

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

A New Mascot

Grade 5

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Table of Contents

Introductionii

Overview 1

Test Administration: Expectations..... 1

Description of the Performance Assessment 2

Learning Standards 2

Supporting Materials and Resources for Teachers..... 3

 Preparation for Administering the Assessment..... 3

 Recommendations for Time Management..... 5

Assessment Task 6

 Teacher’s Instructions to Students 6

 Accommodations 6

 Student’s Task..... 6

Glossary..... 13

Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ♦ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ♦ Inform future teaching practices.
- ♦ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ♦ directions for administration
- ♦ assessment task
- ♦ scoring rubrics
- ♦ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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A New Mascot

An OSPI-Developed Performance Assessment

Visual Arts
Grade 5

Overview

This document contains information essential to the administration of *A New Mascot*, an OSPI-developed arts performance assessment for visual arts (Grade 5). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ♦ As an integral part of instruction.
- ♦ As a benchmark, interim, or summative assessment.
- ♦ As a culminating project.
- ♦ As an integral part of a unit of study.
- ♦ As a means of accumulating student learning data.
- ♦ As an individual student portfolio item.

Synopsis of *A New Mascot*

Each student presents an idea for a new school mascot. The student's proposal must include a 2-D sketch of the head of the animal that the student has chosen to be the mascot. The student must then create (out of paper) a 3-D mask of the head to show what the mascot will look like.

Students are also required to describe their designs.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ♦ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task. Students must complete all required sketches on the response sheets provided.
- ♦ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

Anchor 2.1 Grade 5	VA:Cr2.1.5	a. Experiment and develop skills in multiple art-making techniques and approaches through practice.
Anchor 3 Grade 5	VA:Cr3.1.5	a. Create artist statements using art vocabulary to describe personal choices in art-making.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ♦ copies of the task, including the glossary of terms (one set for each student)
- ♦ copies of the student-response sheets (one set for each student)
- ♦ pencils and erasers
- ♦ colored pencils and/or crayons
- ♦ sheets of construction paper in a variety of colors
- ♦ scissors
- ♦ glue
- ♦ tape
- ♦ staplers
- ♦ audiovisual or audio recorder (if needed for individual responses)
- ♦ camera (optional)

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, glossary of terms, and response sheets. Make one set of copies for each student.
- ♦ Provide pictures of animals for students to look at before they create their sketches and masks. These images can be from books, websites, photographs, magazines, or other sources.
- ♦ Explain to students that they may choose either a horizontal or vertical format when creating their sketches on the response sheets.
- ♦ Students will use colored pencil or crayon to create the sketch of the mask. The colors of the construction paper that you provide should match the colors of the pencils or crayons.
- ♦ Tape and glue can be of any variety.

- ♦ Students manipulate paper to create all the textures using construction (e.g., stapling, taping, and gluing) and/or sculptural techniques (e.g., cutting, folding, rolling, twisting, curling, scoring, and bending). Rubbings may not be used for texture.
- ♦ Emphasize to students that smooth is not a texture to be used for the mask.
- ♦ If you take photographs for use in documentation and portfolios, the images should show the three-dimensional characteristics of the masks. The student's name/number must be included in each photograph (as per district policy and not required for this assessment).
- ♦ Students who respond in writing must include their names/numbers on their response sheets.
- ♦ To meet individual needs, a student may dictate response-sheet answers to a teacher or aide, who will write them down.
- ♦ As an alternative to a written response, you may permit audiovisual or audio recording.
 - Video set up should be in a defined space so that the speaker can be seen at all times. Coach the students who are being recorded to face the recording device when they are responding
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning the response.
 - Students must have a copy of the response sheet when they are being recorded.
 - The teacher's role during recording is to read questions.
- ♦ Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ♦ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

Day 1

- | | |
|-------------|---|
| 15 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions and distributes all materials. |
| 25 minutes: | The students sketch their mascot masks. |
| 5 minutes: | The teacher collects all sketches and materials. |

Day 2

- | | |
|-------------|--|
| 5 minutes: | The teacher returns sketches and materials to the students. |
| 35 minutes: | The students create their 3-D masks. |
| 5 minutes: | The teacher collects all sketches, materials, and 3-D masks. |

Day 3

- | | |
|-------------|--|
| 5 minutes: | The teacher distributes materials, sketches, masks, and response sheets. |
| 15 minutes: | The students complete their masks. |
| 20 minutes: | The students complete the response sheets. |
| 5 minutes: | The teacher collects materials, sketches, masks, and response sheets. |

Day 4

- | | |
|------------|---|
| (Optional) | Add time if needed for recording or for writing down responses of students who will dictate their answers to an instructional aide. |
|------------|---|
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the Grade-5 Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *A New Mascot*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ♦ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ♦ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- ☒ The student's task: *A New Mascot* (Grade 5)
- ☒ Assessment rubric
- ☒ Response sheets

A New Mascot

A new school is opening in your district, and the local school board would like the new school's mascot to be a kind of animal. You have been asked to submit your idea for the mascot. The mascot costume will be worn at school programs. The head of the mascot costume will be a 3-D mask with a variety of 3-D textures.

You would like your idea to be selected as an option for the mascot. You will submit a proposal for the animal mascot that includes a 2-D sketch of the animal's head. Then you will need to create a 3-D mask of the animal's head out of paper so that the school board members can see what the mascot will look like. The school board would also like you to describe your design.

Your Task

First, create your sketch—

The members of the school board explain that you must meet the following requirements when you create the sketch of your mask:

- ☐ Select and sketch an easily recognizable animal's head for the mask. Draw a full-frontal view with at least four facial features. Use the entire space on the response sheet.
- ☐ Label and draw three different textures that you will use in the 3-D mask. The smooth texture of the paper does not count as one of the textures.
- ☐ Use at least three different colors in your sketch to create contrast between the different features of the mask. Choose any colors you wish to use for your animal. Identify which two colors will be the new school's colors.

Second, create your 3-D mask—

The members of the school board explain that you must meet the following requirements when you create your mask:

- ☐ Match your mask to your sketch.
- ☐ Create the form and features of the mask using the paper provided and applying construction techniques (such as stapling, cutting, gluing, and taping) and/or sculptural techniques (such as cutting, folding, rolling, twisting, curling, scoring, and bending).

- ☐ Create three different actual textures by applying sculptural techniques (such as cutting, folding, rolling, twisting, curling, scoring, and bending) to the paper provided.
- ☐ Use three (or more) different colors to create contrast between the different features of the mask; make sure that you use the same colors for the mask that you used in your sketch.

Third, show how you fulfilled the school board's requirements—

The school board would like you to describe the choices that you made while creating your mascot.

- ☐ In your response, explain how you made each of the actual textures and indicate your choice of colors.

You will have time to create your sketch of the mask, time to create the 3-D mask, and additional time to complete your response.

A New Mascot

	4 Points	3 Points	2 Points	1 Point
Creating (process)	The student demonstrates a thorough understanding of the creative process by meeting all four of the following requirements: ♦ Selects and sketches an easily recognizable animal's head and uses the entire space provided to create the sketch. ♦ Draws a full-frontal view, with at least four facial features. ♦ Labels and draws three different visual textures that represent the textures in the animal mask. ♦ Plans for the use of at least three different colors in the mask.	The student demonstrates an adequate understanding of the creative process by meeting three of the four requirements listed at left.	The student demonstrates a partial understanding of the creative process by meeting two of the four requirements listed at left.	The student demonstrates a minimal understanding of the creative process by meeting one of the four requirements listed at left.
Creating (elements)	The student demonstrates a thorough understanding of the elements of visual arts by meeting all four of the following requirements: ♦ Creates a 3-D mask that follows the intent of the 2-D sketch. ♦ Uses and explains how construction techniques (e.g., stapling, cutting, gluing, taping) and/or sculptural techniques (e.g., cutting, folding, rolling, twisting, curling, scoring, bending) were used to create the form and features of the 3-D mask. ♦ Uses and explains how the actual textures were constructed in the 3-D mask. ♦ Uses at least three different colors on the mask to create contrast between the different features of the mask.	The student demonstrates an adequate understanding of the elements of visual arts by meeting three of the four requirements listed at left.	The student demonstrates a partial understanding of the elements of visual arts by meeting two of the four requirements listed at left.	The student demonstrates a minimal understanding of the elements of visual arts by meeting one of the four requirements listed at left.

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score (process)	4	3	2	1
Creating Score (elements)	4	3	2	1

Your Sketch

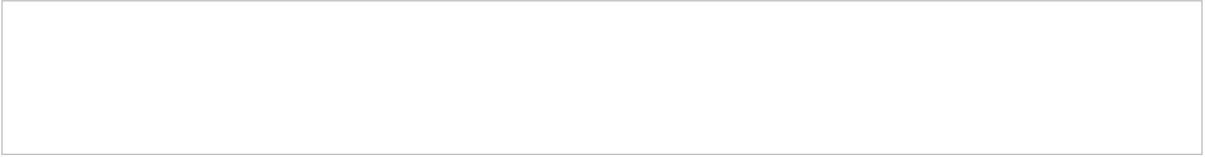
Draw a sketch of the mascot's head using the entire space below. Use three or more colors in your sketch.



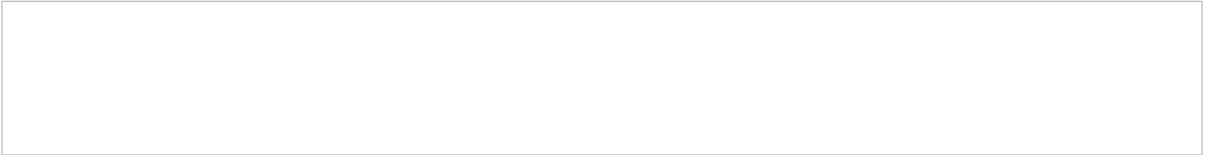
1. What kind of animal head did you draw?

