

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

The Perfect Gift

High School Proficient

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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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The Perfect Gift

An OSPI-Developed Performance Assessment

Visual Arts
Proficient

Overview

This document contains information essential to the administration of *The Perfect Gift*, 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 *The Perfect Gift*

First, the students look at a variety of portrait styles. Then, each student chooses one style and uses it to create a portrait of a friend.

Each student must also respond to a set of questions and prompts to explain how the student used the attributes of color and form to create the portrait in the chosen style.

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 1.2 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.
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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)
- ♦ prints of portraits in three different styles
- ♦ sheets of drawing and/or construction paper for each student
- ♦ pencils and erasers
- ♦ oil pastels, water colors, or other colored media
- ♦ a camera to document each student's artwork (optional)
- ♦ a recording device for accommodations (if needed)

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, rubric, response sheets, and glossary. Make one set of copies for each student.
- ♦ Gather paper, pencils, erasers, and other media.
- ♦ Choose at least three styles of artwork that are familiar to your students. If you are unable to display art prints, you may use photographs of realistic people instead. Some examples of portrait styles are:
 - Salvador Dali's *Face of Mae West* (surrealism)
 - Vincent van Gogh's *Self-Portrait with a Grey Hat* (Impressionism)
 - Pablo Picasso's *Woman with a Hat* (cubism)
 - Max Beckmann's *Self-Portrait* (expressionism)
- ♦ For any style that you include, be sure to provide typical examples of the style by multiple artists, both male and female.
- ♦ If you take photos for use in the student's portfolio and to document the student's work, the photographs should show the final portrait; you should also include the student's name and number with each photograph.

- ♦ Students should write their names and numbers on the backs of their portraits.
- ♦ Students who respond in writing must include their names/numbers on their response sheets.
- ♦ If necessary to meet individual needs, students may dictate their response-sheet answers (to be written down by a teacher or aide).
- ♦ As an alternative to a written response, you may permit audio or audiovisual recording.
 - Recording setup should be in a defined space so that the speaker can be seen at all times.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning the response.
 - Coach the students who are being recorded to face the recording device when they are responding.
 - 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 **four-day** suggested timeframe:

Day 1

- 15 minutes: The teacher displays different portrait styles and provides the class with the task and reads it aloud. The students ask questions. The teacher answers any questions and distributes all materials.
- 25 minutes: Each student chooses a style and sketches a portrait.
- 5 minutes: The teacher collects all sketches and materials.

Day 2

- 5 minutes: The teacher returns materials and sketches to the students.
- 35 minutes: The students begin their final portraits.
- 5 minutes: The teacher collects all sketches, portraits, and materials.

Day 3

- 5 minutes: The teacher returns all sketches, portraits, and materials.
- 35 minutes: The students finish final portraits and begin response sheets.
- 5 minutes: The teacher collects portraits, materials, and response sheets.

Day 4

- 5 minutes: The teacher returns portraits and response sheets.
 - 35 minutes: The students complete their response sheets. The teacher records or films students who respond orally.
 - 5 minutes: The teacher collects portraits and 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 high school proficient, Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *The Perfect Gift*."
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: *The Perfect Gift* (High School Proficient)
- ☒ Assessment rubric
- ☒ Response sheets (optional)

The Perfect Gift

Your class recently attended a gallery opening as an end-of-the-year field trip. Your friend was impressed by the variety of artistic styles exhibited at the show and noticed several attention-getting paintings. Upon returning to school that day, you had a brilliant idea: You decided to paint a portrait of your friend and to do the portrait in one of the styles that attracted your friend's attention at the gallery. You plan to give the painting to your friend as the perfect graduation gift.

Excitedly, you called the gallery owner and requested information regarding the artistic styles you observed at the gallery. The gallery owner was very interested in seeing your finished portrait and will consider displaying it in the gallery. When you give your gift, you must explain to your friend and the gallery owner how you used the attributes of color and form to create the portrait in the style that you selected.

