

# Florida Hard-to-Measure Content Areas

## Visual Arts Test Item Specifications Grades K–5



Florida Department of Education  
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## INTRODUCTION

On August 24, 2010, the U.S. Department of Education announced that Florida was a winner of the federal Race to the Top Phase 2 competition. An important component of Florida’s winning application focused on the “Standards and Assessments” assurance area, including the creation of high-quality, balanced assessments. Included among the initiatives managed by the Office of Race to the Top (RTTT) Assessments were seven projects awarded to Local Education Agencies (LEAs) individually or in partnerships to create high-quality assessments for hard-to-measure content areas.

The Florida Department of Education sought and included recommendations from educators across the state, including the Florida Organization of Instructional Leaders (FOIL) and a State Advisory Committee on District-Developed Student Assessments for Instructional Effectiveness (DDSAIE), made up of parents, teachers, and district-level administrators, to determine the appropriate scope of work for assessments for the hard-to-measure content areas. Based on these recommendations, teacher assignment and student enrollment data were analyzed to determine the courses that will reach the greatest number of students and teachers in the hard-to-measure content areas. A Next Generation Sunshine State Standards (NGSSS) benchmark analysis was compiled for the selected content areas. Visual Arts was identified as a content area with courses having the greatest need for assessment development.

This project is intended to provide Florida public and charter school districts with an extensive bank of assessment items that are of high quality, are standards-based (NGSSS), and are vetted by Florida educators. When the item bank and test platform are fully operational, Florida public and charter school teachers and districts will have the ability to search the bank, export items, and generate customized assessments to meet their needs. In addition, a public level of practice items will be available to students and parents, which independent schools may access as well.

### **Mission Statement**

Although not all benchmarks lend themselves to large-scale testing, successful schools recognize the need for students to master all of Florida’s standards. The increased rigor exemplified in the NGSSS will enhance student performance in a rapidly advancing global environment.

## **Origin and Purpose of the *Specifications***

The LEAs of Miami-Dade County, Palm Beach County, Broward County, Leon County, Pinellas County, Polk County, and Lake County, along with the Florida Art Education Association, the Florida Department of Education (DOE), and committees of experienced Florida educators, developed and approved the *Specifications*. The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level *Specifications* document indicates the alignment of the items with the NGSSS. It also provides all stakeholders with information about the scope of the Florida Visual Arts Item Bank.

## **Scope of This Document**

The *Specifications* provides general and grade-specific guidelines for the development of all test items contained in the Florida Visual Arts Item Bank for grades K–12.

The Criteria for the Florida Visual Arts Items section addresses the general guidelines used to develop multiple-choice items, constructed-response items, technology-enhanced items, and performance tasks. The Cognitive Complexity of the Florida Visual Arts Items section addresses the various levels of cognitive complexity or depth of knowledge.

The Guide to the Grade Level Specifications section explains the visual arts benchmarks for which items were written and identifies the ways each benchmark is assessed. This section also provides content limits and stimulus attributes.

## **Overall Considerations**

This section of the *Specifications* describes the guidelines that apply to all test items developed for the Visual Arts Item Bank.

Overall considerations are broad item-development guidelines that should be addressed during the development of test items for the Visual Arts Item Bank.

- Each multiple-choice item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content.
- Constructed-response items, technology-enhanced items, and performance tasks may be written to reflect more than one benchmark.
- All items, regardless of the item format, should be grade-level appropriate in terms of cognitive demands and reading level.

- At a given grade, the items should exhibit a varied range of difficulty.
- The reading level of the items should be on or below the grade level of the students for whom they are intended. Items intended for kindergarten and first-grade students should contain pictures for the multiple-choice options and provide for teachers and/or test administrators explicit directions that explain how the item stem and options should be read aloud.
- Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
- Items should require students to apply skills previously taught in lower grades. Therefore, these skills will continue to be tested at higher grade levels.
- Some items may include an excerpt from stimulus material associated with several items in addition to the item stem.
- Items should provide clear, concise, and complete instructions to students.
- Each item should be written clearly and unambiguously to elicit the desired response.

## **REVIEW PROCEDURES FOR THE FLORIDA VISUAL ARTS ITEM BANK**

Before being accepted into the Florida Visual Arts Item Bank, all graphics and items must pass several levels of review as part of Florida’s development process. Florida educators in conjunction with the DOE and the LEAs scrutinize all graphics and items prior to accepting them for placement in the item bank. The graphics and items are reviewed for content characteristics, potential bias, and any issues of concern to Florida stakeholders. Concerns expressed during the reviews must be resolved satisfactorily before the graphics and items are placed in the item bank.

### **Review of Graphics**

A committee made up of select Florida educators with experience and expertise in visual arts instruction at the appropriate grade levels reviews graphics for potential use in the Visual Arts Item Bank. Of extreme importance is the vital role the educators play in determining the appropriateness of the graphics for test item use. After reviewing graphics, the committee must reach a consensus as to whether a particular graphic will be used in the Visual Arts Item Bank. Each factor considered in this review process is identified in the Criteria for Selecting Graphic Stimulus Materials section.

### **Review of Test Items**

The DOE, the LEAs, and a committee made up of select Florida educators with experience and expertise in visual arts instruction at the appropriate grade levels review all test items during the item development process. The content specialists at the DOE review and edit items, judging them for overall quality and suitability for the tested grade level.

Groups of Florida educators are convened to review the items for content characteristics and item specifications alignment. This review focuses on validity and determines whether an item is a valid measure of the designated NGSSS benchmark, as defined by the grade-level specifications for test items.

The visual arts items in the Florida Visual Arts Item Bank are field-tested in Florida to ensure clarity of items before they count toward a student’s score. In the event an item does not test well, it is either deleted or revised. Revised items will require field-testing again before being scored.



## **Review for Potential Bias and Sensitivity Issues**

Both the graphics and the items are reviewed by a group of Florida educators for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Reviews also include a consideration of issues relevant to individuals with disabilities.

The purpose for the sensitivity review is to ensure that the primary purpose of assessing visual arts knowledge is not undermined by inadvertently including in the test any material that is deemed inappropriate. Reviewers consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Florida and determine whether the subject matter will be acceptable to Florida students, their parents, and other members of Florida communities. Issues of sensitivity are distinct from bias because sensitivity issues do not necessarily affect student success on an item, whereas bias may. Examples of sensitive topics for Florida students include wildfires, hurricanes, or other topics that may be considered offensive or distracting to students.

## UNIVERSAL DESIGN

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for potential bias and sensitivity issues.

Universal design also implies that all non-construct-oriented features should be removed from items so that the item is truly assessing the intended construct and not some other feature of the item. Because items in some of the Hard-to-Measure Content Areas item banks will be administered to students in grades K–2, it is important to consider the cognitive and academic abilities of students at these grade levels when developing the items. For example, students in kindergarten often cannot read. Therefore, requiring these students to read and answer questions will present a hurdle that they will not be able to surmount. The scores of students on these items will not represent their mastery of the course content but rather will reflect their inability to read. Thus, item presentation that includes the use of voice-over and easily identifiable visuals will increase the validity of the items for students in grades K–2.

In addition, because the Hard-to-Measure Content Areas item banks are assessing students' ability to apply the content and skills that the students have learned in class through performances or production of works that demonstrate the attainment of the required skills, the nature of the questions as well as the scored products will differ from those commonly used in standardized assessments. However, even with the inclusion of video components and audio components, both as stimulus materials and as evidence for finished products, the principles of universal design must be maintained so that students' scores reflect knowledge of the constructs being assessed and not extraneous features of the task.

During the initial development of the Florida Visual Arts Item Bank, both internal and external reviewers revised items and tasks to allow the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design, including but not limited to the following:

- Reduction of wordiness
- Avoidance of ambiguity
- Selection of reader-friendly construction and terminology
- Consistently applied concept names and graphic conventions

Universal design principles also inform decisions about test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process for the Florida Visual Arts Item Bank, these elements are carefully monitored. The review processes and field-testing are used to ensure appropriateness, clarity, and fairness.

## CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

Many of the visual arts items will have accompanying graphic stimulus materials; therefore, it is important to select stimuli that will render as high-quality images for both computer displays and print copies. Stimuli may include, but are not limited to, illustrations, paintings, photographs, graphics, collage, sculpture, and video. People appearing in photographs and videos should preferably be of approximately the age of the respective grade. For performance tasks, works of art found in the art classroom can be used to assess the student's ability to meet the benchmark.

### Types

The purpose of the visual arts items is to measure student achievement in understanding the principles that underlie works of art, the skills necessary to produce works of art, the tools and media used in the creation of works of art, and the safety measures necessary when producing works of art. Because the art included in this item bank is by definition visual, it will be necessary to include graphic stimuli in many of these items. Artworks often contain the aspect of dimensionality; for example, sculpture is a three-dimensional art form. But because the items in this pool must be rendered both in print and as computer displays, this item pool does not include three-dimensional stimuli within the items themselves and at present will only include two-dimensional stimuli. If a three-dimensional stimulus is required for a question, the stimulus will be supplied by the visual arts teacher. These objects, however, will be limited to those commonly available in art classrooms or easily obtainable everyday objects. The two-dimensional stimuli include black and white line drawings, color drawings, photographs, and video clips. The use of photographs and video clips will allow some display of the aspect of the dimensionality of a work of art. Video clips will also provide the opportunity for presenting an artist's process for completing a work of art so that students can observe variations of techniques, medium use, and tools.

**Black and white line drawings** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain excessive shading that makes the focus of the graphic difficult to immediately discern.

**Color drawings** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain excessive shading that makes the focus of the graphic difficult to immediately discern.

**Photographs** should be clear and should demonstrate the focus of the question without superfluous background material present. They should

not contain excessive shading that makes the focus of the photo difficult to immediately discern.

**Video clips** should be clear and should demonstrate the focus of the question without superfluous background material present. They should not contain more than two or three people engaged in the activity that is being illustrated. The clip should start at a static position and then show the action to be illustrated clearly from the start to the finish. The clip should last no longer than 1 minute.

## **Sources**

Graphics should be of non-copyrighted artworks in the public domain or produced or commissioned by the item writer expressly for the Florida Visual Arts Item Bank and should represent a wide variety of art forms. Graphics from the public domain should be selected from artworks that are not likely to be familiar to students. Commissioned graphics produced by the item writers for the Florida Visual Arts Item Bank and related products will be the property of the DOE.

## **Characteristics**

Graphics must be clear and easy to reproduce as well as authentic. Graphics that require the test taker to have prior or specialized knowledge that is not consistent with the NGSSS should not be included.

Graphics must function as intact pieces. They must also contain the recognizable key concepts that they are intended to illustrate.

Graphics produced for the Florida Visual Arts Item Bank should reflect the same qualities of art expressed in the NGSSS. Graphics should present subject matter that is grade-level appropriate.

The selection of public domain artworks must follow the same rigorous review process as do all other types of artworks. They should be reviewed by the item writer for any bias and sensitivity issues and grade-level appropriateness.

## **Content**

Graphics should be interesting and appealing to students at the grades for which the graphics are intended. Graphics at a given grade level should include a range of age-appropriate artworks that are representative of the art that students may be expected to view and produce in their art classes. Also, graphics should contain conceptually

appropriate and relevant subjects. Artworks with controversial or offensive content should not be included in the item bank. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should not be included.

## **Modifications**

A public domain graphic or work of art should not be modified but should be shown as intended by the artist. This means that public domain artwork that includes potentially offensive or upsetting materials should not be included in the items. However, a commissioned graphic developed specifically for the Florida Visual Arts Item Bank that is otherwise appropriate may be modified to remove or replace offensive or grade-level-inappropriate material.

## **Graphic Features**

Graphics may include text boxes and other labels, legends, keys, and captions. Graphics should also reflect multicultural diversity and avoid gender stereotyping.

Item writers must not develop items for which the correct response depends on recognition of color. If a reference to color is used in an item, the color must be labeled with appropriate text. All artwork must be high quality.

## **Diversity**

Graphics should bring a range of cultural diversity to the test. Characters, settings, and situations should reflect the variety of interests and backgrounds that make up Florida's student population. Graphics should represent and/or be created by people of different cultures and races; however, culture- or region-specific graphics should not create an advantage or a disadvantage for any particular group of students with a particular characteristic, including gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region. These kinds of graphics must include text with sufficient information to allow a student to answer the question.

## **Length of Video Clip**

Video clips should be a maximum of 1 minute long. Because video clips will increase the testing time for an item, having students watch a 2- or 3-minute video clip to answer one multiple-choice question is not an effective use of testing time. In addition, younger students may become inattentive and thus miss the salient features of the clip.

Therefore, video clips should last no longer than 1 minute for kindergarten, first-grade, and second-grade students.

## EVIDENCE-CENTERED DESIGN

Evidence-centered design provides a schema for the development of the constructed-response items and performance tasks in the Florida Visual Arts Item Bank. Evidence-centered design makes explicit a structured item-creation process:

- Begin from a clear statement of the proficiencies to be measured.
- Identify the student responses that provide evidence of those proficiencies.
- Define the constructed-response items and/or performance tasks that require the types of student responses identified in step 2.

In many ways, this process is a straightforward extension of a classic approach to assessment (define a framework or content standards, develop item specifications, and write items meeting the specifications). What it adds is an explicit recognition that each item or task provides response-based evidence of proficiencies.

Evidence-centered design is operationalized in the Florida Visual Arts Item Bank's scoring rubrics with the use of scoring assertions that will guide item developers in the design and development of targeted constructed-response items and performance tasks. A *scoring assertion* consists of (1) a statement of the competency that is to be demonstrated if the assertion is true and (2) the student response or response characteristic that provides evidence for the presence of this competency. For example, a performance task may be designed to assess the competency of creating an artwork that depicts personal, cultural, and /or historical themes. The task may target two proficiencies: (1) creating a work of art using the materials provided and (2) using a theme for the artwork that was commonly used by an identified culture. A sample of the themes used by the identified culture would also be provided for the student to view. The scoring assertion for the first proficiency would include a verbal expression of the proficiency, along with a representation of the particular evidence that the response would have to exhibit (e.g., —... produces a work of art using the provided materials”). Scoring assertions for the second would be similar but would look for evidence of a —the commonly used by the identified culture,” such as a line drawing of an animal seen in everyday life in a representation similar to that used by prehistoric cultures. The explication of the exact actions the student must perform, as well as the evidence of this proficiency in the rubric for the performance task, allows the direct link between the proficiency and the evidence for the attainment of that proficiency.



## CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

The Florida Visual Arts Item Bank contains four types of items: multiple-choice items, constructed-response items, technology-enhanced items, and performance tasks.

### Item Style and Format

This section presents stylistic guidelines and formatting directions that item writers should follow while developing items for the Florida Visual Arts Item Bank. Items should be written to measure the knowledge and skills in the designated benchmarks with the underlying expectation that students demonstrate grade-appropriate critical thinking.

### General Guidelines

- Items should be clear and concise, using vocabulary and sentence structure appropriate for the assessed grade level.
- Items should be written in the active voice and **not** the passive voice (e.g., instead of *The picture was painted by the student...*, use *The student painted the picture...*).
- Items should **not** contain negative stems; therefore, stems should **not** include the words NOT, EXCEPT, or LEAST.
- Masculine pronouns should **not** be used to refer to both sexes. Plural forms should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he...*, use *The students will make changes so that they...*).
- As needed, item stems may be constructed using more than one sentence.

### Multiple-Choice Items

#### Definition

A multiple-choice item contains a question and three answer choices for grades K–2 and four answer choices for grades 3–12. One of the choices is the correct answer and the other two or three choices are incorrect. The incorrect choices must be plausible, for their purpose is to draw the students who have not fully mastered the concept that is being assessed; for example, a common misconception might be used as an incorrect choice.

Multiple-choice items can assess one or more benchmarks and can range from low to high complexity. A multiple-choice item takes approximately 1 minute of testing time to answer. Each item is worth 1 raw score point.

## Terminology

Listed below are the definitions of the specific terms used for the parts of a multiple-choice item, along with a sample item with each term identified.


Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.



**Stimulus** (red arrow pointing to the image)

**Stem** (blue arrow pointing to the question text)

What was the last step in completing this work of art?

**Option** (black arrow pointing to the list of options)

- A. Flattening the clay
- B. Molding the clay
- C. Painting the clay
- D. Drying the clay


**Key** (green arrow pointing to option C)

**Distractors** (pink arrows pointing to options A, B, and D)




The following item samples illustrate the different options and the possible arrangement of the options for grades K–12. All multiple-choice items regardless of the type of options used are worth 1 point per item.

## Sample A: Picture Options

The sample item below shows the format for a grades K–2 item with picture options. In this sample, there are three options and they are arranged horizontally across the page.



Which picture shows materials used for painting?

\*A.  B.  C. 

### Sample B: One-Word Options

The sample item below shows the format for a grades K–2 item with one-word options. In this sample, there are three options and they are arranged horizontally across the page.

Which is a place where people go to look at paintings?

A. Movie theater



\*B. Museum



C. Library



The sample item below shows the format for a grade 3 item with one-word options. In this sample, there are four options and they are arranged vertically from either longest to shortest or shortest to longest.

Which would you use to protect your clothes during painting?

A. Umbrella

\*B. Apron

C. Shoes

### Sample C: One-Sentence Options

The sample item below shows the format for a grades K–2 item with one-sentence options. In this sample, there are three options and they are arranged vertically from either longest to shortest or shortest to longest.

Which describes how a painter uses her skills to contribute to a community?

- \*A. She paints a mural.
- B. She paints her fingernails.
- C. She paints her bedroom walls.

#### Criteria

- Multiple-choice items should take approximately 1 minute of testing time per item to answer.
- Multiple-choice items are worth 1 point each.
- Multiple-choice items should have three answer choices (grades K–2) or four answer choices (grades 3–12).
- Multiple-choice items should have only one correct answer.
- Multiple-choice items should have directed stems, not undirected stems (e.g., Which of the following statements is true?). That is, students should be able to answer the question without first looking at the answer choices.
- For grade K, the answer choices should be represented by pictures and should be arranged horizontally across the page. Students should indicate their answer choice by circling the answer or putting an X over their answer.
- For grade 1, the answer choices can be pictures or single words. The picture choices and single words should be arranged horizontally across the page.
- For grades K and 1, the picture answer choices should be parallel in concept (e.g., all tools, all activities).
- For grade 2, the answer choices should be parallel in concept and format and should be arranged horizontally beneath the item stem.
- For grade 2, the answer choices should be parallel in concept and format and should be arranged horizontally beneath the item stem.

- One-word answer choices should be arranged alphabetically and be balanced in the use of words beginning with a vowel or a consonant. Answer choices should be parallel in reference to parts of speech (i.e., options may all be the same part of speech or may all be different parts of speech). Answer choices of more than one word should be arranged by length: short to long or long to short, depending on the position of the correct answer.
- Answer keys should **not** be the only options to contain words or phrases used in the item stem.
- Answer keys should **not** be the only positively or negatively worded options.
- Distractors should relate to the context of the question. Distractors should be incorrect but plausible based on the topic of the question.
- Outliers should be avoided because they are answer choices that clue the student or draw the student’s attention away from the other answer choices. Outliers often contain grammatical clues and may involve answer choices that are longer or more specific than other answer choices. A common type of outlier occurs when a date or a proper noun appears in only one of the options, or not in one of the options and in all the other options, in which case the option without the date or noun is the outlier.
- Answer choices that are the opposite of correct answer choices should **not** be used as distractors.
- Answer choices should **not** include *No change needed*, *Correct as is*, *None of the above*, *All of the above*, etc.
- Answer choices such as *Not enough information* or *Cannot be determined* should **not** be used.

## Constructed-Response Items

### Definition

Constructed-response items require students to provide an oral or written response. These questions typically ask students to describe, discuss, explain, or critique a work of art, the procedures used, or the choice of media. Constructed-response items have multiple ways in which students can respond correctly. These items can be worth 2 or 4 points depending on the complexity required for a complete response.

Constructed-response items can assess one or more benchmarks and can range from low to high complexity. A constructed-response item takes approximately 3 to 7 minutes of testing time to answer, and each item is worth 2 or 4 score points.

## Terminology

Listed below are the definitions of the specific terms used for the parts of a constructed-response item, along with a sample item with each term identified.

**Prompt:** The written statement of the question the student must answer

**Rubric:** A description of how to score the student's response

**Score Points:** The number of points that can be awarded for a response

**Score Point Descriptors:** The student response that is required for each score point

The following item sample illustrates the appropriate format for a short constructed-response item for grades K–12.

<b>Prompt: Give a theme for a work of art, and describe all your materials required to complete this work.</b>	
<b>Item Rubric</b>	
<b>Score Points</b>	<b>Score Point Descriptors</b>
2 points	The student provides a theme for a work of art and describes all the materials required to make the work of art.
1 point	The student provides a theme for a work of art, but the list of materials required to complete the work of art is incomplete.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Short Constructed-Response Item

The sample item below shows the format for a grades K–12 short constructed-response item with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. A short constructed-response item is worth from 0 to 2 points.



### Prompt:

Use your art vocabulary to explain the type of color scheme used in this painting, and explain your answer.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student identifies the painting's color scheme and explains his or her answer. Correct color schemes include: Monochromatic Black-and-white Grayscale
1 point	The student identifies the painting's color scheme as monochromatic. OR The student describes the paintings as being all of one color.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## Extended Constructed-Response Item

The sample item below shows the format for a grades K–12 extended constructed-response item with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. An extended constructed-response item is worth from 0 to 4 points.



**Prompt:** Identify two elements of art used in this painting and describe the elements of art.

Item Rubric	
Score Points	Score Point Descriptors
4 points	The student identifies two elements of art and describes the elements of art. The elements and their descriptions may include: Lines – straight, curved, diagonal, horizontal, or vertical Form or shape – geometric, free-form, square, or triangle Color – reds, pinks, oranges, yellows, warm, or analogous
3 points	The student identifies two elements of art but describes only one of the elements of art.
2 points	The student identifies two elements of art but does not describe either element of art. OR The student identifies and describes one element of art.
1 point	The student identifies one element of art used in this painting.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Criteria

- There are two types of constructed-response items: short (SCR) items and extended (ECR) items.
- SCR items take approximately 3 minutes of testing time to answer and require a phrase or a sentence as a response. They are worth 2 points each.
- ECR items take approximately 6 minutes of testing time to answer and require several sentences or a paragraph as a response. They are worth 4 points each.
- SCR and ECR items should require a more complex response than a multiple-choice item permits.
- SCR and ECR items should not ask for a yes or no response.
- SCR and ECR items should contain enough information to focus the student on the task that must be accomplished.
- SCR and ECR items should indicate the amount and type of information that must be included in the response.
- SCR and ECR items should **not** ask for multiple repetitions of the same task to gain additional points.
- SCR and ECR items with two parts should **not** include score point dependencies, that is, achieving points on the second part of the item should not depend on a correct response to the first part of the item.
- SCR and ECR items should present a task that can be completed in the time allotted for the question type.
- SCR and ECR items should permit multiple solutions to the task presented in the prompt.
- SCR and ECR items should have rubrics that are clearly aligned to the task presented in the prompt.
- SCR and ECR items must be accompanied by a rubric or scoring guideline that lists the anticipated responses and the point value for each of the responses.
- SCR and ECR item rubric score point descriptions should clearly delineate what a student must do to earn each point.
- SCR and ECR item rubrics should **not** contain scoring rules that do not correspond to what is asked in the prompt.
- SCR and ECR item rubrics should contain unambiguous response exemplars.
- After SCR and ECR items are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each score point.

## Technology-Enhanced Items

### Definitions

Technology-enhanced items include —hot spot items” and —drag and drop items.” A hot spot item contains a question and multiple answer choices. There may be more than one correct answer, but incorrect choices must be plausible, for their purpose is to draw the students who have not fully mastered the concept that is being assessed; for example, a common misconception might be used as an incorrect choice.

Drag and drop items include objects that must be moved or arranged on the screen to produce a correct response. There may be more than one way to arrange the objects to produce a correct response.

Technology-enhanced items can assess one or more benchmarks and can range from low to high complexity. A technology-enhanced item takes approximately 3 to 7 minutes of testing time to answer, and each item is worth 2 or 4 score points.

### Terminology

Listed below are the definitions of the specific terms used for the parts of each type of technology-enhanced item, along with a sample item with each term identified.

#### Hot Spot Items

Stem: The question that must be answered

Options: The answer choices

Keys: The correct answer choice(s)

Distractors: The incorrect answer choice(s)

The sample item below shows the format for a grades K–2 hot spot technology-enhanced item. In this sample, the question prompt is presented first, followed by picture options. When a student selects an option, the option will be highlighted in the item. The selection for option C is shown on the next page.

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Here is a picture of pyramids in Egypt.



Which shape is the same as each side of the pyramids?

(A)



(B)



### Drag and Drop Items

Prompt: The question that must be answered

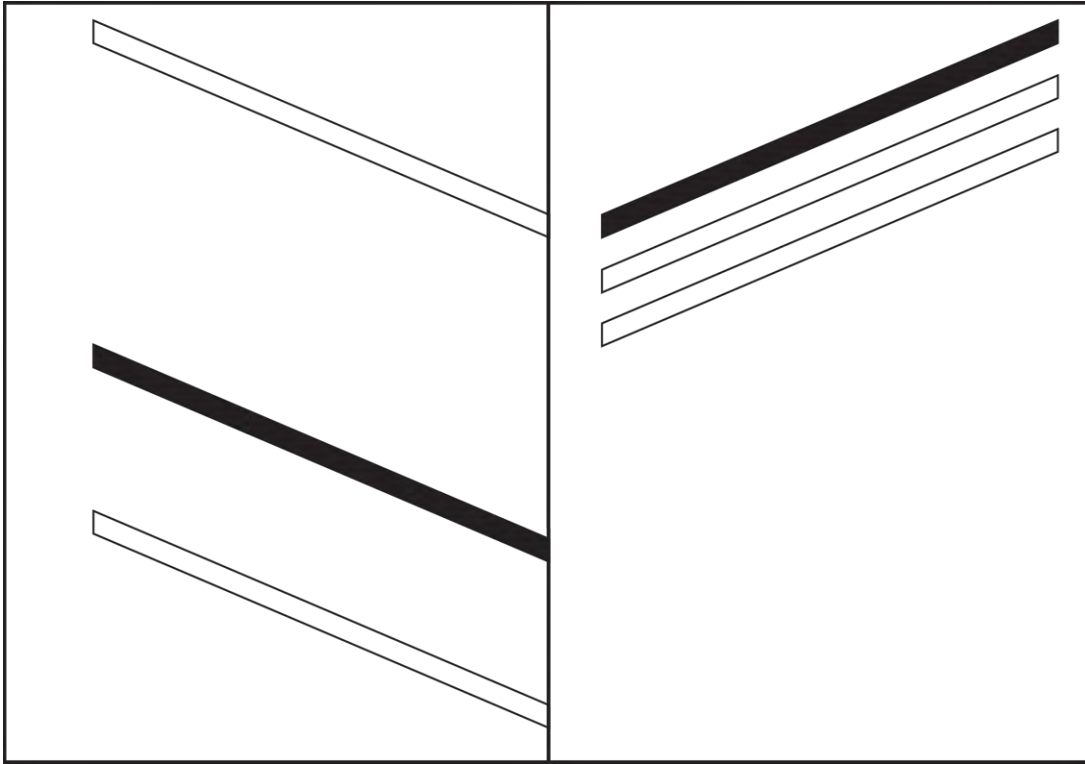
Rubric: The guidelines for scoring the student's response

Score Points: The number of points that can be awarded for the student's response

Score Point Descriptors: The description of the response for each score point

The sample item below shows the format for a grades K–12 drag and drop technology-enhanced item, along with the item-specific rubric. In this sample, the question prompt is presented first, followed by the rubric with the applicable score points. A drag and drop technology-enhanced item can be worth from 1 to 4 points.

**Prompt:** Arrange the bars to create symmetry in the composition.



Item Rubric	
Score Points	Score Point Descriptors
2 points	The student arranges the bars so that the composition is bisymmetrical.
1 point	The student arranges the bars so that the shapes in the composition are bisymmetrical, but the student does not place the middle bar in the center.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Criteria

- The type of technology-enhanced item used for multiple-choice items that are computer delivered is the *hot spot* item type. Students either fill in a bubble, similar in appearance to an answer bubble on a printed test form, or click the answer choices themselves to indicate the selection of that answer choice. Multiple-choice hot spot items take approximately 1 minute to answer and are worth 1 point each.
- *Hot spot* items should adhere to all the general guidelines and the multiple-choice item guidelines listed above.
- An item with a video stimulus is another type of technology-enhanced item. These items can be worth 2 to 4 points and, with the inclusion of the video, can take from 5 to 9 minutes of testing time.
- Video stimulus items should adhere to all the general guidelines and the multiple-choice or constructed-response guidelines listed above.
- A type of technology-enhanced item that is more constrained than a constructed-response item but more open than a multiple-choice item is the *drag and drop* item type. In this item type, students move objects or words in one part of the display area to positions in another part of the display area. The correct response is determined by the spaces in which the movable objects are placed. Drag and drop items take approximately 3 minutes of testing time and can be worth from 2 to 4 points.
- *Drag and drop* items should adhere to all the general guidelines and the constructed-response guidelines listed above.
- *Drag and drop* items should contain clear directions for the actions that students will need to take to complete each item.

## Performance Tasks

### Definition

Performance tasks require students to produce a work of art on their own. They can be given a standard set of materials, a technique they must use, and/or the subject of their artwork.

Performance tasks can assess one or more benchmarks and can range from medium to high complexity. A performance task takes approximately 5 to 10 minutes of testing time to answer, and each item is worth 1 to 4 score points.

### Terminology

Listed below are the definitions of the specific terms used for the parts of a performance task, along with a sample task with each term identified.

**Materials:** The materials that must be provided for the student

**Setup:** The setup for the presentation of the task

**Prompt:** The directions that are stated before the student begins the task

**Rubric:** The scoring guidelines for a student's response

**Score Points:** The points that can be awarded for a response

**Score Point Description:** The student response that will earn each of the score points

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons

**Set Up:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a work of art that shows you and your friends or family.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student draws a picture of him- or herself with friends or family, and there are at least two complete figures.
1 point	The student draws a picture of him- or herself with friends or family, but the figures are incomplete.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

The sample task above shows the format for a grades K–12 performance task, along with its item-specific rubric. In this sample, the materials, the task setup, and the specific prompt are presented first. They are followed by the rubric with the applicable score points. A performance task can be worth from 1 to 4 points.

**Criteria**

- Performance tasks should take no more than 15 minutes of testing time to answer and require the production of a work of art. They are worth from 1 to 4 points each.
- Performance tasks should permit multiple solutions to the task presented in the prompt.
- Performance tasks should refer to and use materials, tools, and techniques that are appropriate classroom activities for students.
- Performance tasks must be accompanied by a rubric or scoring guideline that lists descriptions of anticipated responses and the point value for each of the responses.
- After performance tasks are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each score point.
- Performance tasks should adhere to all the general guidelines and the constructed-response guidelines listed above.



## **Scope of Items**

The scope of the Florida Visual Arts Item Bank for grades K–12 is presented by the NGSS benchmarks for these grades. The benchmarks serve as the objectives to which the test items are written. There may be additional specification or restrictions by grade level, and these are provided in the content limits section of the item specifications listed under each benchmark.

## COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

The degree of challenge for items in the Florida Visual Arts Item Bank is currently categorized by **cognitive complexity**.

### Cognitive Complexity

Cognitive complexity refers to the cognitive demand associated with an item. The cognitive classification system is based on Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels.<sup>1</sup> The rationale for classifying an item by its DOK level of complexity focuses on the *expectations made by the item*, not on the *ability of the student*. When an item’s demands is classified on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the Florida Visual Arts Item Bank on the basis of the NGSSS and their grade-level appropriateness, but the complexity of the items remains independent of the particular curriculum a student has experienced. The cognitive complexity of an item depends on the grade level of the assessment; an item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity items may require a student to solve a one-step problem. Moderate-complexity items may require multiple steps. High-complexity items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of an item.

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Visual Arts Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 35) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student. Another table (page 36) provides the breakdown of the percentage of points by cognitive complexity level.

Item writers are expected to evaluate their items in terms of cognitive complexity and include this on the item template. Items should generally be targeted to the highest level

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<sup>1</sup> Webb, N. L., et al. (2005). Webb alignment tool. Madison: University of Wisconsin-Madison, Wisconsin Center for Educational Research. <http://www.wcer.wisc.edu/WAT/index.aspx>.

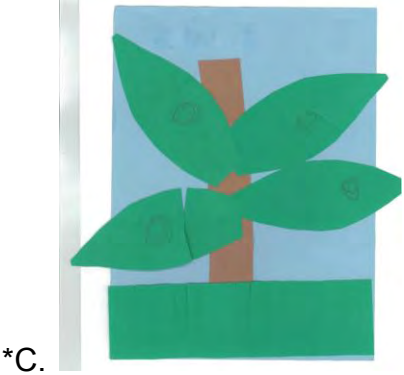
of complexity as appropriate to the assessed benchmark, although some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and not create items only at the lower ranges.

### **Low Complexity**

The low-complexity items in the Florida Visual Arts Item Bank require students to recall, observe, question, or represent basic art facts. For a low-complexity item, students are expected to demonstrate simple skills or abilities. A low-complexity item requires only basic understanding—often verbatim recall or simple understanding of an art term or process.

Below is an example of a low-complexity item.

Which work of art is a collage created by cutting and pasting construction paper?



## Moderate Complexity

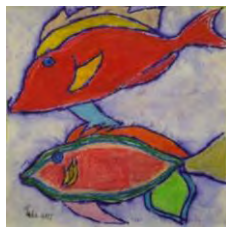
The moderate-complexity items in the Florida Visual Arts Item Bank require two steps: identification and subsequent processing of that information. Students are expected to make inferences and may encounter items that include words such as “classify,” “organize,” and “compare.” Depending on the objective of a particular moderate-level item, students may also be required to explain, describe, or interpret.

Below is an example of a moderate-complexity item.

Which work of art shows a feeling of loneliness?



A.



B.



C.



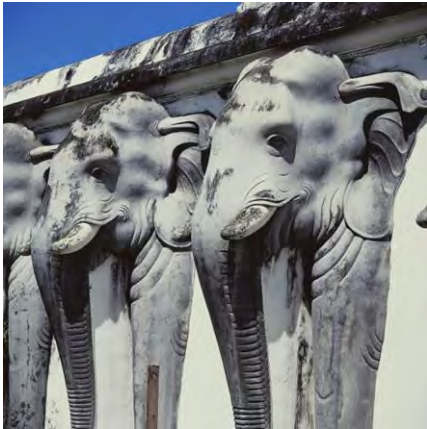
\*D.

## High Complexity

The high-complexity items in the Florida Visual Arts Item Bank make heavy demands on student thinking. Students may be asked to explain, generalize, or make multiple connections. High-complexity items require several steps involving abstract reasoning and planning. Students must be able to support their thinking. Items may involve identifying a unifying theme across artworks or making complex inferences across pieces of art. Students may also be asked to assess a stimulus for a particular art concept and then apply that concept to a new work of art that they create themselves.

Below is an example of a high-complexity item.

Here are two works of art made by people from different places.



What is the same about these two sculptures?

\*A. They are both elephants.

B. They are both the same color.

C. They are both the same shape.



The following table is provided for ease of reference; however, caution must be used in referring to this table, which describes activities at each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made after considering the intent of the overall cognitive demand placed on a student.

<b>Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<p>Which picture shows materials used for painting?</p> <p>Which flag has a moon symbol?</p> <p>What should we use to clean paint off our hands?</p> <p>Which art process is used to make what is shown in the picture?</p>	<p>Which picture shows a community where people live and work together?</p> <p>This picture shows the artist’s interest in which of these?</p> <p>Which mask was made with a similar style?</p> <p>Use your art vocabulary to explain the type of color scheme used in this painting, and explain your answer.</p>	<p>Create one drawing using all three materials.</p> <p>Tell me what this picture is about.</p> <p>Create a work of art inspired by this artwork.</p> <p>Why does Allison’s teacher use this painting as an example of symmetry?</p>

Items are classified on the cognitive demand inherent in the test item, not on assumptions about the student’s approach to the item. The table below presents the proposed range for the percentage of points by cognitive complexity level on the Florida visual arts tests.

<b>Florida’s Visual Arts Item Bank Percentage of Points by Cognitive Complexity Level</b>			
<b>Grade(s)</b>	<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
K	40–50%	35–55%	5–10%
1	35–45%	40–60%	5–10%
2	30–40%	45–65%	5–10%
3	25–35%	50–70%	5–15%
4	20–30%	50–70%	10–20%
5–7	15–25%	50–70%	15–25%
8–9	10–20%	50–70%	20–30%
10	10–20%	45–65%	25–35%



## GUIDELINES FOR ITEM WRITERS

Florida’s visual arts item writers must have a comprehensive knowledge of the assessed visual arts curriculum and a strong understanding of the cognitive abilities of the students taking the test. Item writers should know and respect the guidelines established in the *Specifications* as well as appreciate the spirit of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the visual arts benchmarks of the NGSSS without introducing extraneous elements that may interfere with the test’s validity.

Item writers for the Florida Visual Arts Item Bank must submit items in a particular format and must include the following information about each item. Because items are rated by committees of Florida educators following submission to the LEA, familiarity with the directions for rating items would prove useful to all item writers.

<b>Format</b>	Item writers must submit items in the agreed-on template. All appropriate sections of the template should be completed before the items are submitted.
<b>Sources</b>	Item writers are expected to provide sources for all artwork in the item. Acceptable sources for artwork are public domain sources that do not require copyright fees for use. Photos of or original copies of student-generated artwork must be accompanied by a completed permission form.
<b>Correct Response</b>	<p>Multiple-Choice Items: Item writers must indicate which option is the correct answer.</p> <p>Constructed-Response Items: Item writers must provide a scoring rubric that includes the required ideas/wording that must be present for each score point.</p> <p>Technology-Enhanced Items: Item writers must provide a scoring rubric that describes the required actions that students must perform for each score point.</p> <p>Performance Tasks: Item writers must provide a scoring rubric that clearly delineates the properties of the artwork that must be present for each score point.</p>
<b>Option Rationales</b>	<p>Multiple-Choice Items: All options of a multiple-choice item must be accompanied by a rationale.</p> <p>For the correct option (key), the rationale must state why the option is correct based on the visual arts benchmark being assessed.</p> <p>For each incorrect option (distractor), the rationale must state why the option is plausible and why it is incorrect based on the visual arts benchmark being assessed.</p>

**Cognitive Complexity**

Item writers are expected to evaluate their items in terms of cognitive complexity and include this information on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, although some benchmarks call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and to avoid creating items only at the lower ranges.

**Submission of Items**

When submitting items, item writers must balance several factors. Item submissions should

- include items for the benchmarks and grade levels assigned to the item writer;
- include items of varying difficulty;
- include items at or above the cognitive complexity level of the assigned benchmarks;
- have an approximate balance of the correct response between the answer choices for multiple-choice items;
- have an equal balance of male and female names and include names representing different ethnic groups in Florida;
- have an equal balance of male and female students at the appropriate grade level in stimulus and/or option photographs and drawings; and
- have an equal balance of ethnic groups in Florida represented in stimulus and/or option photographs and drawings.

**Electronic Submission**

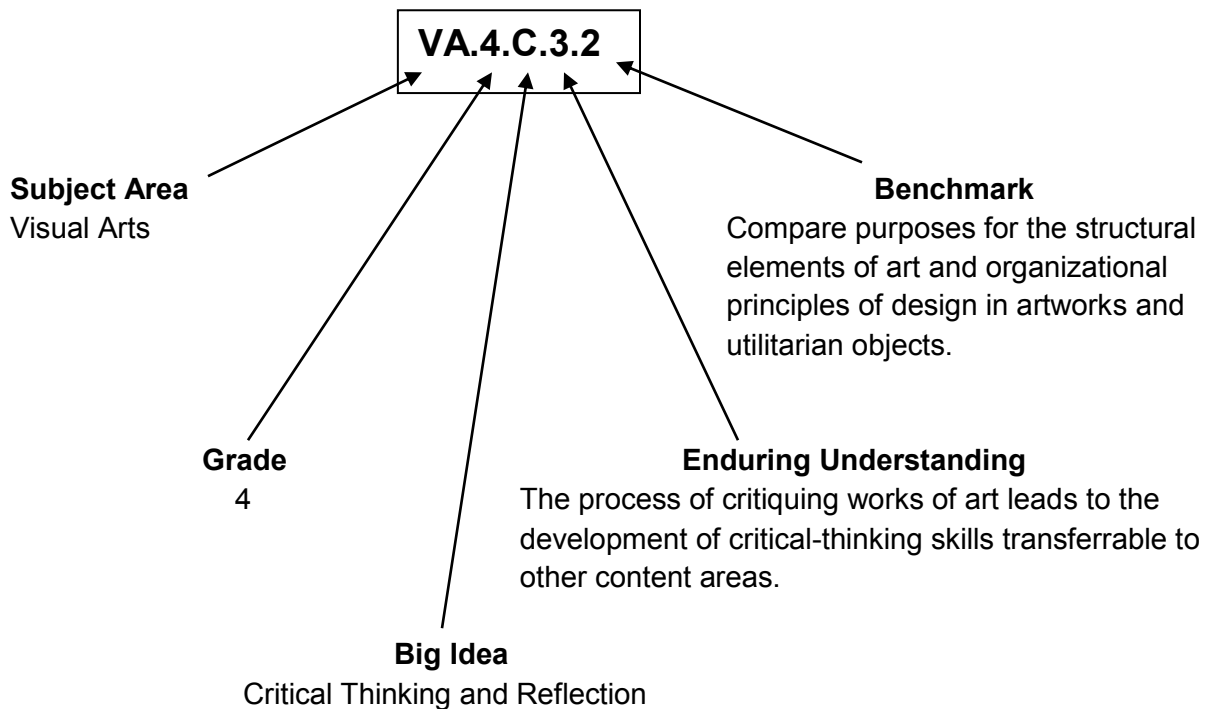
Items will be submitted directly into the Florida State Item Banking Platform.

# GUIDE TO THE GRADE LEVEL SPECIFICATIONS

## Benchmark Classification System

Each benchmark in the NGSSS is coded with a system of numbers and letters.

- The two letters in the *first position* of the code identify the **Subject Area** (e.g., VA for Visual Arts).
- The number in the *second position* (first number) represents the **Grade Level**.
- The letter in the *third position* represents the **Big Idea**, or category of knowledge, to which the benchmark belongs. In Visual Arts, the Florida Visual Arts Item Bank includes five categories for the Big Idea.
  - Big Idea 1: Critical Thinking and Reflection
  - Big Idea 2: Skills, Techniques, and Processes
  - Big Idea 3: Organizational Structure
  - Big Idea 4: Historic and Global Connections
  - Big Idea 5: Innovation, Technology, and the Future
- The number in the *fourth position* of the code represents the **Enduring Understanding** for the benchmark.
- The number in the *fifth position* shows the specific **Benchmark** that falls under the specified Big Idea and within the Enduring Understanding.



<b>Visual Arts</b>	
<b>Grade 4</b>	
<b>Big Idea 1</b>	<b>Critical Thinking and Reflection</b>
<b>Enduring Understanding 3</b>	<b>The process of critiquing works of art leads to the development of critical-thinking skills transferrable to other content areas.</b>
<b>Benchmark 2</b>	<b>Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.</b>

## Definitions of Benchmark Specifications

The *Specifications* documents identify how Florida’s NGSSS benchmarks are assessed in the Florida Visual Arts Item Bank at grades K–10. For each benchmark assessed in visual arts, the following information is provided in each grade-level *Specifications* section.

<b>Big Idea</b>	A Big Idea is a broad category of knowledge within a content area in the NGSSS. The Big Ideas are the same for all grade levels.
<b>Enduring Understanding</b>	Each Enduring Understanding is a general statement of expected student achievement within a Big Idea at each grade level in the NGSSS.
<b>Benchmark</b>	Benchmarks are grade-level-specific statements of expected student achievement under each visual arts Enduring Understanding. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark necessarily addresses another benchmark. Such groupings are indicated in the benchmark statement.
<b>Clarification</b>	The clarification statement explains how the achievement of the benchmark will be demonstrated by students for each specific item type. Clarification statements explain what the student will do when responding to items of each type.
<b>Content Focus</b>	The content focus defines the specific content measured by each visual arts item.
<b>Content Limits</b>	The content limits define the scope of content knowledge that will be assessed (e.g., specific elements that can be compared or contrasted) and in some cases indicate areas of the benchmark that will not be assessed. For some benchmarks, additional information is provided to clarify specific directions in developing test items.
<b>Stimulus Attributes</b>	Stimulus attributes define the types of stimuli that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark.
<b>Distractor Attributes</b>	The distractor attributes for multiple-choice items give specific descriptions of the distractors for items at each grade level.
<b>Sample Items</b>	Sample items that assess each benchmark are provided at each grade level for each acceptable item format. The sample items are presented in a format similar to those on the test, and the correct answer or scoring rubric for each sample item is provided.

## Elements of Art and Principles of Design

When content limits do not specify the elements of art or principles of design, the following list may be used. The list is compliant with the overall content Florida's state-adopted textbooks as of May 2014 and has been approved by state-level content experts.

NOTE: Concepts related to the listed elements and principles may be assessed under the umbrella concepts given. Examples are provided in parenthesis for reference but should not be taken as all-inclusive. Related, grade-appropriate concepts may be assessed as long as they are treated as a specific instance of a parent Element and Principle that is listed below.

### Elements of art:

- Line
- Shape (organic, geometric, positive, negative)
- Form
- Color (hue, primary, secondary, etc.)
- Value (tint, shade)
- Space
- Texture

### Principles of design:

- Balance (symmetry)
- Unity (dominance, harmony)
- Variety
- Emphasis
- Pattern
- Proportion (scale)
- Movement
- Rhythm

While they should be considered as sub-concepts under the umbrella of the main concepts listed above for general K-12 courses, the following terms may be considered unique Principles of Design in the assessment of grades 9-12 Honors-level courses:

- Contrast
- Repetition
- Figure/ground

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# **SPECIFICATIONS FOR KINDERGARTEN**





**Benchmark: VA.K.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.K.C.1.1 Create and share personal works of art with others.

**Clarification:** Creates personal works of art or discusses the process, tools, or subject of a personal work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will follow directions to create a work of art from personal experience, observation, or imagination and be able to describe the process, tools, or subject of a personal work of art.

**Content Focus:** Art creation

**Content Limits:** Students will demonstrate grade-level appropriate skills, such as discussing elements of their own works of art, including how they made the piece of art, what tools they used in art creation, and what the piece of art represents or was inspired by. Kindergartners may not remember a previously created work of art. Discussion of a work of art must occur immediately after the creation.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a work of art that shows you and your friends or family.”

<b>Item Rubric</b>	
2 points	The student draws a picture of him- or herself with friends or family, with at least two complete figures.
1 point	The student draws a picture of him- or herself with friends or family, but the figures are incomplete.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.K.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.K.C.2.1 Describe personal choices made in the creation of artwork.

**Clarification:** Describes why subject matter, materials, themes or meanings, tools, and processes were used in creating a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will explain why he or she chose certain subject matter, materials, themes or meanings, tools, and processes in creating the artwork.

**Content Focus:** Art reflection

**Content Limits:** Students will demonstrate grade-level appropriate skills, such as discussing decisions made in creating works of art. Decisions can include subject matter, materials, themes or meanings, tools, and processes. Decisions can also include elements of art and principles of design.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a drawing using crayons, and tell me about your picture.”

<b>Item Rubric</b>	
2 points	The student draws a picture and provides at least two reasons why he or she chose the subject matter, theme, meaning, or materials.
1 point	The student draws a picture but provides only one reason why he or she chose the subject matter, theme, meaning, or materials.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.K.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.K.C.2.2 Identify media used by self or peers.

**Clarification:** Identifies types of media used to create art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify specific materials used in the creation of a work of art, such as identifying that a piece of pottery is made of clay.

**Content Focus:** Art description

**Content Limits:** Students will identify grade-level appropriate media used in works of art self-created or created by peers of a similar age range. Students cannot distinguish between a painting and a reproduction. Media can include clay, pencil, paint, crayon, marker, paper, and string/yarn, and students must observe the actual media or a video clip of media use.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**



Which picture shows materials used for painting?

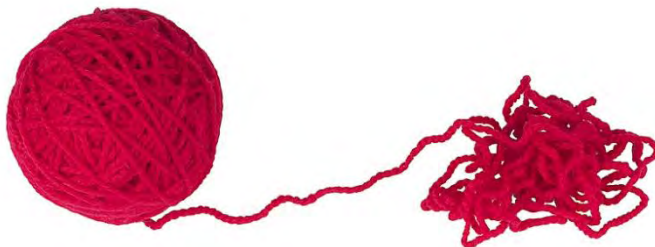
\*A.



B.



C.



**Benchmark: VA.K.S.1.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.K.S.1.1 Explore art processes and media to produce artworks.

**Clarification:** Uses selected process or media to produce an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will be actively engaged in the process and media to produce a product.

**Content Focus:** Art production

**Content Limits:** Student proficiency will be limited to the creation of line types, shapes, and lines that make shapes. Students will be actively engaged in the grade-level appropriate process with media including, but not limited to, the following: clay, pencil, paint, crayon, markers, paper, and string/yarn.

**Recommended DOK Level:** Moderate

**Stimulus Attributes Note:** Stimuli in the form of a completed clay object, drawing, or painting that represents the intended outcome may be used.

**Item Types:**

- Performance Task



**Sample Performance Task:**

**Materials:**

- Sheets of white paper, crayons, markers, and pastels (or chalk)

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create one drawing using all three materials.”

Item Rubric	
2 points	The student creates a drawing using all three materials.
1 point	The student creates a drawing using one or two materials.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Benchmark: VA.K.S.1.2

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

**Clarification:** Creates a work of art when given a theme or big idea.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art based on an idea of their own choosing within a set of provided parameters.

**Content Focus:** Art interpretation

**Content Limits:** Limited to personal interpretation based on the given parameters of a big idea or theme.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of paper, paintbrushes, and paint sets

**Setup:**

- Each student has his or her own materials and workspace, as well as water and paper towels for cleanup.

**Prompt:**

- Say: "Create an animal in an environment."

Item Rubric	
2 points	The student creates an animal and an environment.
1 point	The student creates an animal or an environment.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.K.S.3.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.K.S.3.1 Develop artistic skills through the repeated use of tools, processes, and media.

**This benchmark is assessed by:**

- VA.K.C.1.1
- VA.K.S.1.1

**Benchmark: VA.K.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.K.S.3.2 Practice skills to develop craftsmanship.

**This benchmark is assessed by:**

- VA.K.C.1.1
- VA.K.S.1.1

## **Benchmark: VA.K.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.K.S.3.3 Handle art tools and media safely in the art room.

**Clarification:** Identifies basic safety practices in the art room, such as cleaning up messes and the safe use of equipment.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify tasks that maintain a safe working environment, show appropriate habits in the art room, perform tasks that keep their workspace clean or maintain safety, and demonstrate how to hold art tools such as paintbrushes and pencils appropriately and safely.

**Content Focus:** Art safety

**Content Limits:** Practices include cleanup and organization as well as handling tools and materials safely. Do not introduce unsafe scenarios.

**Recommended DOK Level:** Low

**Stimulus Attributes Note:** Other stimuli may include, but are not limited to, illustrations of art safety techniques and short video clips that demonstrate art safety activities.

**Item Types:**

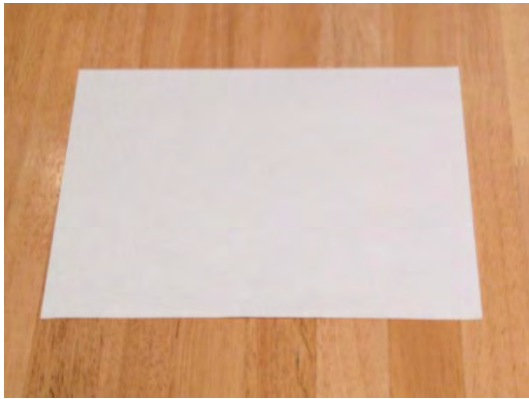
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Where does paint belong?



\*A.

Paper



B.

Floor



C.

Clothes

## **Benchmark: VA.K.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.K.O.1.1 Explore the placement of the structural elements of art in personal works of art.

**Clarification:** Demonstrates an understanding of how art elements of a piece of art are used to create an effect intended by the artist in a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the art element in a work of art.

**Content Focus:** Art elements

**Content Limits:** Limit content to the elements of art within works of art made by students of a similar age range.

**Recommended DOK Level:** Moderate.

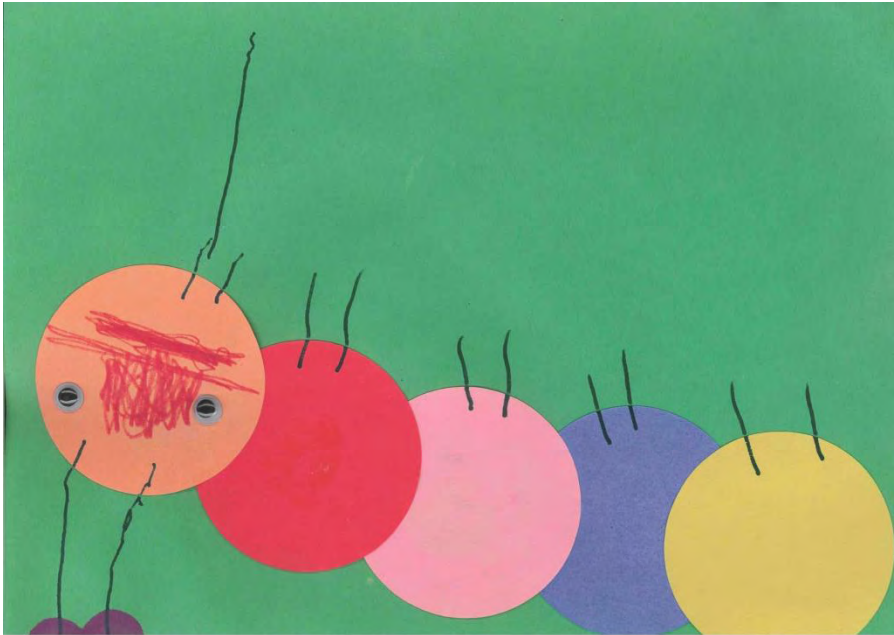
**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

Sample Multiple-Choice Item:



Which shape does the artist repeat or use more than once?





**Benchmark: VA.K.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.

**Clarification:** Generates ideas and images for artworks based on memory, imagination, and experiences.

**Performance Level Descriptor:** To demonstrate proficiency, students will create ideas and images for artworks based on memory, imagination, and experiences.

**Content Focus:** Generate ideas

**Content Limits:** A theme or goal must be provided for the students to generate ideas and images.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: -Draw a pet you would like to have using all of your materials.”

<b>Item Rubric</b>	
2 points	The student draws a pet using pencil and crayons.
1 point	The student draws a pet using either pencil or crayons.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.K.O.3.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.K.O.3.1 Create works of art to document experiences of self and community.

**Clarification:** Creates a work of art that shows a personal experience.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that shows a personal experience.

**Content Focus:** Documenting experiences

**Content Limits:** Limit to experiences that occur in everyday activities in or around the school.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: -Draw a picture of something you would do at recess with another person.”

<b>Item Rubric</b>	
2 points	The student draws a picture of something he or she would do at recess with another person.
1 point	The student draws a picture of him or her doing something at recess, but it does not include another person.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.K.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.K.H.1.1 Describe art from selected cultures and places.

**Clarification:** Describes works of art from other cultures and places.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe works of art from other cultures and places.

**Content Focus:** Art in history and culture

**Content Limits:** Students are limited to describing works of art from other cultures and places but are not expected to have prior knowledge of the cultures or places.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is a picture of pyramids in Egypt.



Which shape is the same as each side of the pyramids?



**Benchmark: VA.K.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.K.H.1.2 Follow directions for suitable behavior in an art audience.

**Clarification:** Identifies suitable behavior for an art audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the suitable behavior for an art audience.

**Content Focus:** Art class behavior

**Content Limits:** Students are limited to behaviors observed in an art classroom.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which picture shows a student who wants to answer a question in art class?

A.



B.



\*C.



**Benchmark: VA.K.H.1.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.K.H.1.3 Explain how art-making can help people express ideas and feelings.

**This benchmark is assessed by:**

- VA.K.S.1.2

## **Benchmark: VA.K.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.K.H.2.1 Compare selected artworks from various cultures to find differences and similarities.

**Clarification:** Compares artworks from various cultures to a stimulus artwork to identify a similarity or difference.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a similarity or difference among artworks from various cultures to a given cultural artwork.

**Content Focus:** Cultural art similarities and differences

**Content Limits:** Students are limited to observing the same element of art or principle of design among the options.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



**Sample Multiple-Choice Item:**

Here are buildings made of shapes.

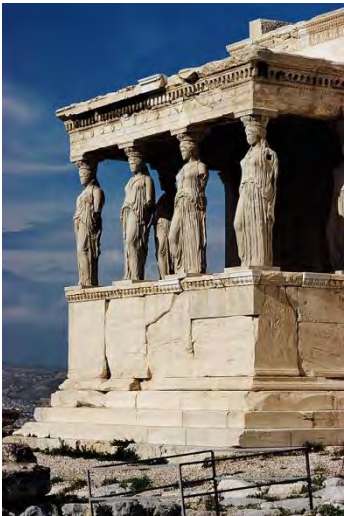


Which picture shows a building with a triangle shape?

A.



B.





\*C.

## **Benchmark: VA.K.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.K.H.2.2 Explore everyday objects that have been designed and created by artists.

**Clarification:** Identifies the elements of art, principles of design or artistic intent of everyday objects that have been designed and created by artists.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the elements of art, principles of design, or artistic intent of everyday objects that have been designed and created by artists.

**Content Focus:** Art in everyday objects

**Content Limits:** Students are limited to observing objects that can be found in or around the school or home.

**Recommended DOK Level:** Low

**Item Types:**

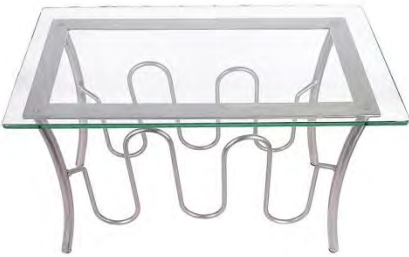
- Multiple Choice

**Multiple-Choice Attributes:**

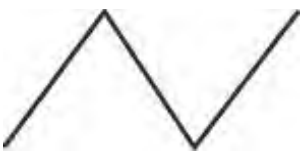

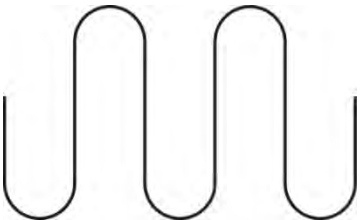
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

This table was designed by an artist.



Which curved lines does the table have?

- A. 
- B. 
- \*C. 

## **Benchmark: VA.K.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.K.H.2.3 Describe where artwork is displayed in school or other places.

**Clarification:** Identifies where works of art may be displayed.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify places where works of art are displayed.

**Content Focus:** Art display

**Content Limits:** Students are limited to locations that can be found in the community.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Where can we hang student artworks?

A.



B.



\*C.



## **Benchmark: VA.K.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.

**Clarification:** Creates works of art from content outside of the art classroom.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art inspired by non-art content areas.

**Content Focus:** Art from other content areas

**Content Limits:** Students will create art related to content areas explored in school such as reading, math, science, social studies, music, and physical education.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a picture of something you do in PE.”

<b>Item Rubric</b>	
2 points	The student draws a picture of an activity that he or she does in PE.
1 point	The student draws a picture with PE-related elements such as a ball, but the picture does not include an activity.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



**Benchmark: VA.K.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.K.F.1.1 Experiment with art media for personal satisfaction and perceptual awareness.

**This benchmark is assessed by:**

- VA.K.C.1.1
- VA.K.S.1.2

## **Benchmark: VA.K.F.1.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.K.F.1.2 Identify real and imaginary subject matter in works of art.

**Clarification:** Identifies subject matter that is real or imaginary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify subject matter that is real or imaginary.

**Content Focus:** Real or imaginary art

**Content Limits:** The subject matter must be clear for the student to determine whether it is real or imaginary.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which scene did the artist see in real life?

A.



\*B.



C.



**Benchmark: VA.K.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.K.F.2.1 Describe where art ideas or products can be found in stores.

**Clarification:** Identifies where art supplies are found in stores.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the location in stores where art supplies can be found.

**Content Focus:** Art stores

**Content Limits:** Students are not expected to know branding, trademarks, or franchises.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which would be found in the drawing section of an art store?



A.



\*B.



C.

## **Benchmark: VA.K.F.3.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.K.F.3.1 Create artwork that communicates an awareness of self as part of the community.

**Clarification:** Creates artworks demonstrating understanding of themselves within a family, community, school, country, or global community or how to act in those communities.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate an understanding of artworks that show self within family, community, school, country, or global communities.

**Content Focus:** Art creation and interpretation

**Content Limits:** Limit to content provided by Florida’s social studies standards regarding communities.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which picture shows a community where people live and work together?

A.



B.



\*C.



**Sample Performance Task:**

**Materials:**

- Sheets of paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a picture of yourself as a helper at home.”

<b>Item Rubric</b>	
2 points	The student creates a picture of him- or herself helping at home.
1 point	The student creates a picture of him- or herself, but he or she is not helping at home. OR The student creates a picture of his or her home, but it does not show helping.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Standard: MAFS.K.MD.1.2**

**Strand:** Measurement and Data

**Cluster:** 1. Describe and compare measurable attributes.

**Standard:** MAFS.K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Clarification:** Compares features or elements of art within an artwork or between two artworks with a measurable attribute.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare the measurable properties of artworks or of objects within artworks.

**Content Focus:** Comparing measurable properties

**Content Limits:** Measurable properties include the size of objects as well as the number of sides, objects, shapes, lines, colors, etc.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

## **Standard: MAFS.K.G.1.1**

**Strand:** Geometry

**Cluster:** 1. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

**Standard:** MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Clarification:** Identifies the shapes or the use of shapes in a layout or composition.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the shapes used in an artwork or identify the positions of shapes relative to other objects or shapes.

**Content Focus:** Shapes and their relative positions

**Content Limits:** Grade level appropriate shapes include triangle, squares, circles, and rectangles.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

## Standard: **MAFS.K.G.1.3**

**Strand:** Geometry

**Cluster:** 1. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

**Standard:** MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**Clarification:** Identifies shapes that are two-dimensional and forms that are three-dimensional.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify shapes in artworks that are two-dimensional in drawings and paintings and three-dimensional in sculpture.

**Content Focus:** Two-dimensional and three-dimensional shapes

**Content Limits:** Grade level appropriate shapes include triangle, squares, circles, and rectangles. The shape or form should be a recognizable object—not an artwork. The object and image should be similar in shape/form. The focus is on the dimension and no other attribute such as the number of sides or other properties of shapes.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

## **Standard: MAFS.K.G.2.4**

**Strand:** Geometry

**Cluster:** 2. Analyze, compare, create, and compose shapes.

**Standard:** MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / "corners") and other attributes (e.g., having sides of equal length).

**Clarification:** Matches or identifies shapes in artworks that are made different by their sizes and orientations.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or match a shape to another shape that is in an artwork but presented in a different size or orientation.

**Content Focus:** Similar shapes

**Content Limits:** Grade level appropriate shapes include triangle, squares, circles, and rectangles. Do not use the following terms: same, similar, congruent, flip, slide, rotate.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Standard: SC.K.N.1.4**

**Big Idea:** 1. The Practice of Science

**Standard:** SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.

**Clarification:** Makes observations of objects and visually records a feature of a simple object.

**Performance Level Descriptor:** To demonstrate proficiency, students will draw a feature of an object based on observations.

**Content Focus:** Observations

**Content Limits:** Students must be presented with a simple still-life object to limit the amount of observations that must be visually translated into a drawing.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Standard: SC.K.P.9.1**

**Big Idea:** 9. Changes in Matter

**Standard:** SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

**Clarification:** Identifies the changes made to materials such as paper and clay.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how to change paper or clay to create an artwork.

**Content Focus:** Changing materials

**Content Limits:** Limit the changes of materials to cutting, tearing, crumpling, smashing, and rolling.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



# **SPECIFICATIONS FOR GRADE 1**





## **Benchmark: VA.1.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.1.C.1.1 Create and discuss works of art that convey personal interests.

**Clarification:** Creates or describes works of art conveying a personal interest.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art from personal interest or describe interest conveyed in a work of art.

**Content Focus:** Art creation and interpretation

**Content Limits:** Processes and media including, but not limited to, drawing, painting, tearing, cutting, folding, and gluing/pasting, pastel, crayon, marker, pencil, tempera, and watercolor. Limit images to grade-appropriate interests.

**Recommended DOK Level:** Moderate

### **Item Types:**

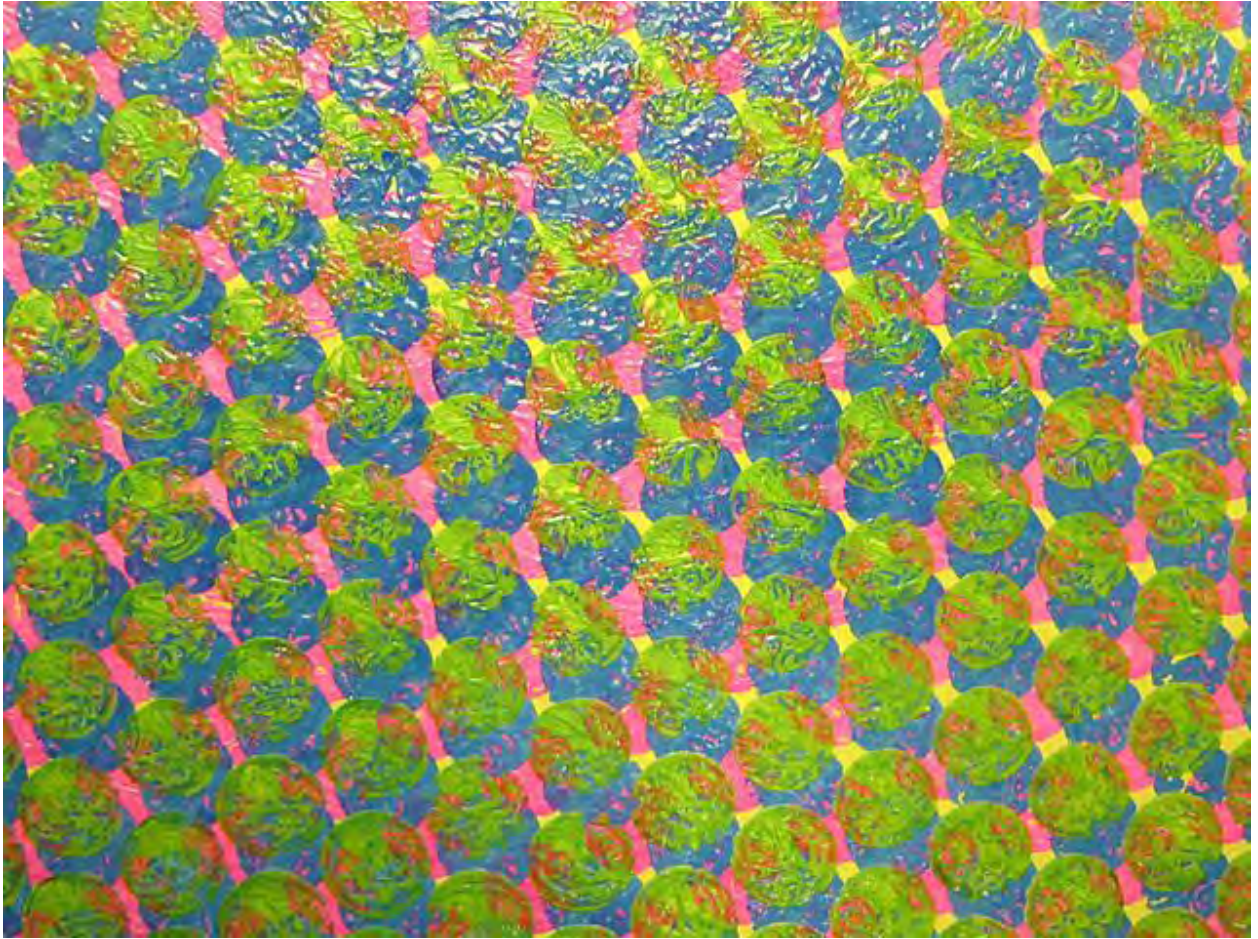
- Multiple Choice
- Constructed Response
- Performance Task

### **Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is a work of art created by a student.



This picture shows the artist's interest in which of these?



A. Scissors



\*B. Color



C. Glue

**Sample Constructed-Response Item:**



**Prompt:**

- Tell me what this picture is about.

**Exemplar Response:**

- This picture is about people sailing away from the shore. The people in the little boat are going to get on one of the bigger ships.

Item Rubric	
2 points	The student describes the subject and supports his or her answer.
1 point	The student describes what the picture is about without supporting evidence.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw something you like to do, and give it a title or caption.”

<b>Item Rubric</b>	
2 points	The student draws and titles his or her drawing. The title may be written or orally presented.
1 point	The student draws an interest but does not title it.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.1.C.1.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.1.C.1.2 Gather clues to help interpret and reflect on works of art.

**Clarification:** Seeks and finds evidence that supports ideas, meaning, or feelings in a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will interpret ideas, meanings, or feelings expressed in works of art through the use of visual clues.

**Content Focus:** Art interpretation

**Content Limits:** Visual images must have grade-appropriate content.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which work of art shows happiness?



A.



B.



\*C.



## **Benchmark: VA.1.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.1.C.2.1 Describe visual imagery used to complete artwork.

**Clarification:** Identifies and describes visual symbols, icons, or cultural symbols in works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the symbols or icons in works of art.

**Content Focus:** Art description

**Content Limits:** Limit to universal or common symbols. Differentiate between symbols and other imagery.

**Recommended DOK Level:** Moderate

**Item Types:**

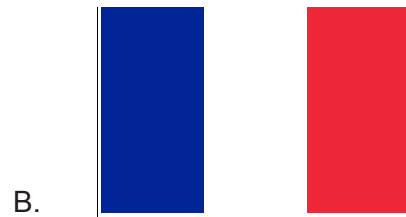
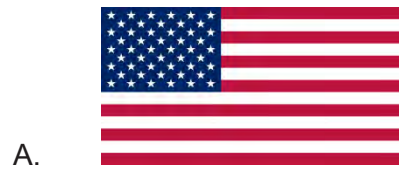
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which flag has a moon symbol?



## **Benchmark: VA.1.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.1.C.2.2 Use various media or techniques to learn how changes affect the completed artwork.

**Clarification:** Creates changes to a work of art using various media or techniques.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art and change it by using other media or techniques.

**Content Focus:** Changes to artwork

**Content Limits:** Students must have a variety of media.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- One sheet of white paper, pencils, crayons, markers, and colored pencils

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: “Use two materials to draw an animal.”

<b>Item Rubric</b>	
2 points	The student draws an animal using two materials.
1 point	The student draws an animal using one material.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.1.C.3.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.1.C.3.1 Identify vocabulary that is used in both visual art and other contexts.