2. Draw and label three visual textures that appear on your sketch and that will become the actual textures on your 3-D mask.

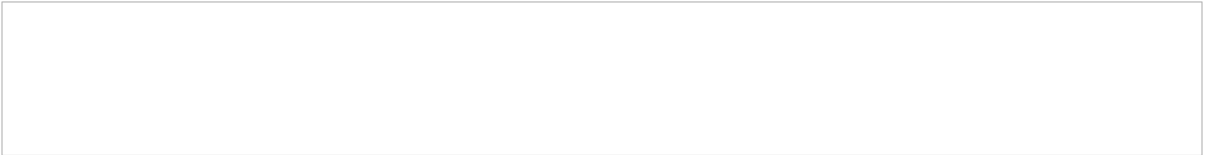
texture a



texture b



texture c

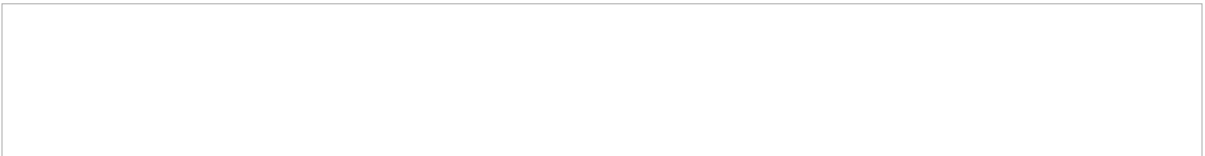


3. What three colors did you use on your sketch? Put a star by the two colors that you have chosen to be the new school's colors.

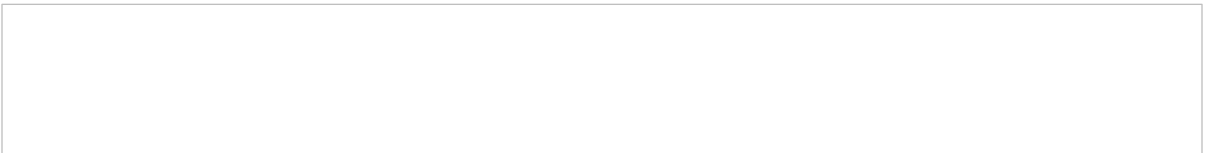
color a



color b



color c



Student's Name/ID# _____ Grade Level _____

Responses (3-D mask)

Respond to the following prompts to explain to the members of the school board how you met their requirements when designing and creating your mask.

1. Name two construction and/or sculptural techniques that you used to create the form and features of your 3-D mask:

technique #1

technique #2

2. Explain how you used sculptural techniques to create the actual textures of your 3-D mask.

texture #1

texture #2

texture #3

Glossary

color: an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity

contrast: a principle of design; a technique that shows differences in the elements of visual arts in an artwork, such as smooth/rough textures, light/dark colors, or thick/thin lines

form: an element of visual arts; a three-dimensional object that has height, length, width, and depth

intermediate color: a color created by mixing a primary color with the secondary color next to it; also called a tertiary color; intermediate colors include red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet

primary colors: the basic colors from which all other colors are mixed: traditionally, red, yellow, and blue; no other colors can be mixed to make primary colors

sculptural techniques: different ways to create three-dimensional (3-D) forms; for example, cutting, folding, rolling, twisting, curling, scoring, bending, additive and subtractive processes, attaching, joining, carving, and combining objects to create assemblages

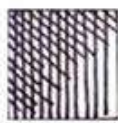
secondary color: a color that is created by mixing two primary colors together in equal parts: green, violet, and orange

sketch: a drawing without much detail, usually completed in a short amount of time, and sometimes used as a rough draft for later work; a drawing that catches the general appearance or impression of an object or place; a drawing that blocks in a quick plan for a composition

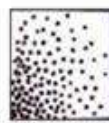
texture: an element of visual arts; the portrayal of the quality of a surface by using drawing techniques to create texture and patterns, such as stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes (see examples below); actual texture is how something feels when touched; visual texture (also called simulated texture) is how something appears to feel



hatching



cross-hatching



stippling



scribbling



repeating
broken lines



repeating
shapes



smudging/
blending

three-dimensional or 3D: having actual height, width, and depth and existing in three dimensional spaces; or having the illusion of existing in three dimensions

Terms in italics are reproduced from the glossary of the National Core Arts: Visual Arts Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

Additional Vocabulary

The following vocabulary terms are also useful for this assessment.

construction techniques: different ways to put materials together (e.g., stapling, cutting, gluing, and taping)