44	155	152
Town	13	8	149	147
Rural	22	19	151	148
Region				
Northeast	17	16	160	160
Midwest	24	21	155	148
South	36	40	147	146
West	24	23	143	148
Students with disabilities (SD)				
SD	11	12	116	113
Not SD	89	88	154	154
English language learners (ELL)				
ELL	6	6	111	113
Not ELL	94	94	152	151

— Not available.

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

* Significantly different (p < .05) from 2016.

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students who reported highest level of parental education was unknown. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

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Percentage correct for multiple-choice questions in NAEP music at grade 8: 1997, 2008, and 2016

Question description	Percent correct		
	1997	2008	2016
Overall	**53 ***	**51**	**49**
Identify directional contour of part of melodic phrase	79	77	77
Identify form of vocal music in a recording (musical excerpt 1)	78	76	76
Identify the type of instrumental ensemble performing an excerpt	75 *	71 *	65
Identify form of musical examples as theme and variations	64	64	65
Identify a bass clef symbol	63	62	59
Select a line drawing reflective of the texture of an example of music	52	52 *	56
Identify pitch contour of melody in a recording	63 *	56	55
Identify a half note in printed music	52	56	54
Identify an appropriate texture drawing for a homophonic excerpt	51	48 *	53
Identify the solo instrument beginning "Rhapsody in Blue"	52	50	51
Identify saxophone as instrument playing melody	66 *	56 *	50
Identify term best describing the texture	47	47	49
Identify a correct time signature for a piece of printed music	55 *	52	48
Identify form of vocal music in a recording (musical excerpt 2)	60 *	49	48
Identify an appropriate description of the texture of a recorded excerpt	50 *	44	41
Identify the name of a pitch shown in the treble clef	42	41	40
Identify correct time signature for recorded excerpt	42	43 *	38
Identify the term for fermata symbol	38	33	35
Identify an octave interval in a printed score	37	38 *	32
Identify which voices enter first in a choral excerpt	32	28	29
Identify the quality of a triad in a printed score	15 *	21	19

* Significantly different ($p < .05$) from 2016.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics,
National Assessment of Educational Progress (NAEP), 1997, 2008, and 2016 Arts Assessments.

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Percentage correct for multiple-choice questions in NAEP visual arts at grade 8: 1997, 2008, and 2016

Question description	Percent correct		
	1997	2008	2016
Overall	**42**	**42**	**43**
Identify an example of 20th-century western art	55	59	59
Infer from photograph advantages of shrink-wrap packaging	57	57	56
Identify purpose of insulating package material	61	62 *	56
Identify an example of a Renaissance painting	48 *	50	55
Identify compositional emphasis in a Bearden collage	49	46	45
Identify an important compositional aspect of a Kollwitz self-portrait	40	37 *	41
Identify a technical similarity between Schiele and Kollwitz self-portraits	36	37 *	41
Identify the style of an artwork as surrealism	27 *	31 *	36
Identify a stylistic emphasis in a Bearden collage	29	35	35
Identify genre of a Bearden collage	34	37	33
Identify a compositional feature of a medieval artwork	39 *	32	32
Identify an artistic style that influenced cubism	25	22	22

* Significantly different ($p < .05$) from 2016.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1997, 2008, and 2016 Arts Assessments.

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School and student participation rates in NAEP arts at grade 8, by subject and type of school: 2016

Subject and type of school	School participation		Student participation	
	Number of schools participating	Weighted percent	Number of students assessed	Weighted percent
Music				
Nation	**270**	**93**	**4,300**	**93**
Public	240	95	3,900	93
Private	30	76	400	91
Visual arts				
Nation	**280**	**93**	**4,400**	**94**
Public	250	95	4,000	94
Private	30	76	400	93

NOTE: The numbers of schools are rounded to the nearest ten, and the numbers of students are rounded to the nearest hundred. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment.