**Clarification:** Understands art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or define art vocabulary words.

**Content Focus:** Art vocabulary

**Content Limits:** Art vocabulary may include, but is not limited to, line types (straight, curved, diagonal, spiral, zigzag, vertical, horizontal), shapes, primary colors, patterns, texture, symmetry, space, overlapping.

**Recommended DOK Level:** Low

**Item Types:**

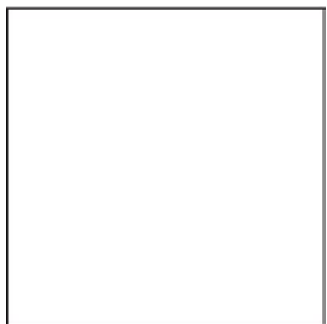
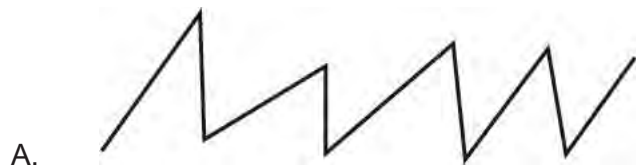
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which is a pattern of shapes that repeat?



## **Benchmark: VA.1.C.3.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.1.C.3.2 Distinguish between artwork, utilitarian objects, and objects from nature.

**Clarification:** Distinguishes between art and other objects.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify objects that are works of art.

**Content Focus:** Identification of art and utilitarian objects

**Content Limits:** Common utilitarian objects and objects found in the immediate environment (in or around home and school) and works of art.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which is a work of art?



\*A.



B.



C.



**Benchmark: VA.1.S.1.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.1.S.1.1 Experiment with art processes and media to express ideas.

**This benchmark is assessed by:**

- VA.1.C.1.1
- VA.1.S.1.3
- VA.1.S.2.1

**Benchmark: VA.1.S.1.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.1.S.1.2 Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

**This benchmark is assessed by:**

- VA.1.C.1.1
- VA.1.S.1.3
- VA.1.S.2.1

## Benchmark: VA.1.S.1.3

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.1.S.1.3 Create works of art to tell a personal story.

**Clarification:** Creates a visual narrative.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that depicts a given scenario or personal narrative.

**Content Focus:** Narrative art (storytelling)

**Content Limits:** Students must be provided with a narrative prompt.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Use your crayons to draw a picture that shows how you get to school.”

Item Rubric	
2 points	The student draws a picture that shows how he or she travels to school.
1 point	The student’s artwork lacks visual evidence to indicate how he or she gets to school.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.1.S.1.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.1.S.1.4 Use accurate art vocabulary to communicate ideas about art.

**Clarification:** Describes works of art using art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify art vocabulary that describes the content and use of art.

**Content Focus:** Art vocabulary

**Content Limits:** Art vocabulary may include, but is not limited to, line types (straight, curved, diagonal, spiral, zigzag, vertical, horizontal), shapes, primary colors, patterns, texture, symmetry, space, and overlapping.

**Recommended DOK Level:** Low

**Item Types:**

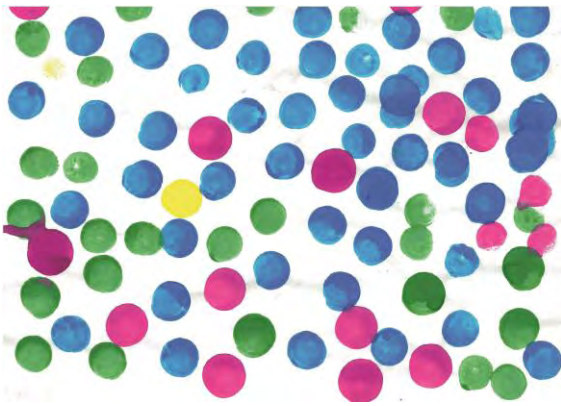
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which work of art has zigzag lines?



A.



\*B.



C.

## **Benchmark: VA.1.S.2.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.1.S.2.1 Practice correct use of tools with various art media, techniques, and processes.

**Clarification:** Uses correct materials, techniques, and processes for creating works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and use the correct tools, media, technique, or process needed to complete a work of art.

**Content Focus:** Use of art tools, media, technique, and processes

**Content Limits:** Limit techniques to rubbings, drawing, painting, tearing, cutting, folding, and gluing/pasting. Limit tools to crayon, marker, pencil, scissors, paste, tempera, and watercolor.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which would be the best tool to add color to a drawing?

A.



\*B.



C.



**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Fold your piece of paper in half.”

<b>Item Rubric</b>	
2 points	The student successfully folds the piece of paper in half starting from either a portrait or a landscape orientation.
1 point	The student folds the paper diagonally. OR The student makes several folds.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.1.S.2.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.1.S.2.2 Describe the steps used in art production.

**Clarification:** Understands the steps toward completing a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will sequence steps or identify the next step in completing a work of art.

**Content Focus:** Steps in art production

**Content Limits:** Steps in producing paintings, drawings, collage, and sculptures.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

A student made this collage.



What was the student's last step in making the collage?



A. Choosing paper



B. Cutting



\*C. Pasting

**Benchmark: VA.1.S.3.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding: 3.** Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.1.S.3.1 Practice skills and techniques to create with two- and/or three-dimensional media.

**This benchmark is assessed by:**

- VA.1.C.1.1
- VA.1.S.1.3
- VA.1.S.2.1

## **Benchmark: VA.1.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding: 3.** Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.1.S.3.2 Discuss the qualities of good craftsmanship.

**Clarification:** Identifies examples of good and bad craftsmanship.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify works of art that exemplify good or bad craftsmanship.

**Content Focus:** Craftsmanship

**Content Limits:** The distractors must be clear examples of neat or sloppy artworks with poor use of materials.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which artwork was created by an artist who is neat and clean?



A.



B.



\*C.

## **Benchmark: VA.1.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.1.S.3.3 Demonstrate safety procedures for using art tools and materials.

**Clarification:** Identifies safety procedures for the art classroom.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the safety procedures for an art classroom.

**Content Focus:** Art safety

**Content Limits:** Safety procedures including cleanup and proper use of materials and tools.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



**Sample Multiple-Choice Item:**

What should you do right after you finish painting?

A.



B.



\*C.



## **Benchmark: VA.1.S.3.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.1.S.3.4 Identify and be respectful of artwork that belongs to others and represents their ideas.

**Clarification:** Identifies artworks that represents the ideas of others, and shows respect for the artworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify artworks that represent ideas of others.

**Content Focus:** Art made by others

**Content Limits:** The idea expressed in artworks should be clear and meaningful for the students.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which shows a student sharing an artwork?

A.



B.



\*C.



## **Benchmark: VA.1.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.1.O.1.1 Identify and use the structural elements of art and organizational principles of design to support artistic development.

**Clarification:** Identifies and understands the use of elements of art and principles of design.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, or use elements of art and principles of design in a work of art.

**Content Focus:** Elements of art and principles of design

**Content Limits:** The use of grade-level elements of art and principles of design including but not limited to lines, shapes, color, pattern, form, value, balance, variety, emphasis, and harmony.

**Recommended DOK Level:** Moderate

**Item Types:**

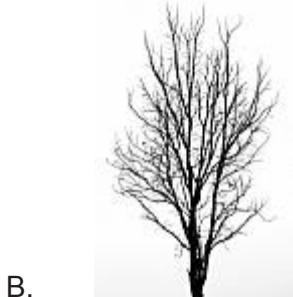
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which artwork was drawn using a circle in its design?



**Benchmark: VA.1.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.1.O.2.1 Create imagery and symbols to express thoughts and feelings.

**Clarification:** Creates a symbol or image that represents a thought or feeling.

**Performance Level Descriptor:** To demonstrate proficiency, students will create symbol or image that represents a thought or feeling.

**Content Focus:** Symbols and imagery

**Content Limits:** Limit to grade-level appropriate thoughts and feelings.

**Recommended DOK Level:** Moderate

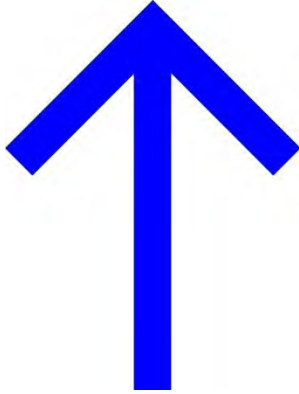
**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following image, letter-size sheets of white paper, pencils, and crayons or markers



**Setup:**

- Each student has his or her own materials and workspace. The image may be shared with the class.

**Prompt:**

- Say: “This is a symbol for up. Draw a symbol that means stop.”

<b>Item Rubric</b>	
2 points	The student draws a symbol that represents the word “stop” (ex. stop sign, X, hand, or a circle with line through it).
1 point	The student draws an image, but it does not represent the word “stop.” OR The student draws a picture of something stopped, but it is not a symbol.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.1.O.3.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.1.O.3.1 Use personal symbols in artwork to document surroundings and community.

**This benchmark is assessed by:**

- VA.1.F.3.1



## **Benchmark: VA.1.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture.

**Clarification:** Observes a work of art created by a particular culture to identify a characteristic of the culture.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a characteristic of a culture based on a work of art created by the culture.

**Content Focus:** Cultural art

**Content Limits:** Subject matter of the work of art must be grade-level appropriate.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is a work of art created by ancient Egyptians.

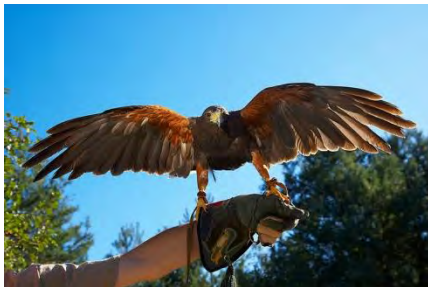


Based on this picture, which animal did the Egyptians see?

A.



\*B.



C.



## **Benchmark: VA.1.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.1.H.1.2 Discuss suitable behavior expected of audience members.

**Clarification:** Identifies suitable behavior of audience members.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify suitable behavior of audience members.

**Content Focus:** Art class behavior

**Content Limits:** Behavior suitable for museum visits, artist presentations, school programs, and assemblies should be discussed.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which picture shows students looking at art in a museum?

A.



\*B.



C.



## **Benchmark: VA.1.H.1.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.1.H.1.3 Describe ways in which artists use their work to share knowledge and life experiences.

**Clarification:** Describes how an artist conveys meaning or feeling in an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe what the artwork means to them.

**Content Focus:** Purpose of the artwork

**Content Limits:** Content and meanings should be grade-level appropriate.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

Sample Multiple-Choice Item:



Which is the best title for this artwork?

- A. "Clay"
- \*B. "Color Wheel"
- C. "My Sculpture"

## **Benchmark: VA.1.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.1.H.2.1 Compare artworks from different cultures, created over time, to identify differences in style and media.

**Clarification:** Identifies the similarities and differences between artworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare and contrast given works of art.

**Content Focus:** Distinct cultural art and art eras

**Content Limits:** Limit to similarities in the use of tools, techniques, media, and grade-level appropriate elements of art and principles of design between two works of art.

**Recommended DOK Level:** Moderate

**Item Types:**

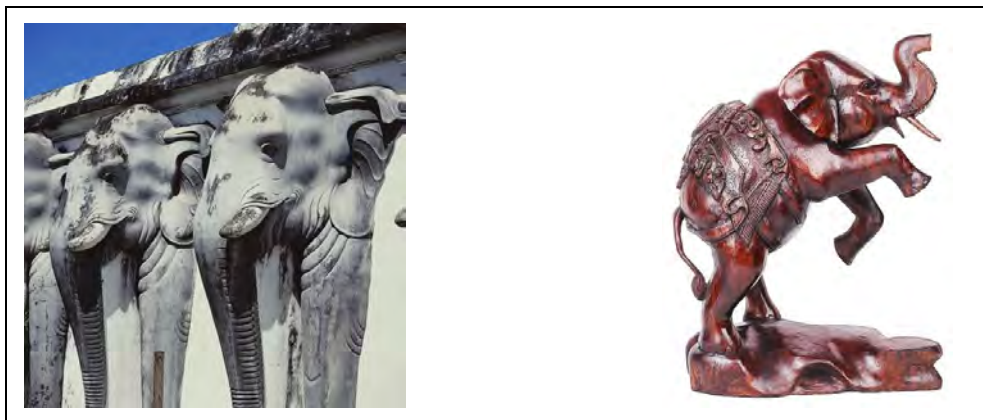
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here are two works of art made by people from different places.



What is the same about these two sculptures?



- A. They are both the same color.



- \*B. They are both elephants.



- C. They are both the same shape.



## **Benchmark: VA.1.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.1.H.2.2 Identify objects of art that are used every day for utilitarian purposes.

**Clarification:** Identifies art objects that are useful every day.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify functional art.

**Content Focus:** Art in everyday objects designed or decorated by artists

**Content Limits:** Limit to objects easily observed in everyday life.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which work of art can be used every day?

A.



\*B.



C.



## **Benchmark: VA.1.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.1.H.2.3 Identify places in which artworks may be viewed by others.

**Clarification:** Identifies places where artwork can be found.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe where one might find works of art.

**Content Focus:** Places to find art

**Content Limits:** Limit to general or familiar places and not specific locations (e.g., museum—not the Smithsonian).

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which is a place where people go to look at paintings?



A.  
Movie theater



\*B.  
Museum



C.  
Library

## **Benchmark: VA.1.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.1.H.3.1 Identify connections between visual art and other content areas.

**Clarification:** Identifies aspects of other content areas in a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify connections to other content areas.

**Content Focus:** Other content areas in artwork

**Content Limits:** Emphasis should be on works of art that have a clear subject-matter connection.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

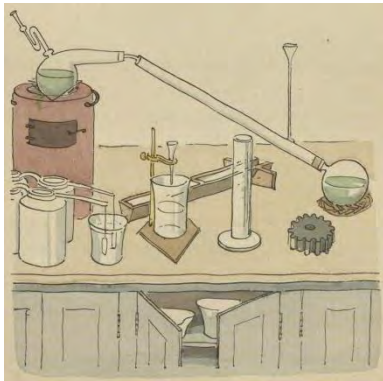
Which work of art is connected to science?



A.



B.



\*C.

**Benchmark: VA.1.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.1.F.1.1 Use various art media and real or imaginary choices to create artwork.

**This benchmark is assessed by:**

- VA.1.C.1.1
- VA.1.S.1.3

## **Benchmark: VA.1.F.1.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.1.F.1.2 Identify how classmates solve artistic problems.

**Clarification:** Identifies how students have overcome difficulty in creating an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify solutions to artistic problems that classmates have overcome.

**Content Focus:** Artistic problem solving

**Content Limits:** Limit to works of art completed by students at or below the grade level.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



**Sample Multiple-Choice Item:**



What did the student add to this work of art to make it look more like a bird?

A.



B.



\*C.



## **Benchmark: VA.1.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.1.F.2.1 Explain how artists impact the appearance of items for sale in stores.

**Clarification:** Identifies how items for sale in stores have been designed by artists.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the impact of artistic design of items for sale in stores.

**Content Focus:** Design of items for sale

**Content Limits:** Limit to items commonly found in or around the home and school.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which bottle was designed for water?



## **Benchmark: VA.1.F.3.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.1.F.3.1 Describe the use of art to share community information.

**Clarification:** Identifies works of art that share community information.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how works of art share information about a community.

**Content Focus:** Artworks found in a community

**Content Limits:** Limit to artworks or subjects that are commonly found in or around the community.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

This poster was created to show an event that will occur in a community.



What will the people in the community see at this event?

\*A.



B.



C.



**Benchmark: VA.1.F.3.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.1.F.3.2 Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

**This benchmark is assessed by:**

- VA.1.C.1.1
- VA.1.S.1.3
- VA.1.S.2.1

**Standard: LAFS.1.RL.1.2**

**Strand:** Reading Standards for Literature

**Cluster:** 1. Key Ideas and Details

**Standard:** LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Clarification:** Creates an illustration from a story.

**Performance Level Descriptor:** To demonstrate proficiency, students will create an illustration based on a passage or story.

**Content Focus:** Retell story through illustration

**Content Limits:** Passages must be short and descriptive with key details that are relevant to the meaning of the story.

**Recommended DOK Level: Moderate**

**Item Types:**

- Performance Task

## **Standard: MAFS.1.G.1.2**

**Strand:** Geometry

**Cluster:** 1. Reason with shapes and their attributes.

**Standard:** MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

**Clarification:** Creates two-dimensional shape or three-dimensional forms that are subsequently used to create a new composite shape or form.

**Performance Level Descriptor:** To demonstrate proficiency, students will combine shapes or forms to create a new shape or form.

**Content Focus:** Composite shapes

**Content Limits:** Students do not need to learn formal names such as "right rectangular prism." Grade level appropriate two-dimensional shapes include triangle, squares, circles, rectangles, diamond, star, pentagon, and hexagon. Grade level appropriate three-dimensional shapes include cube, sphere, pyramid, cone, and cylinder. Students are creating a relationship with the shapes or forms.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task



**Standard: MAFS.1.G.1.3**

**Strand:** Geometry

**Cluster:** 1. Reason with shapes and their attributes.

**Standard:** MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**Clarification:** Divides shapes into equal shares.

**Performance Level Descriptor:** To demonstrate proficiency, students will divide shapes into equal shares.

**Content Focus:** Dividing shapes

**Content Limits:** Grade level appropriate two-dimensional shapes include triangle, squares, circles, rectangles, diamond, star, pentagon, and hexagon. Limit divisions to halves or fourths.

**Recommended DOK Level: Moderate**

**Item Types:**

- Performance Task

**Standard: SC.1.L.14.1**

**Big Idea:** 14. Organization and Development of Living Organisms

**Standard:** SC.1.L.14.1 Make observations of living things and their environment using the five senses.

**Clarification:** Identify characteristics of living things and environments.

**Performance Level Descriptor:** To demonstrate proficiency, students will make observations and identify the characteristics of living things and environments.

