

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Cartoon Comments

High School Proficient

Office of Superintendent of Public Instruction
April 2019



Office of Superintendent of Public Instruction
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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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Cartoon Comments

An OSPI-Developed Performance Assessment

Visual Arts
Proficient

Overview

This document contains information essential to the administration of *Cartoon Comments*, an OSPI-developed arts performance assessment for visual arts (High School Proficient). 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 *Cartoon Comments*

Each student draws a political cartoon about the question of whether the campus should be open or closed.

After choosing a statement or position on the issue, the student must convey it in a persuasive, one-panel cartoon. The student will first create several sketches and then develop one of these sketches into the final cartoon.

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.

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 1.2 High School Proficient	VA:Cr1.2.I	a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
Anchor 7.1 High School Proficient	VA:Re7.1.I	a. Hypothesize ways in which art influences perception and understanding of human experiences.
Anchor 7.2 High School Proficient	VA:Re7.2.I	a. Analyze how one’s understanding of the world is affected by experiencing visual imagery.
Anchor 11 High School Proficient	VA:Cn11.1.I	a. Describe how knowledge of culture, traditions, and history may influence personal responses to art.

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 cover sheet (one for each student)
- ♦ pencils and erasers
- ♦ fine-tip black pens
- ♦ rulers
- ♦ one 9 x 12" sheet of newsprint per student (for sketches)
- ♦ two 8.5 x 11" or 9 x 11" sheets of drawing paper per student
- ♦ camera (optional)

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, rubric, cover sheet, and glossary. Make one set of copies for each student.
- ♦ Distribute paper and tools.
- ♦ Note that the rough draft and thumbnail sketches should show preliminary work. The final cartoon must be completed in black ink.
- ♦ If you take photos for use in the student's portfolio and to document the student's work, the photographs should show the final drawings; you should also include the student's name and number with each photograph.
- ♦ Students should write their names/numbers on the backs of their drawings.
- ♦ Students should also write their names/numbers on their cover sheets (see the student's section of 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.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- ♦ The first rubric (communication for a purpose) assesses the use of graphics, elements of visual arts, and principles of design.
 - Second bullet: The political statement that the student makes isn't necessarily a position; it can instead be the framing of an issue.
 - Third bullet: The gradations credited should have been produced through the use of black ink, as the task instructs. Using lead should not be counted as a gradation because the cartoon is supposed to be drawn in black ink.
 - Fourth bullet: For the focal point to receive credit, it has to be the focal point of the entire cartoon, not just individual panels of the cartoon.
- ♦ The second rubric (expression) assesses the use of those techniques to provide and support a position.
 - Fourth bullet: To receive credit for using the words *open campus* or *closed campus*, the student must include the word campus. Simply saying *open* or *closed* is not acceptable.

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 ask questions. The teacher answers any questions and distributes all materials. |
| 30 minutes: | The students complete three thumbnail sketches. |
| 5 minutes: | The teacher collects all sketches and materials. |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher returns all materials and sketches to the students. |
| 40 minutes: | The students start creating their cartoons. |
| 35 minutes: | The teacher collects all sketches, drawings, and materials. |

Day 3

- | | |
|-------------|---|
| 5 minutes: | The teacher returns all sketches, drawings, and materials. |
| 20 minutes: | The students finish their cartoons. |
| 5 minutes: | The teacher collects all sketches, drawings, and materials. |
-

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 high school proficient, Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *Cartoon Comments*."
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 each student's cover sheet.

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: *Cartoon Comments* (High School Proficient)
- ☒ Assessment rubric
- ☒ Cover sheet (optional)

Cartoon Comments

Elections for student body president are next week. One of the main topics of the election is the issue of open versus closed campuses. Open campuses allow students to go off campus to eat lunch and return for afternoon classes. Closed campuses require students to eat lunch on campus, not leaving until the end of the school day.

You are the cartoonist for the school newspaper. Your editor has asked you to take a position on this issue and convey the position in a persuasive, one-panel political cartoon for the special election edition. The editor will give you time to create several sketches and to develop one of the sketches into the cartoon.

Your Task

First, create your sketches—

The editor explains that you must meet the following requirements when creating your sketches for the political cartoon:

- ☐ Create a one-panel political cartoon about open versus closed campuses.
- ☐ In your cartoon, take a position on the issue of open versus closed campuses.
- ☐ Use pencil to create at least three thumbnail sketches or rough drafts.
- ☐ Identify the one thumbnail sketch that will be used for the final cartoon.

Second, create your final illustration of the cartoon—

The editor explains that you must meet the following requirements when creating the illustration of your print-ready cartoon:

- ☐ Use black ink for the print-ready cartoon.
- ☐ Use words and/or captions to support your position.
- ☐ Use the words *open campus* or *closed campus* to label your cartoon.
- ☐ Use graphics (e.g., characters, images, details) to support the position.
- ☐ Exaggerate or simplify the elements of visual arts to convey the political statement.
- ☐ Use at least four values/shades when drawing the cartoon; use black ink to create these values/shades.
- ☐ Use all of the principles of design to create a central focal point in the cartoon.