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Percentage of students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP music at grade 8, as a percentage of all students: 2008 and 2016

Student characteristics	2008	2016
SD and/or ELL		
Identified	17	19
Excluded	2	2
Assessed	15	17
Without accommodations	6	6
With accommodations	8	11
SD		
Identified	12	13
Excluded	1	2
Assessed	10	12
Without accommodations	3	3
With accommodations	7	9
ELL		
Identified	6	7
Excluded	1	1
Assessed	5	7
Without accommodations	4	4
With accommodations	2	3

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 and 2016 Arts Assessments.

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Percentage of students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP visual arts at grade 8, as a percentage of all students: 2008 and 2016

Student characteristics	2008	2016
SD and/or ELL		
Identified	17	18
Excluded	2	2
Assessed	16	17
Without accommodations	6	6
With accommodations	10	10
SD		
Identified	12	13
Excluded	2	1
Assessed	11	12
Without accommodations	2	3
With accommodations	8	9
ELL		
Identified	6	7
Excluded	1	1
Assessed	6	6
Without accommodations	4	3
With accommodations	2	2

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 and 2016 Arts Assessments.

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Percentage of students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP music at grade 8, as a percentage of identified SD and/or ELL students: 2008 and 2016

Student characteristics	2008	2016
SD and/or ELL		
Excluded	10	10
Assessed	90	90
Without accommodations	39	31
With accommodations	51	58
SD		
Excluded	12	12
Assessed	88	88
Without accommodations	26	19
With accommodations	62	69
ELL		
Excluded	10	8
Assessed	90	92
Without accommodations	59	52
With accommodations	31	40

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 and 2016 Arts Assessments.

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Percentage of students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP visual arts at grade 8, as a percentage of identified SD and/or ELL students: 2008 and 2016

Student characteristics	2008	2016
SD and/or ELL		
Excluded	11	10
Assessed	89	90
Without accommodations	33	34
With accommodations	55	56
SD		
Excluded	13	10
Assessed	87	90
Without accommodations	20	23
With accommodations	67	67
ELL		
Excluded	8	11
Assessed	92	89
Without accommodations	57	51
With accommodations	35	37

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 and 2016 Arts Assessments.

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Percentage of students identified as students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP music at grade 8 with accommodations, by SD/ELL category and type of accommodation: 2016

Type of accommodation	SD and/or ELL	SD	ELL
Bilingual dictionary	1.10	0.13	1.10
Braille presentation	#	#	#
Braille response	#	#	#
Breaks	1.58	1.54	0.16
Cue to stay on task	0.27	0.27	0.07
Directions read aloud in English	1.27	1.15	0.39
Directions read aloud in Spanish	0.04	#	0.04
Extended time	9.30	7.65	2.47
Large-print booklet	0.05	0.05	#
Magnification device	#	#	#
One-on-one	0.16	0.16	0.06
Other	0.07	0.07	#
Read aloud (all)	3.64	3.37	0.70
Read aloud (occasional)	2.00	1.45	0.72
School staff administers	0.10	0.08	0.06
Scribe	0.09	0.09	#
Small group	5.28	5.00	0.73
Special equipment	0.35	0.35	0.07

Percentages less than .005.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment.

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Percentage of students identified as students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP visual arts at grade 8 with accommodations, by SD/ELL category and type of accommodation: 2016

Type of accommodation	SD and/or ELL	SD	ELL
Bilingual dictionary	0.95	0.11	0.95
Breaks	1.28	1.28	0.10
Cue to stay on task	0.27	0.27	0.02
Directions read aloud in English	1.09	1.00	0.26
Directions read aloud in Spanish	0.11	0.02	0.11
Extended time	8.16	6.98	1.87
Magnification device	0.02	0.02	#
One-on-one	0.09	0.09	#
Other	0.15	0.15	0.04
Read aloud (all)	3.56	3.36	0.64
Read aloud (occasional)	1.58	1.25	0.49
School staff administers	0.06	0.06	#
Scribe	0.04	0.04	#
Sign language presentation	#	#	#
Sign language response	#	#	#
Small group	5.09	4.95	0.62
Special equipment	0.24	0.24	0.04

Percentages less than .005.
NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment.