

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

One-of-a-Kind Shoe

Grade 5

Office of Superintendent of Public Instruction
March 2018



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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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One-of-a-Kind Shoe

An OSPI-Developed Performance Assessment

Visual Arts
Grade 5

Overview

This document contains information essential to the administration of *One-of-a-Kind Shoe*, 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 *One-of-a-Kind Shoe*

Each student assumes the role of a graphic illustrator who has been hired by the owner of a shoe company to design a new shoe:

The student will design and develop a sketch of a shoe that the student thinks will appeal to the company's customers. The sketch must demonstrate an understanding of line, value, and texture. The student must also identify these elements in the illustration.

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 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 1 Grade 5 | VA:Cr1.1.5 | a. Combine ideas to generate an innovative idea for art-making. |
| Anchor 1 Grade 5 | VA:Cr1.2.5 | a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. |
| Anchor 3 Grade 5 | VA:Cr3.1.5 | a. Create artist statements using art vocabulary to describe personal choices in art-making. |
| Anchor 7 Grade 5 | VA:Re7.1.5 | a. Compare one's own interpretation of a work of art with the interpretation of others. |

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)
- ♦ shoes (one for each student)
- ♦ pencils and erasers
- ♦ one 9 x 12 sheet of white drawing paper per student
- ♦ one piece of newsprint per student to prevent smearing of pencil (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.
- ♦ Ask students to wear their favorite shoes to class the day of the task. Be sensitive to students' needs. If necessary, students can use the second shoe of a classmate, or you can provide a selection of shoes.
- ♦ Instruct students to place their shoes on their desktops in a side-view position.
- ♦ If you will be taking photographs for use in documentation and portfolios, make sure that the photos show both the sketch and the shoe. The students' names/numbers should be included in each photograph (as per district policy; this is not a requirement of the assessment).
- ♦ As an alternative to a written response, you may permit video or audio recording. Coach the students to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- ♦ A student may dictate response-sheet answers as necessary to meet the student's needs. 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. |
| 30 minutes: | The students have 30 minutes to complete contour drawings of their shoes (from observation) and to add lines to create six basic shapes inside the drawings of the shoes. |
| 5 minutes: | The teacher collects all materials. |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes all materials to the students. |
| 50 minutes: | The students complete their drawings, adding values and textures. |
| 5 minutes: | The teacher collects all materials. |

Day 3

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes all materials to the students. |
| 40 minutes: | The students complete the response sheets, and the teacher makes a video recording of students who respond orally. (Note: The teacher may record responses on an additional day.) |
| 5 minutes: | The teacher collects all materials, including response sheets. |
-

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 *One-of-a-Kind Shoe*."
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: *One-of-a-Kind Shoe* (Grade 5)
- ☒ Assessment rubric
- ☒ Response sheets (optional)

One-of-a-Kind Shoe

A shoe company has recently moved into your area. The owner of the shoe company visited your class and explained that a graphic illustrator is a person who designs and draws ideas for future products. The owner has hired you as a graphic illustrator to design and name a new shoe that will appeal to a person your age.

The owner of the shoe company will give you time to sketch your plan of the new shoe and create your drawing. The owner requires that your drawing demonstrate your understanding of the elements *line*, *value*, and *texture*. You will also need to identify these elements in your drawing. Your shoe design and response will be presented to the owner for final approval.

Your Task

First, create your drawing—

The owner of the shoe company explains that you must meet the following requirements when creating the illustration of your shoe:

- ☐ Use a pencil to draw an outline (**contour line**) of the shoe.
- ☐ Work large, from direct observation, and fill the page.
- ☐ Use lines to create at least six basic **shapes** inside the shoe (for example, sole, heel, toe, ankle support, tongue, shoelaces, or hook-and-loop closures).
- ☐ Create **values** and **textures** that add details to your shoe. (The white of the paper will not be considered a value or a texture.)
- ☐ Use repetition of four types of line (for example, horizontal, vertical, diagonal, curved, or zigzag) throughout your design.
- ☐ Use types of line to make three different values (light, medium, dark) in your design.
- ☐ Use types of line to make three different textures in your design. (Techniques to create textures are stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes.)
- ☐ Use your imagination to name your shoe.