**Content Focus:** Observing living things

**Content Limits:** Artworks should present realistic living things and environments. Abstract, surreal, and representational art is above grade level.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Standard: SS.1.A.2.1**

**Strand:** American History

**Cluster:** 1. Historical Inquiry and Analysis

**Standard:** SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

**Clarification:** Identifies how artworks tell the story of people and events of other times and places.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the theme, people, and/or events represented in historical artworks.

**Content Focus:** People and events in art history

**Content Limits:** Limit to artworks representing communities, homes, and national/state symbols or events.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

# **SPECIFICATIONS FOR GRADE 2**



**Benchmark: VA.2.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

**Clarification:** Creates works of art based on personal interests.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that communicates a personal interest.

**Content Focus:** Art creation

**Content Limits:** Processes and media including, but not limited to, drawing, painting, tearing, cutting, folding, and gluing/pasting, pastel, crayon, marker, pencil, tempera, and watercolor.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons or markers

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a picture of your favorite animal, and add a title.”

Item Rubric	
2 points	The student draws a favorite animal with a title.
1 point	The student draws an animal but does not add a title.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.2.C.1.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

**Clarification:** Identifies the possible meanings of an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will observe works of art to determine their possible meanings.

**Content Focus:** The meaning of artworks

**Content Limits:** Limit artworks to include everyday, easily recognizable subjects such as narrative paintings.

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**



**Prompt:**

- What do you think this artwork is about?

**Exemplar Response:**

- The artwork is about having fun because it shows kids dancing in a circle.

<b>Item Rubric</b>	
2 points	The student describes a possible meaning and supports his or her answer.
1 point	The student describes what the picture is about without supporting evidence.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”



**Benchmark: VA.2.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives.

**This benchmark is assessed by:**

- VA.2.C.1.1
- VA.2.S.1.1
- VA.2.S.2.2
- VA.2.O.1.1
- VA.2.F.1.1

## **Benchmark: VA.2.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.2.C.2.2 Identify skillful techniques used in works by peers and others.

**Clarification:** Identifies the techniques used to create works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the techniques used to create works of art.

**Content Focus:** Art techniques

**Content Limits:** Limit techniques to rubbings, drawing, painting, tearing, cutting, folding, and gluing/pasting.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which tree was created by using cut paper?

\*A.



B.



C.



**Benchmark: VA.2.C.2.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.2.C.2.3 Use suggestions from others to modify the structural elements of art.

**Clarification:** Modifies a work of art involving structural elements of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will be given a suggestion to modify the structural elements of art in a work.

**Content Focus:** Revising artworks

**Content Limits:** Students must be given suggestions to modify a work of art.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “First draw three triangles. Then make one triangle look more important.”

Item Rubric	
2 points	The student draws three shapes that are the same and then modifies one of the shapes so that it looks more important.
1 point	The student draws three shapes, but they are not drawn the same before the modification. OR The student did not make a modification to make one of the triangles look more important.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.2.C.3.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

**Benchmark:** VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts.

**Clarification:** Applies art vocabulary to other contexts.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or apply art vocabulary to visual arts and other contexts.

**Content Focus:** Art vocabulary

**Content Limits:** Media, techniques, themes and subjects, elements of art, and principles of design including, but not limited to, lines, shapes, color families, pattern, balance, and symmetry.

**Recommended DOK Level:** Moderate

**Item Types:**

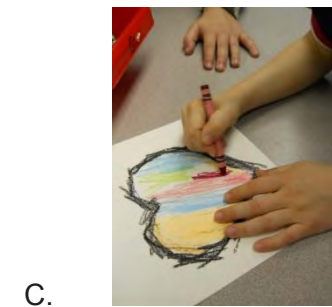
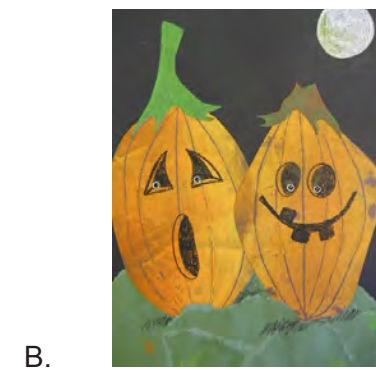
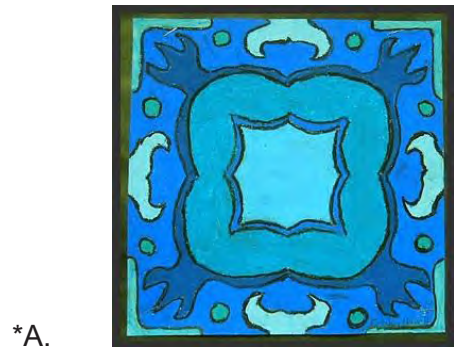
- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which work of art shows a repeating pattern?



## **Benchmark: VA.2.C.3.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

**Benchmark:** VA.2.C.3.2 Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

**Clarification:** Compares how artworks and utilitarian objects are similar or different using art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the differences and similarities between artworks and everyday objects using art vocabulary.

**Content Focus:** Art in everyday objects

**Content Limits:** Limit to objects that can be observed in everyday life in or around home or school. Art vocabulary may include media, techniques, themes and subjects, elements of art, and principles of design including, but not limited to, lines, shapes, color families, pattern, balance, and symmetry.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

What do these chairs have in common?



\*A.

Shape



B.

Pattern



C.

Color



## Benchmark: VA.2.S.1.1

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes.

**Clarification:** Experiments with tools and techniques to create art.

**Performance Level Descriptor:** To demonstrate proficiency, students experiment with tools and techniques to create art.

**Content Focus:** Art tools and techniques

**Content Limits:** Tools and media used in processes including, but not limited to, drawing, painting, clay sculpture, and collage making. The student should experiment with at least three materials.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, crayons, markers, and watercolor paint sets

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: "Use at least three tools to create a work of art."

Item Rubric	
2 points	The student uses three or more materials to create a work of art.
1 point	The student uses one or two materials to create a work of art.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.2.S.1.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art.

**This benchmark is assessed by:**

- VA.2.S.1.3
- VA.2.F.1.1

## **Benchmark: VA.2.S.1.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.2.S.1.3 Explore art from different time periods and cultures as sources for inspiration.

**Clarification:** Makes observations and applies inspiration from artworks created by other cultures or during other time periods.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art inspired by art from different time periods and cultures.

**Content Focus:** Art from other time periods and cultures

**Content Limits:** Limit to works of art created by easily recognized cultures or time periods.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which artwork is used in a ceremony?

\*A.



B.



C.



**Sample Performance Task:**

**Materials:**

- Copies of the following picture, letter-size sheets of white paper, pencils, and crayons or markers



**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a work of art inspired by this artwork.”

<b>Item Rubric</b>	
2 points	The student creates a work of art with either the idea from the given artwork or a visual similarity with the artwork.
1 point	The student creates a work of art, but there is little to no evidence that the student’s artwork was inspired by the given artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.2.S.1.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.2.S.1.4 Use accurate art vocabulary to discuss art.

**Clarification:** Describes works of art using art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify vocabulary words that describe the content and use of art.

**Content Focus:** Art vocabulary

**Content Limits:** Media, techniques, themes and subjects, elements of art, and principles of design including, but not limited to, lines, shapes, color families, pattern, balance, and symmetry. Abstract works are ideal because they prevent the student from describing a visual narrative rather than applying art vocabulary.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response
- Technology Enhanced

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which work of art is a collage created by cutting and pasting construction paper?

A.



B.



\*C.



**Sample Constructed-Response Item:**



**Prompt:**

- Use your art vocabulary to describe this work of art.

<b>Item Rubric</b>	
2 points	The student describes the work of art using two or more art vocabulary words.
1 point	The student describes the work of art using only one art vocabulary word.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”



**Sample Technology-Enhanced Item:**

**Prompt:**

Select two different primary colors in the artwork.



Item Rubric	
2 points	The student selects two different primary colors: blue, yellow, or red.
1 point	The student selects one of the primary colors from the painting.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.2.S.2.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.2.S.2.1 Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

**This benchmark is assessed by:**

- VA.2.C.1.1
- VA.2.S.1.1
- VA.2.S.1.3
- VA.2.S.2.2
- VA.2.S.3.1
- VA.2.O.1.1
- VA.2.F.1.1

## **Benchmark: VA.2.S.2.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.2.S.2.2 Follow sequential procedures focused on art production.

**Clarification:** Follows steps toward completing a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will follow steps to create or complete a work of art.

**Content Focus:** Steps in art production

**Content Limits:** Limit to drawing, painting, collage, and sculpture tools and media. Limit to three steps toward an authentic art process.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Technology Enhanced
- Performance Task

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which is the first step in making this work of art?








- \*A. Painting the landscape
- B. Folding the paper
- C. Pasting the paper

**Sample Technology-Enhanced Item:**

**Prompt:**

Sequence the steps in making this work of art from start to finish.

Step 1	Step 2	Step 3	Step 4	Step 5
				

Item Rubric	
2 points	The student correctly sequences the steps in folding the origami dog.
1 point	The student switches two of the steps in folding the origami dog.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Performance Task:**

**Materials:**

- Sheets of watercolor paper, pencils, cups of water for rinsing, and watercolor sets with paintbrushes

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

Say: "Follow these steps to make a watercolor painting.

- Sketch a landscape.
- Wet your paper.
- Paint the landscape."

<b>Item Rubric</b>	
2 points	The student follows all three steps to produce a wet-on-wet watercolor painting of a landscape.
1 point	The student skips the sketching or wetting the paper step.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Benchmark: VA.2.S.3.1

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

**Clarification:** Relates the technique or manipulation of art materials to the product.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate the use of materials or identify the technique or materials used to produce a work of art.

**Content Focus:** Art materials and technique

**Content Limits:** Techniques include manipulating drawing tools and paints in a way that creates texture or patterns, as well as bending, folding, cutting, and shaping to create a sculpture or collage.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Clay or molding material

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: "Create a sculpture."

Item Rubric	
2 points	The student molds the material into a sculpture.
1 point	The student experiments with the material.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.2.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.2.S.3.2 Demonstrate growth in craftsmanship through purposeful practice.

**This benchmark is assessed by:**

- VA.2.C.1.1
- VA.2.S.1.1
- VA.2.S.2.2
- VA.2.S.3.1
- VA.2.O.1.1
- VA.2.F.1.1



## **Benchmark: VA.2.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.

**Clarification:** Identifies the importance of safety in the art class.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safe procedures as well as the consequences of unsafe procedures.

**Content Focus:** Art safety

**Content Limits:** Limit to cleanup and safety procedures in the art room after using tools for drawing, painting, sculpting, and collage-making.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

What should we use to clean paint off our hands?



\*A.

Soap and water



B.

A piece of paper



C.

Our shirt

## **Benchmark: VA.2.S.3.4**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.2.S.3.4 Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

**Clarification:** Identifies or describes the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

**Content Focus:** Original art versus copying or inspiration

**Content Limits:** Students are not expected to understand copyright law.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is a portrait of a president.



Which would be an example of a work of art inspired by the portrait of the president?

\*A.



B.



C.



## **Benchmark: VA.2.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

**Clarification:** Uses the elements of art and principles of design to complete a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will use the structural elements of art and organizational principles of design to complete a work of art.

**Content Focus:** Elements of art and principles of design

**Content Limits:** Elements of art and principles of design including, but not limited to, lines, shapes, color families, pattern, balance, and symmetry.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
- Technology Enhanced

**Sample Performance Task:**

**Materials:**

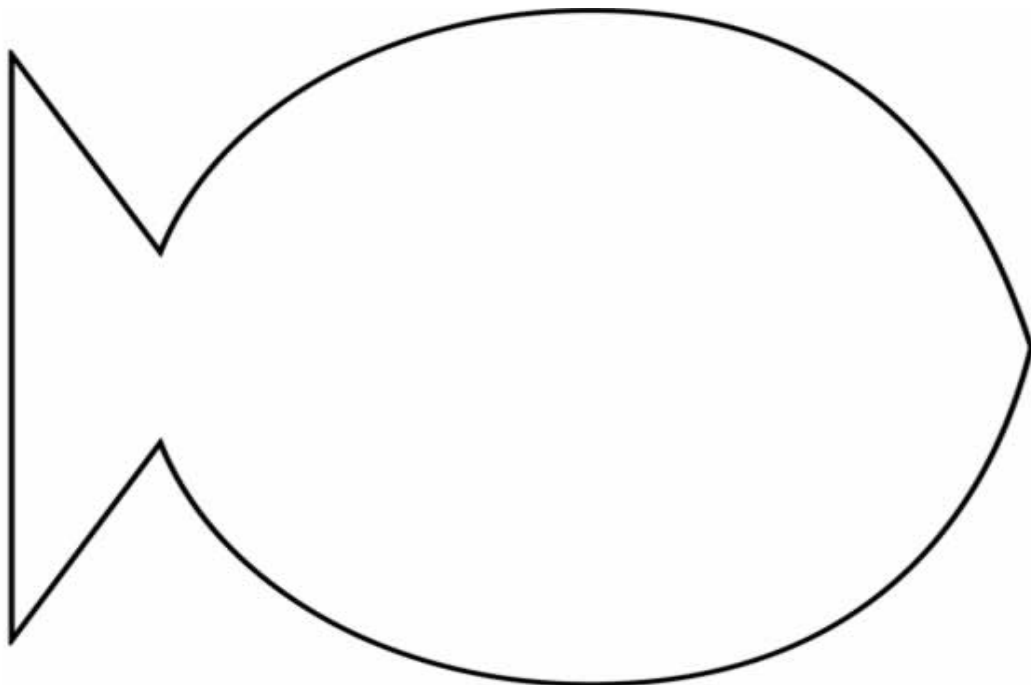
- Copies of the following picture, letter-size sheets of white paper, pencils, and crayons or markers

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a pattern of shapes on the fish.”

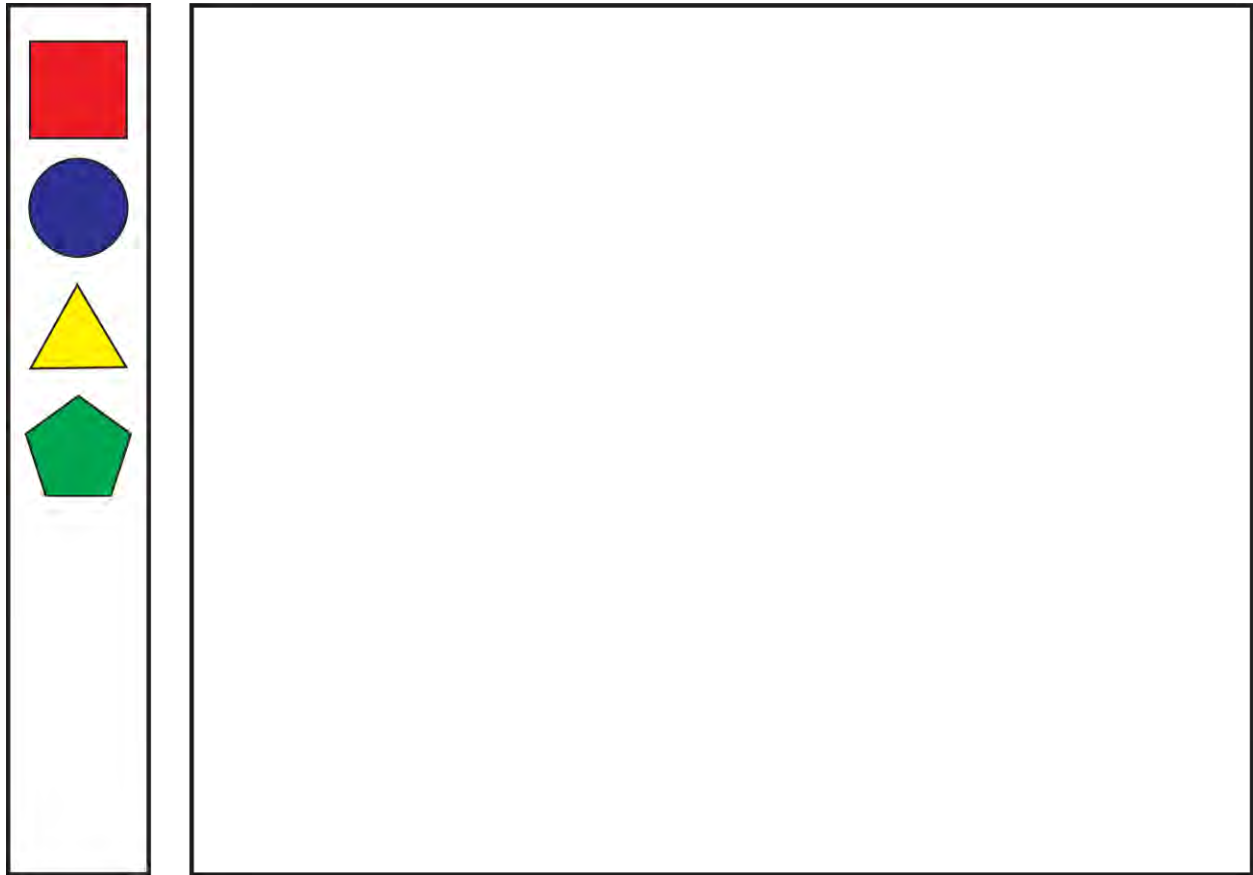


<b>Item Rubric</b>	
2 points	The student successfully creates a pattern of shapes.
1 point	The student creates a pattern but it is not of shapes.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Technology-Enhanced Item:**

**Prompt:**

Make a regular pattern with the shapes.



<b>Item Rubric</b>	
2 points	The student makes a regular pattern with the shapes.
1 point	The student makes a pattern, but the pattern is random or repeats only one of the shapes.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.2.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.2.O.2.1 Use personal experience to convey meaning or purpose in creating artworks.

**This benchmark is assessed by:**

- VA.2.O.1.1
- VA.2.F.1.1



## Benchmark: VA.2.O.3.1

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities.

**Clarification:** Creates works of art that communicate ideas about local and global communities.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that communicates an idea about local and global communities.

**Content Focus:** Art for local and global communities

**Content Limits:** Limit to local and global communities familiar to students at or below the grade-level.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- One sheet of white paper, pencils, and crayons or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: "Create a poster that shows where people should put trash."