Your Task

First, create your portrait—

You must meet the following requirements when creating your portrait:

- ☐ Choose one style to use in your portrait.
- ☐ Use the attributes of color that are characteristic of the style that you selected: hue, intensity, and a range of at least five values.
- ☐ Use color or value to define form(s) within the features of the face.
- ☐ Use form to create depth within the features of the face.
- ☐ Use at least three elements of visual arts to create expression in the facial features.
- ☐ Use the entire paper for your art. The face must occupy at least half of the page.

Second, show how you fulfilled the gallery owner's requirements—

You must meet the following requirements when you respond to questions and prompts about your portrait:

- ☐ Identify the style that you selected for the portrait.
- ☐ Describe how you used each of the attributes of color (hue, intensity, a range of values) to define the style that you selected.
- ☐ Describe how you used color and/or value to define your three-dimensional form(s).
- ☐ Describe how you used shape and form expressively in your portrait.

The Perfect Gift

	4 Points	3 Points	2 Points	1 Point
Creating	The student meets four of the following requirements, thereby demonstrating a thorough understanding of form in the selected style of the portrait: ♦ Uses form proficiently to create depth within the features throughout the entire face. ♦ Uses color value proficiently to define form(s) within the features throughout the entire face. ♦ Uses at least three elements of visual arts to create emotion in the facial expression of the portrait. ♦ Creates a face in the portrait that occupies at least half of the page.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of form in the selected style of the portrait.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of form in the selected style of the portrait.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of form in the selected style of the portrait.
Creating (process)	In the response, the student demonstrates a thorough understanding of the creative process by meeting five or six of the following requirements: ♦ Describes fully how hue is used in the portrait to exemplify the selected style. ♦ Describes fully how intensity is used in the portrait to exemplify the selected style. ♦ Describes fully how a range of values is used in the portrait to exemplify the selected style. ♦ Describes fully how color is used to define form(s) in the portrait to exemplify the selected style. ♦ Describes fully how form is used expressively in the portrait to exemplify the selected style. ♦ Describes fully how shape is used expressively in the portrait to exemplify the selected style.	In the response, the student demonstrates an adequate understanding of the creative process by meeting three or four of the requirements listed at left.	In the response, the student demonstrates a partial understanding of the creative process by meeting two of the requirements listed at left.	In the response, the student demonstrates a minimal understanding of the creative process by meeting one 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 (process)	4	3	2	1

Responses

Respond to the following questions to explain how you met the gallery owner's requirements when you created your portrait.

1. What style did you use?

2. How did you use each of the attributes of color in your portrait to define the style that you selected?

How does your use of hue reflect the style?

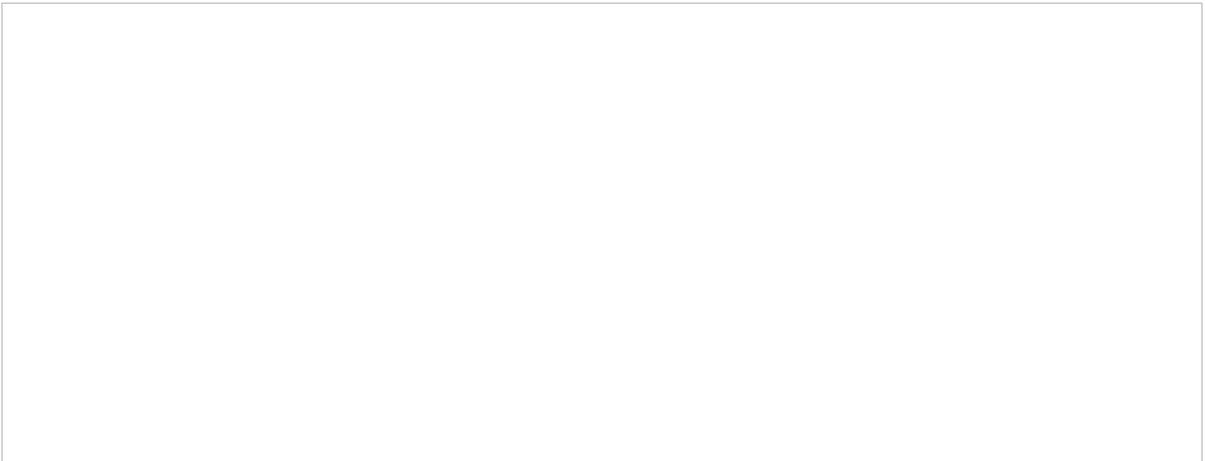
How does your use of intensity reflect the style?