Cartoon Comments

	4 Points	3 Points	2 Points	1 Point
Creating & Responding (communication)	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the deliberate use of artistic elements and principles to communicate for a specific purpose: ♦ Uses graphics (characters, images, details) effectively throughout the cartoon. ♦ Uses exaggeration or simplification of the elements of visual arts (line, shape/form, value, texture, space, color) to convey the political statement. ♦ Uses gradations of value (e.g., shading, cross-hatching). ♦ Creates a purposeful central focal point in the cartoon using the principles of design (balance, emphasis/dominance, proportion, movement/rhythm, repetition/pattern, variety, harmony, unity).	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of the deliberate use of artistic elements and principles to communicate for a specific purpose.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of the deliberate use of artistic elements and principles to communicate for a specific purpose.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of the deliberate use of artistic elements and principles to communicate for a specific purpose.
Creating & Responding (expression)	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how the expression of ideas and feelings can be used for a persuasive purpose: ♦ Creates an effective one-panel political cartoon that states a clear position on the subject of open versus closed campuses. ♦ Uses words and/or captions to support the position effectively. ♦ Uses graphics (characters, images, details) to support the position effectively. ♦ Uses the words <i>open campus</i> or <i>closed campus</i> as a label in the cartoon.	The student meets three of the requirements listed at left, demonstrating an adequate understanding of how the expression of ideas and feelings can be used for a persuasive purpose.	The student meets two of the requirements listed at left, demonstrating a partial understanding of how the expression of ideas and feelings can be used for a persuasive purpose.	The student meets one of the requirements listed at left, demonstrating a minimal understanding of how the expression of ideas and feelings can be used for a persuasive purpose.

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 & Responding (communication) Score	4	3	2	1
Creating & Responding (expression) Score	4	3	2	1

Your Political Cartoon

Submit this page with your planning sketches and your final drawing of the political cartoon.

In the space below, summarize the political statement that you depicted in your cartoon:

Glossary

balance: a principle of design; the arrangement of elements that makes individual parts of a composition appear equally important; an arrangement of the elements to create an equal distribution of visual weight throughout the format or composition. If a composition appears top- or bottom-heavy and/or anchored by weight to one side, it is not visually balanced. Types of balance:

symmetrical (formal balance): the image or form is equally weighted on both sides of a center line

asymmetrical (informal balance): the image or form is unevenly weighted

radial: the weight of the image or form radiates from a center point

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

dominance: a principle of design; the way an artwork shows emphasis; a way of organizing a composition so that one element or object in the composition is the strongest or most important part of the work. (see also emphasis)

elements of visual arts: the basic components that make up a work of art: color, form, line, shape, space, texture, and value (see Appendix 3 for grade-level skills):

color: the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness).

form: a three-dimensional object that has height, length, width, and depth.

line: the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush.

shape: a closed space made when a line connects to itself.

space: an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective.

texture: an element of visual arts that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel.

value: the lightness and darkness of a line, shape, or form.

emphasis: a principle of design; the importance assigned to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create a focal point or center of interest (see also dominance)

focal point: the part of an artwork that is emphasized in some way and attracts the eye and attention of the viewer; also called the center of interest

harmony: a principle of design; the creation of unity by stressing the similarities of separate, but related parts of the artwork

movement: a principle of design; the use of the elements of visual arts to draw a viewer's eye from one point to another in an artwork

pattern: a principle of design; the repetition of the elements of visual arts in an organized way; pattern and rhythm are both created through repetition; see rhythm for examples of regular, alternating, random, and progressive rhythmic patterns

principles of design of visual arts: a means of organizing the elements in a work of art: balance, contrast, emphasis/dominance, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety (see Appendix 3* for grade-level skills)

proportion: a principle of design; the relationship of parts to a whole or parts to one another in regards to size and placement

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

rhythm (visual): a principle of design; the repetition of elements of visual arts to create movement in an artwork; the following are types of visual rhythms:

alternating rhythm: created by repeating an element of visual arts at least twice, such as red-blue, red-blue, red-blue

angular rhythm: created by repeating two or more lines that have straight angles and edges

flowing rhythm: created by repeating wavy lines or curved shapes to suggest movement or motion

progressive rhythm: created by changing the shape or size of a motif incrementally so that the shape is altered every time it repeats

random rhythm: created by repeating the same elements, but without a recognizable order, such as stars in the sky

regular rhythm: created by repeating the same elements again and again

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

unity: a principle of art [design]; a successful combination of the elements of visual arts to create a sense of wholeness and visual completion in an artwork

variety: the use of the elements of visual arts to create differences in an artwork for visual interest

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).

*Appendix 3 can be found in the Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).