Item Rubric	
2 points	The student draws a picture that shows where trash should be placed.
1 point	The student draws an incorrect place to put trash.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.2.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.2.H.1.1 Identify examples in which artists have created works based on cultural and life experiences.

**Clarification:** Identifies works of art that represent the life of various cultures.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify works of art created by different cultures.

**Content Focus:** Art in different cultures

**Content Limits:** Limit to works of art that represent everyday life experiences from a distinct culture.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which picture shows students working together to make a painting?

\*A.



B.



C.



## **Benchmark: VA.2.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.

**Clarification:** Identifies appropriate or inappropriate behavior in an audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify appropriate or inappropriate behavior in an audience.

**Content Focus:** Art audience behavior

**Content Limits:** Limit to audiences attending art class, art fairs, and museums or galleries.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which picture shows a student behaving in a classroom?

A.



B.



\*C.



## **Benchmark: VA.2.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.2.H.2.1 Identify differences or similarities in artworks across time and culture.

**Clarification:** Identifies the similarities or differences between artworks or matches artworks from different cultures, eras, styles, and media.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare and contrast given works of art from distinct cultures, eras, and styles.

**Content Focus:** Distinct cultural art, art eras, and art styles

**Content Limits:** Limit to works created by easily recognizable cultures.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is a mask.



Which mask was made with a similar style?



## **Benchmark: VA.2.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills.

**Clarification:** Observes everyday objects that have been designed by artists.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the art skills required for handmade versus manufactured objects.

**Content Focus:** Handmade versus mass produced

**Content Limits:** Limit to objects easily observed in everyday life.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



**Sample Multiple-Choice Item:**

Which table was created by hand?

A.



\*B.



C.



## **Benchmark: VA.2.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.2.H.2.3 Identify the physical features or characteristics of artworks displayed in the community.

**Clarification:** Identifies the features or characteristics of artworks that allow them to be displayed in various places within the community.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify why artworks are displayed in the community based on the physical features or characteristics.

**Content Focus:** Art in the community

**Content Limits:** Limit to artworks and media commonly found in communities.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Here is an American flag.



What is the flag made from?

- \*A. Fabric
- B. Paper
- C. Wood

## **Benchmark: VA.2.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas.

**Clarification:** Identifies elements in other content areas that relate to a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify elements in other content areas that relate to a work of art.

**Content Focus:** Artwork elements in other content areas.

**Content Limits:** Limit to works of art used in content areas at or below the grade level.

**Recommended DOK Level:** Moderate

**Item Types:**

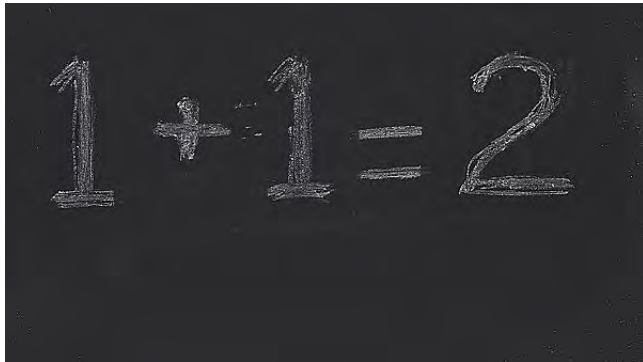
- Multiple Choice

**Multiple-Choice Attributes:**

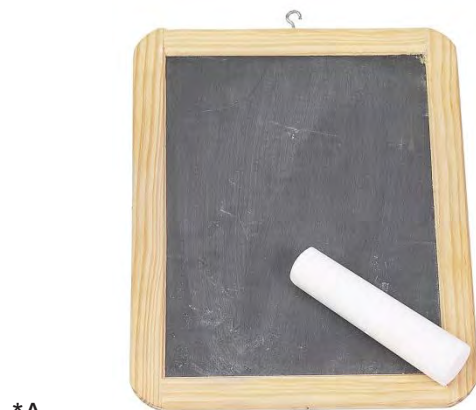
- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

A teacher in a math class drew this number sentence.



What did the teacher use to draw this number sentence?



**Benchmark: VA.2.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.2.F.1.1 Use imagination to create unique artwork incorporating personal ideas and selected media.

**Clarification:** When given a goal, creates works of art from personal ideas and imagination.

**Performance Level Descriptor:** To demonstrate proficiency, when given a goal students will create a work of art from imagination.

**Content Focus:** Creative art

**Content Limits:** The stem should be set up to inspire the use of the imagination.

**Recommended DOK Level:** High

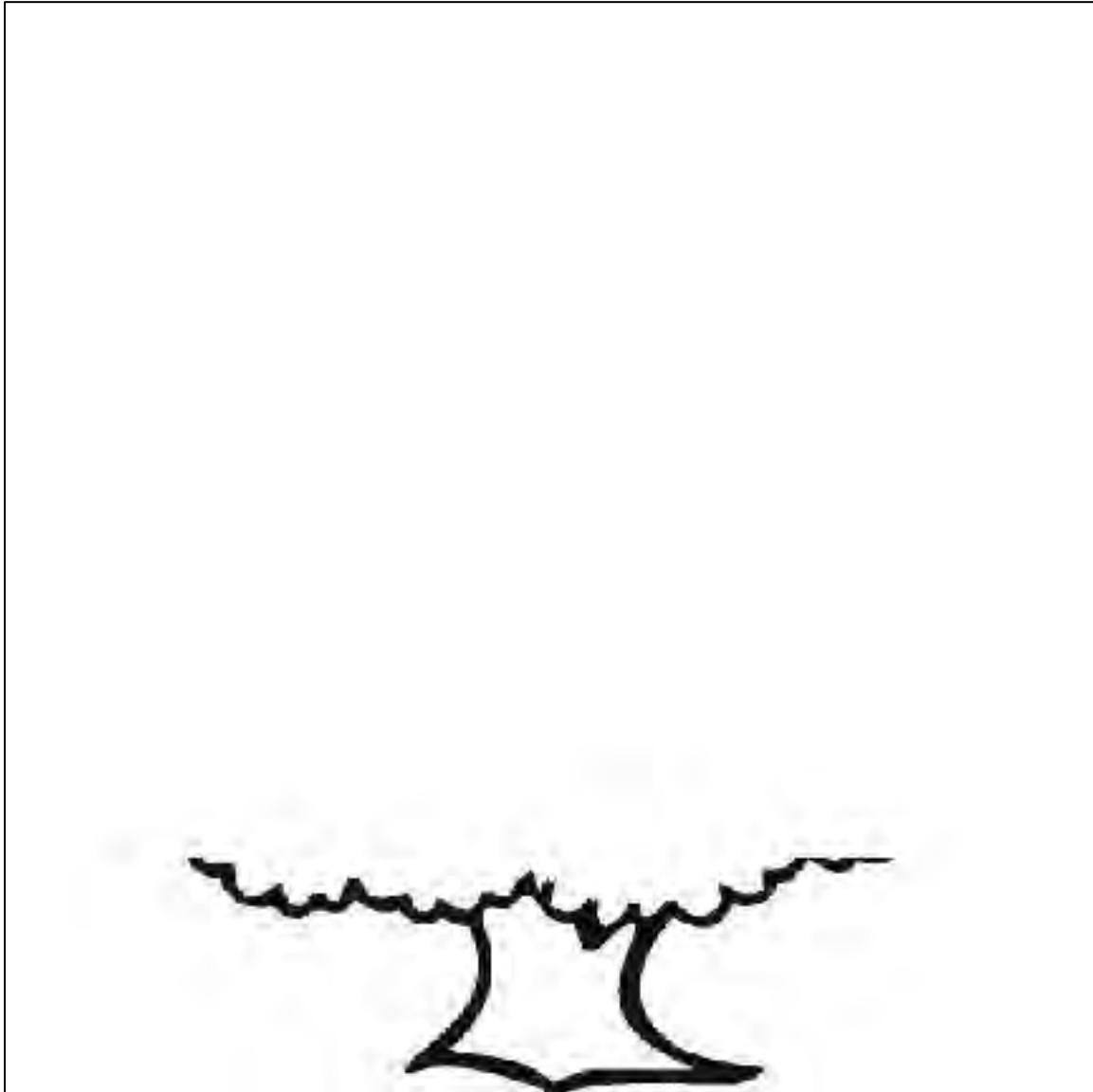
**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Copies of the following picture of an empty tree, pencils, and crayons or markers



**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw an imaginary animal that might live in the tree.”

<b>Item Rubric</b>	
2 points	The student draws a creature with imaginary features or details.
1 point	The student draws a creature, but it is not imaginary or it lacks details
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



**Benchmark: VA.2.F.1.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.2.F.1.2 Explore the advantages of having multiple solutions to solve an artistic problem.

**Clarification:** Solves artistic problems by using multiple solutions.

**Performance Level Descriptor:** To demonstrate proficiency, students will solve an artistic problem by using more than one method.

**Content Focus:** Problem-solving

**Content Limits:** Students must be presented with a problem to solve.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Two sheets of paper, pencils, and crayons

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw the same shape on each sheet of paper. Give both shapes a pattern, but make the patterns different.”

Item Rubric	
2 points	The student creates two shapes with different patterns.
1 point	The student creates two shapes, but they have the same pattern.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.2.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.2.F.2.1 Identify work created by artists and designers.

**Clarification:** Identifies the work of art or skill used by a type of artist or designer.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a work of art or skill used by a type of artist or designer.

**Content Focus:** Creations by artists and designers

**Content Limits:** Will include works and skills from artists such as architects, potters, photographers, weavers, illustrators, painters, and sculptors.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**

Which shows an artist who is a sculptor?

A.



B.



\*C.



## **Benchmark: VA.2.F.3.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.2.F.3.1 Describe the use of art to promote events within the school or community.

**Clarification:** Identifies the event promoted through the use of art within the school or community

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the event promoted through the use of art within the school or community.

**Content Focus:** Art to promote events

**Content Limits:** Limit to events that commonly occur around the school or community.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).

**Sample Multiple-Choice Item:**



Which scene would you see at the event promoted by this poster?

- A. A fair
- B. A football game
- \*C. A play

**Benchmark: VA.2.F.3.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.2.F.3.2 Work with peers to complete a task in art.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.

### **Benchmark: VA.2.F.3.3**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.2.F.3.3 Use time effectively while focused on art production to show early development of 21st-century skills.

**Clarification:** Maintains focus to complete artworks in a timely manner.

**Performance Level Descriptor:** To demonstrate proficiency, students will complete a work of art in an timely manner and with extended focus.

**Content Focus:** Time management and focus

**Content Limits:** Limit to ten-minute activities.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, the following picture, pencil, and crayons or markers

**Setup:**

- Each student has the following picture and his or her own materials and workspace.



**Prompt:**

- Say: “Draw this bicycle.”

Item Rubric	
2 points	The student maintains focus while drawing the bicycle and completes the bicycle.
1 point	The student maintains focus while drawing the bicycle, but the bicycle is incomplete. OR The student quickly draws the bicycle but does not maintain focus during the process.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



**Standard: MAFS.2.G.1.1**

**Strand:** Geometry

**Cluster:** 1. Reason with shapes and their attributes.

**Standard:** MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Clarification:** Draws shapes with specified attributes.

**Performance Level Descriptor:** To demonstrate proficiency, students will draw shapes when given a specified attribute.

**Content Focus:** Drawing shapes

**Content Limits:** Specified attributes may include the number of angles, faces, or sides. Shapes are limited to triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Recommended DOK Level:** Low

**Item Types:**

- Performance Task

## **Standard: MAFS.2.G.1.3**

**Strand:** Geometry

**Cluster:** 1. Reason with shapes and their attributes.

**Standard:** MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**Clarification:** Divides identical shapes into halves, thirds, or fourths which will create equal shares that may or may not be the same shapes.

**Performance Level Descriptor:** To demonstrate proficiency, students will divide identical shapes so that they are divided into equal shares in two different ways.

**Content Focus:** Dividing shapes

**Content Limits:** Limit divisions to halves, thirds, or fourths. Shapes are limited to circles and rectangles.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Standard: MAFS.2.MD.1.1**

**Strand:** Measurement and Data

**Cluster:** 1. Measure and estimate lengths in standard units.

**Standard:** MAFS.2.MD.1.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Clarification:** Measures the length of an object.

**Performance Level Descriptor:** To demonstrate proficiency, students will measure the length of an object in an artwork or measuring material to be used in an artwork.

**Content Focus:** Taking measurements

**Content Limits:** Limit the size of objects to less than 12 inches or 30.48 centimeters.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

## **Standard: SC.2.N.1.5**

**Big Idea:** 1. The Practice of Science

**Standard:** SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

**Clarification:** Distinguishes between the details that can be observed in an artwork and the inferences that can be drawn from the artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will infer the meaning of an artwork and identify the details that support the inference.

**Content Focus:** Inference and observation

**Content Limits:** Artworks must have key details that support an inference that can be drawn from the artwork.

**Recommended DOK Level: High**

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Stems will be read aloud to students.
- Each item will have three options.
- Options will appear as illustrations or photos.
- Photo/illustration options will appear horizontally (left to right).



**SPECIFICATIONS  
FOR  
GRADE 3**



**Benchmark: VA.3.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.

**Clarification:** Creates or uses processes to make interpretations or self-expression in art.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that exemplifies self expression.

**Content Focus:** Art making

**Content Limits:** Limit processes to drawing, painting, and sketching. Limit tools to crayons, markers, pencils, oil pastels, paints, and paintbrushes.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and crayons or markers

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a picture of your favorite place.”

Item Rubric	
2 points	The student successfully draws his or her favorite place with supporting details.
1 point	The student successfully draws a place, but not his or her favorite place, without supporting details.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.3.C.1.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.3.C.1.2 Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

**Clarification:** Identifies or describes the meaning or purpose in works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will view works of art to identify and describe possible interpretations.

**Content Focus:** Art interpretation and reflection

**Content Limits:** Subject matter includes, but is not limited to, visual symbols, images, and main ideas.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art shows a feeling of loneliness?

A.



B.



C.



\*D.



## **Benchmark: VA.3.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.3.C.2.1 Assess personal artworks for completeness and success in meeting intended objectives.

**Clarification:** Assesses a personal work of art according to objectives when provided a rubric.

**Performance Level Descriptor:** To demonstrate proficiency, students will meet the intended objectives and assess their own artworks when provided a rubric.

**Content Focus:** Self-assessment

**Content Limits:** Students must be provided with a rubric.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A sheet of white paper, pencil, and crayons or colored pencils.

**Setup:**

- Each student has his or her own work of art and the following list.
  - My artwork shows two shapes.
  - My shapes are different.
  - My artwork shows two colors.
  - My colors are primary colors.
  - My artwork was completed.
  - My artwork has two patterns.

**Prompt:**

- Say: “Draw an artwork with two shapes, two colors, and two patterns. Then make a checkmark next to each statement that is true about your work of art.”

<b>Item Rubric</b>	
2 points	The student correctly assesses his or her own work of art.
1 point	The student makes a checkmark next to one or two statements that are not true.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.3.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.3.C.2.2 Compare techniques used by peers and established artists as a basis for improving one's own work.

**Clarification:** Compare techniques used in artworks and identify how technique can be improved.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how techniques can be improved by comparing artworks.

**Content Focus:** Technique improvement

**Content Limits:** Limit techniques to rubbings, drawing, painting, collage, sculpture, and printmaking.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Here is a cityscape drawn by an artist.



Here is a cityscape drawn by a student.



Which technique would make the student's lines straighter?

- A. Drawing longer lines
- B. Drawing dotted lines
- \*C. Drawing lines with a ruler
- D. Drawing over lines with crayons

**Benchmark: VA.3.C.2.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.3.C.2.3 Use constructive criticism to improve artwork.

**Clarification:** Improves or re-creates a work of art based on constructive criticism.

**Performance Level Descriptor:** To demonstrate proficiency, students will improve or re-create a work of art when provided constructive criticism.

**Content Focus:** Constructive criticism

**Content Limits:** A work of art must be provided.

**Recommended DOK Level:** High

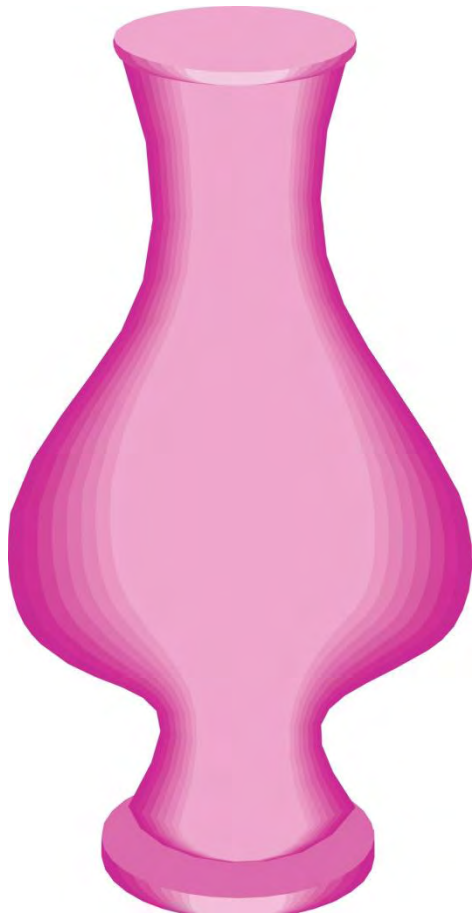
**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following image, pencil, and crayons or colored pencils.



**Setup:**

- Each student has his or her own image, materials, and workspace.

**Prompt:**

- Say: "This picture is missing flower in the vase and the background. Complete the still life."

Item Rubric	
2 points	The student draws both flowers in the vase and a background.
1 point	The student draws either flowers in the vase and a background.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.3.C.3.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.3.C.3.1 Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

**Clarification:** Identifies and describes elements of art and principles of design or describes how they are used.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe how elements of art or principles of design are used in others' artworks.

**Content Focus:** Art vocabulary

**Content Limits:** Structural elements of art and principles of design including, but not limited to, line, shape, colors, patterns, texture, balance, space, and contrast.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which image has longer vertical lines than horizontal lines?