How does your range of values reflect the style?

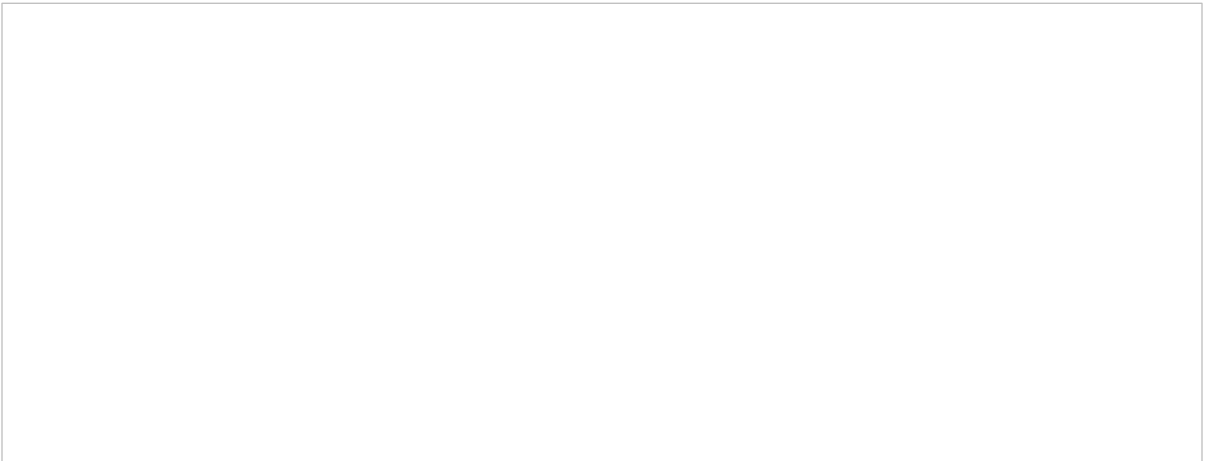
3. How did you use color and/or value in your portrait to define your form(s)?



4. How did you use shape to create emotion in the facial expression of the portrait? Relate your answer to the style that you selected.



5. How did you use form to create emotion in the facial expression of the portrait? Relate your answer to the style that you selected.



Glossary

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

color value: the lightness or darkness of a color

cubism: a style of art of the 20th century, cubism emphasizes the separation of the subject into cubes and other geometric forms, which are depicted from multiple viewpoints; a style associated with the works of artists Marcel Duchamp and Pablo Picasso

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

expression: showing an emotion or feeling in a work of art

expressionism: a style of painting of the 20th century, expressionism uses simplified designs and brilliant colors to express a definite or strong mood or feeling

expressive properties: moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

hue: color

Impressionism: a style of painting, popular in the late 1800s and early 1900s, that featured everyday subjects and showed the changing effects of color and light

intensity: the brightness or dullness of a color

style: recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist
characteristics or techniques that are unique to an individual artist, group, or period

surreal: the use of fantastic imagery to combine the dreamlike with the realistic

levitation: setting an object above the horizon line so that it appears to be floating when ordinarily such an object would not

transformation: changing an object in an unusual way to achieve a surrealistic image, such as designing an animal with human appendages or portraying a car becoming a robot

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).