Second, identify the elements that you used and explain your design —

The shoe company owner explains that you must meet the following requirements when responding to your illustration:

- ☐ Name the shoe and explain why you gave it this name.
- ☐ Draw and name four types of line used in your illustration.
- ☐ Draw and name three different values (light, medium, dark) that you used in your illustration.
- ☐ Draw and name the different textures that you created in your illustration using three of the following techniques:
 - stippling
 - hatching
 - crosshatching
 - scribbling
 - broken lines
 - repeating lines
 - repeating shapes

One-of-a-Kind Shoe

| | 4 Points | 3 Points | 2 Points | 1 Point |
|------------|---|---|---|---|
| Creating | The student uses four types of line (horizontal, vertical, diagonal, curved, and zigzag) throughout the illustration. | The student uses three types of line throughout the illustration. | The student uses two types of line throughout the illustration. | The student uses one type of line throughout the illustration. |
| Creating | <p>The student demonstrates a thorough understanding of the elements and principles of art by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ♦ Used a contour line to draw the shoe large enough to fill the page. ♦ Used lines to create at least six shapes within the contour of the shoe. ♦ Used repetition of lines to create three different values (light, medium, dark). ♦ Used repetition of lines to create three different textures. | The student demonstrates an adequate understanding of the elements and principles of art by meeting three of the requirements listed at left. | The student demonstrates a partial understanding of the elements and principles of art by meeting two of the requirements listed at left. | The student demonstrates a minimal understanding of the elements and principles of art by meeting one of the requirements listed at left. |
| Responding | <p>The student demonstrates a thorough understanding of the elements of art by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ♦ Named the shoe. ♦ Named and drew the four types of lines correctly. ♦ Identified and showed three different values (light, medium, dark) accurately. ♦ Identified and showed three different textures accurately | The student demonstrates an adequate understanding of the elements of art by meeting three of the requirements listed at left. | The student demonstrates a partial understanding of the elements of art by meeting two of the requirements listed at left. | The student demonstrates a minimal understanding of the elements of art by meeting one of the 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 | 4 | 3 | 2 | 1 |
| Creating Score | 4 | 3 | 2 | 1 |
| Responding Score | 4 | 3 | 2 | 1 |

Responses

1. What did you name your shoe? Why did you give it this name?

2. In the table below, draw examples of the four different types of line that you used in your drawing and describe where each line is located on the shoe.

| Write the name of the line: | Draw it and describe where it appears on the shoe: |
|-----------------------------|--|
| Line Type #1 Name | |
| Line Type #2 Name | |

| Write the name of the line: | Draw it and describe where it appears on the shoe: |
|-----------------------------|--|
| Line Type #3 Name | |
| Line Type #4 Name | |

3. In the table below, draw examples of the three different values that you used in your drawing. Label each value and describe where it is used.

| Label the value: | Draw it and describe where it appears on the shoe: |
|-------------------------------|--|
| Value Type #1 Label | |
| Value Type #2 Label | |
| Value Type #3 Label | |

4. In the table below, draw examples of the three different textures that you used in your drawing. Label each texture and describe where it is located on the shoe.

| Label the texture: | Draw it and describe where it appears on the shoe: |
|--------------------------|--|
| Texture Type #1 Label | |
| Texture Type #2 Label | |
| Texture Type #3 Label | |

Glossary

contour line: the line that defines a form or the edge of an object's outline

contour-line drawing: a line drawing that follows the visible edges of a shape or form, both exterior and interior

line types: the variety of directions and shapes that a line may have: vertical, horizontal, diagonal, curved, zigzag

repetition: the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity

shape: an element of visual arts; a two-dimensional (flat) area enclosed by a line:

geometric: shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid.

organic: shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes

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

value: an element of visual arts; the lightness and darkness of a line, shape, or form; a measure of relative lightness and darkness



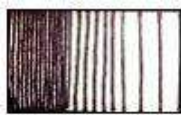
Terms in italics are reproduced from the glossary of the National Core Arts: Visual Arts Standards by the National Coalition for Core Arts Standards.

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 terms and examples are also useful for this assessment.

line types (examples): examples of types of line used to create value are:



vertical



horizontal



diagonal



zigzag



curved