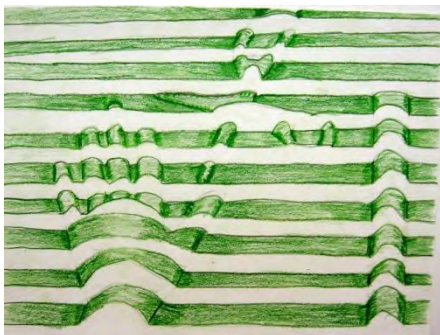
A.



B.



\*C.



D.

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and crayons, pencils, or markers

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Sketch an image. Include two elements of art or principles of design and explain your elements of art or principles of design.”

<b>Item Rubric</b>	
2 points	The student sketches an image including two elements of art or principles of design and describes the elements of art or principles of design.
1 point	The student sketches an image but did not describe two of the elements of art or principles of design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Constructed-Response Item:**

**Prompt:**

- Describe how the student created contrast and emphasis in this work of art.



**Exemplar Response:**

- There is contrast because the bird is dark and the sky is light. There is emphasis on the bird in the middle because it is the biggest.

<b>Item Rubric</b>	
2 points	The student describes how both contrast and emphasis are represented in the work of art.
1 point	The student describes how emphasis is represented in the work of art. OR The student describes how contrast is represented in the work of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.3.C.3.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.3.C.3.2 Describe the connections between visual art and other contexts through observation and art criticism.

**Clarification:** Observes artworks to identify or describe the connection with other contexts.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the connection between artworks and other contexts.

**Content Focus:** Art in other contexts

**Content Limits:** Limit to works of art used in content areas at school or in everyday life.

**Recommended DOK Level:** Low

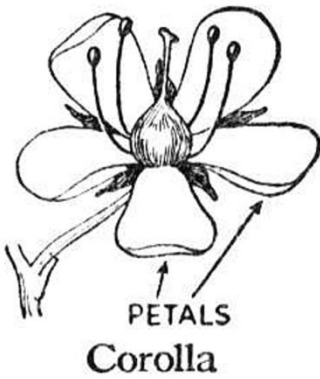
**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



In which textbook would you find this image?

- A. Math
- B. PE
- \*C. Science
- D. Social Studies

### **Benchmark: VA.3.C.3.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects.

**Clarification:** Distinguishes similarities and differences between artworks and utilitarian objects.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate understanding of the differences between works of art and utilitarian objects and make comparisons.

**Content Focus:** Art in everyday objects

**Content Limits:** Limit processes to comparisons of grade-appropriate artistic, natural, and utilitarian objects and images.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

Sample Multiple-Choice Item:



Which work of art is made of the same materials as the table top?





**Benchmark: VA.3.S.1.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

**This benchmark is assessed by:**

- VA.3.C.1.1
- VA.3.C.3.1
- VA.3.S.1.3
- VA.3.S.2.1
- VA.3.S.2.2
- VA.3.S.3.1
- VA.3.O.1.1
- VA.3.F.3.1

## **Benchmark: VA.3.S.1.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.

**Clarification:** Creates a work of art inspired by diverse resources.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art inspired by diverse resources.

**Content Focus:** Inspired art

**Content Limits:** Students must be provided with resources to inspire art creation.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following two images, one sheet of white paper, pencils, and crayons or colored pencils



**Setup:**

- Each student has his or her own materials and workspace. The images may be shared among students or presented to the class.

**Prompt:**

- Say: “Create an artwork inspired by these images.”

Item Rubric	
2 points	The student creates a work of art that incorporates both images.
1 point	The student creates a work of art with details from one of the images.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## Benchmark: VA.3.S.1.3

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.

**Clarification:** Incorporates styles or genres of artwork from different times or cultures into individual work.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art that incorporate styles of genres from different times and cultures.

**Content Focus:** Art creation and history

**Content Limits:** Grade-level appropriate images, skills, observations, and materials.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, paintbrushes, water cups for rinsing, and red, yellow, and white paint

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: -Picasso was a famous painter. Some of his pictures were painted using mostly orange and pink colors. This was called the Rose Period. Create a painting in the style of the Rose Period.”

Item Rubric	
2 points	The student paints a picture using mostly orange and pink colors.
1 point	The student paints a picture using red, white, or yellow.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.3.S.1.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes.

**Clarification:** Describes works of art using art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify art vocabulary and describe the art process.

**Content Focus:** Art vocabulary and art processes

**Content Limits:** Grade-level appropriate images, skills, observations, and materials to assess comprehension of art process.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which painting shows the best example of contrast?

A.



B.



\*C.



D.



## **Benchmark: VA.3.S.2.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

**Clarification:** Uses or identifies the elements of art or principles of design to develop or critique a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and use and elements of art and principles of design in works of art.

**Content Focus:** Use of art techniques and processes

**Content Limits:** Structural elements of art and principles of design including, but not limited to, line, shape, colors, patterns, texture, balance, space, and contrast.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which is the first step in making this collage?

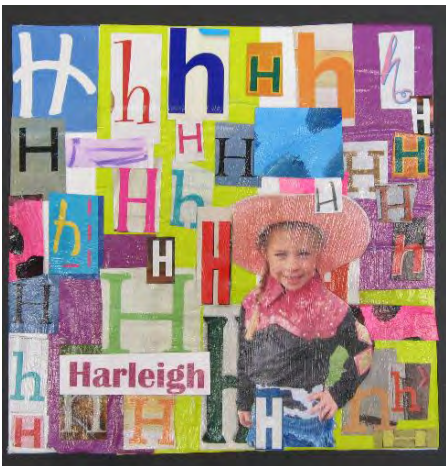
A.



\*B.



C.



D.





**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, scissors, glue, and construction paper

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt**

- Say: “Create a city using geometric shapes.”

<b>Item Rubric</b>	
2 points	The student creates a city by cutting and pasting geometric shapes.
1 point	The student creates a city but cuts and pastes organic shapes. OR The student cuts and pastes geometric shapes, but the composition is not a cityscape.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.3.S.2.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.3.S.2.2 Follow procedures, focusing on the art-making process.

**Clarification:** Understands and demonstrates procedures of the art-making process.

**Performance Level Descriptor:** To demonstrate proficiency, students will follow art processes to create a work of art and/or predict the next step in an art-making process.

**Content Focus:** Art-making process

**Content Limits:** Processes include grade-level appropriate images, skills, observations, and materials.

**Recommended DOK Level:** Moderate

**Item Types:**

- Technology Enhanced
- Performance Task

**Sample Drag and Drop Technology-Enhanced Item:**

**Prompt:**

Place the following steps in the correct order to make a vase out of clay.

Glaze or paint the clay

Form or shape the clay

Make or create a clay ball

Let the clay dry or fire

Item Rubric	
2 points	The student successfully places the labels in the following order: Make or create a clay ball, Form or shape the clay, Let the clay dry or fire, Glaze or paint the clay.
1 point	The student rearranges two of the steps in making a clay vase.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, glue, scissors, and construction paper

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

Say: –Create a geometric design on your paper by following these steps.

1. Cut various geometric shapes from the construction paper.
2. Organize and arrange the shapes to create your design.
3. Glue the shapes to finish your design.”

<b>Item Rubric</b>	
2 points	The student completes each step in the correct order.
1 point	The student completes the steps, but the shapes are not geometric. OR The student does not organize or arrange the geometric shapes before gluing the shapes to the paper.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.3.S.3.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

**Clarification:** Uses or identifies materials or processes necessary to art creation or production.

**Performance Level Descriptor:** To demonstrate proficiency, students will exhibit an understanding of materials, processes, and techniques necessary to create a work of art.

**Content Focus:** Use of art materials and techniques

**Content Limits:** Grade-level appropriate images, skills, observations, and materials to assess art creation.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which of these images was created with pen ink?

A.



\*B.



C.



D.



**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and an assortment of objects including, but not limited to, glue, photographs, crayons, markers, and pencils

**Setup:**

- Each student has his or her own assortment of objects, materials, and workspace.

**Prompt:**

- Say: “Which of these materials would you use to make a collage?”

<b>Item Rubric</b>	
2 points	The student successfully chooses the glue and photographs.
1 point	The student successfully chooses one of the correct items.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.3.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.3.S.3.2 Develop craftsmanship skills through repeated practice.

**This benchmark is assessed by:**

- VA.3.C.1.1
- VA.3.C.3.1
- VA.3.S.1.3
- VA.3.S.2.1
- VA.3.S.2.2
- VA.3.S.3.1
- VA.3.O.1.1
- VA.3.F.3.1



## **Benchmark: VA.3.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.3.S.3.3 Work within safety guidelines while using tools, media, techniques, and processes.

**Clarification:** Identifies the importance of procedures and safety in art class.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways to prevent injury, maintain safe conditions, and anticipate consequences.

**Content Focus:** Art safety

**Content Limits:** Grade-level appropriate images, skills, observations, and materials. Do not introduce unsafe scenarios.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which would you use to protect your clothes during painting?

- A. Umbrella
- \*B. Apron
- C. Shoes
- D. Hat

## **Benchmark: VA.3.S.3.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.3.S.3.4 Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

**Clarification:** Identifies the purpose of copyright laws, and shows respects for the ideas of other when creating art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the purpose of copyright laws as protecting the ideas of other artists.

**Content Focus:** Copyright laws

**Content Limits:** Students are not expected to identify copyright law or when it applies to artworks.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Who does an image belong to?

- \*A. The artist
- B. The police
- C. The principle
- D. The teacher

## **Benchmark: VA.3.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

**Clarification:** Uses principles of design and elements of art to create a personal artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate an understanding of elements of art and principles of design in a personal work of art.

**Content Focus:** Art vocabulary and creation

**Content Limits:** Structural elements of art and principles of design including, but not limited to, line, shape, colors, patterns, texture, balance, space, and contrast.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art was created using contour lines?

A.



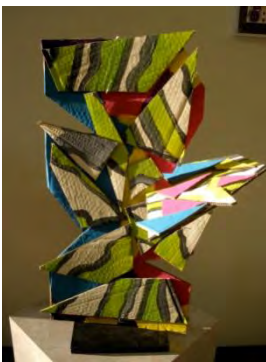
\*B.



C.



D.



**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper with a line drawn vertically down the middle and crayons, markers, or pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a shape that has symmetry.”

<b>Item Rubric</b>	
2 points	The student successfully draws a shape that has symmetry.
1 point	The student successfully draws a shape, but it is asymmetrical.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.3.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.

**Clarification:** Uses creativity and innovation to complete a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will use creativity and innovation to complete a work of art.

**Content Focus:** Creativity and innovation

**Content Limits:** Students must be presented with opportunities to modify techniques.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A sheet of paper and a pencil

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a monster using only circles.”

Item Rubric	
2 points	The student draws a monster using only circles.
1 point	The student draws a monster, but does not use only circles. OR The student draws circles, but they are not parts of a monster.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.3.O.3.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.

**Clarification:** Uses visual communication to document self or others.

**Performance Level Descriptor:** To demonstrate proficiency, students will visually communicate through the use of symbols or imagery to document self or others.

**Content Focus:** Visual communication

**Content Limits:** Limit to the use of common symbols or imagery.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper and a pencil

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a symbol of the daytime, and list three things you do during the daytime.”

<b>Item Rubric</b>	
2 points	The student draws a symbol for daytime and lists three things he or she does during the daytime.
1 point	The student draws a symbol for daytime but does not list three things he or she does during the daytime. OR The student lists three things that he or she does during the daytime, but they symbol does not convey daytime.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.3.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.3.H.1.1 Describe cultural similarities and differences in works of art.

**Clarification:** Identifies and describes comparisons and contrasts between cultures through works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe similarities and differences between cultures in artworks from the cultures.

**Content Focus:** Art in different cultures

**Content Limits:** Limit to identifying or describing cultural similarities and differences in works of art.

**Recommended DOK Level:** Moderate

### **Item Types:**

- Multiple Choice
- Constructed Response

### **Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

These paintings were created by different cultures.



What do these two cultures have in common?

- A. They painted on the same materials.
- B. They had similar ceremonies.
- \*C. They hunted similar animals.
- D. They grew the same crops.

**Sample Constructed-Response Item:**

**Prompt:**

- Artists in many cultures throughout history created works of art with themes, subjects, and elements of art.
- Describe one similarity and one difference between the cultures shown in these paintings.



**Exemplar Response:**

- People in both paintings ate dinner at a table. The people in Painting 1 eat dinner inside, but people in Painting 2 eat dinner outdoors.

<b>Item Rubric</b>	
2 points	The student describes a similarity and a difference between the two paintings. Similarities include: <ul style="list-style-type: none"> <li>• Eating dinner at a table</li> <li>• The ladies are wearing dresses at the dinner table.</li> </ul> Differences include: <ul style="list-style-type: none"> <li>• Painting 1 shows people having dinner indoors.</li> <li>• The children in Painting 1 have places at the dinner table.</li> <li>• Painting 1 is in a home, and Painting 2 is at a restaurant.</li> </ul>
1 point	The student describes either one similarity or one difference between the cultures in the two paintings.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.3.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience.

**Clarification:** Describes why suitable behavior as part of an art audience is important.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe the importance of suitable behavior as part of an art audience.

**Content Focus:** Art audience behavior

**Content Limits:** Limited to the art classroom, visiting artist presentations, art fairs, and museum or gallery visits.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

- Describe two reasons why students should follow directions in an art classroom.

**Exemplar Response:**

- Students could get hurt if they don't follow directions when using tools. Also, a project could get ruined if the directions aren't followed.

<b>Item Rubric</b>	
2 points	The student describes two reasons why students should follow directions in an art classroom. Reason include: <ul style="list-style-type: none"><li>• Students could get hurt.</li><li>• Students could get into trouble.</li><li>• A project could get ruined.</li><li>• Students could get a bad grade.</li></ul>
1 point	The student describes one reason why students should follow directions in an art classroom.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don't know.”

## **Benchmark: VA.3.H.1.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

**Clarification:** Identifies artworks that represents the ideas that are important to individuals, groups, or cultures, and shows respect for the artworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify artworks that represent ideas that are important to individuals, groups, or cultures.

**Content Focus:** Art ideas of others

**Content Limits:** The idea expressed in artworks should be clear and meaningful for the students.

**Recommended DOK Level:** 1

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

An American Indian headdress is shown.



When would members of the culture wear this headdress?

- A. At school
- \*B. In ceremony
- C. To lunch
- D. To sleep

## **Benchmark: VA.3.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.3.H.2.1 Compare differences or similarities in artworks across time and culture.

**Clarification:** Compares difference and similarities between cultures, eras, styles, genres, and media.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare differences and similarities in artworks from different cultures, eras, styles, genres, and media.

**Content Focus:** Art culture and history

**Content Limits:** Grade-level appropriate images, skills, observations, and materials.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.



**Sample Multiple-Choice Item:**

Which pair of artworks has the strongest similarities?

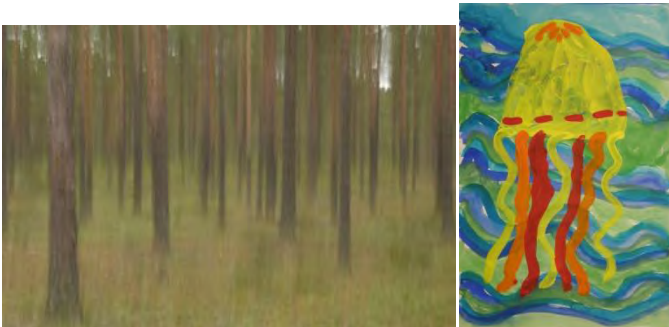
\*A.



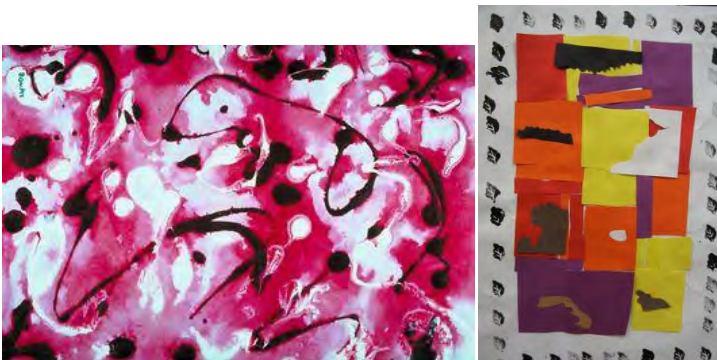
B.



C.



D.



## **Benchmark: VA.3.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

**Clarification:** Examines and describes the significance of artworks or utilitarian objects in the school or community.

**Performance Level Descriptor:** To demonstrate proficiency, students will examine and describe the significance of artworks and utilitarian objects in the school or community.

**Content Focus:** Artworks and utilitarian objects

**Content Limits:** Limit to images that relate to the school or community.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which image shows artwork that is important to a school?

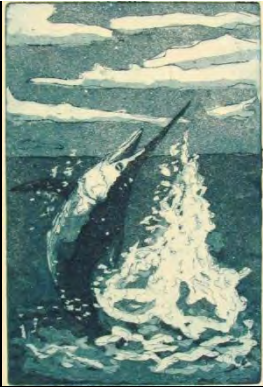
\*A.



B.



C.



D.



**Sample Constructed-Response Item:**

**Prompt:**

- Describe two things this work of art does for a community.



**Exemplar Response:**

- This work of art teaches people in a community about history. It is also a work of art that people who like sculptures would like to see.

<b>Item Rubric</b>	
2 points	The student describes two things this work of art does for a community. Two things this work of art does for a community include: <ul style="list-style-type: none"><li>• It teaches people about history.</li><li>• It is a memorial for people who already know about history.</li><li>• It is a work of art that people who like sculpture enjoy looking at.</li></ul>
1 point	The student describes one thing this work of art does for a community.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Benchmark: VA.3.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.

**Clarification:** Identifies and describes places where artwork can be found.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and describe places where different types of art are located.

**Content Focus:** Art in public places

**Content Limits:** Limit to identification and descriptions to art venues familiar to students.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which is a place where artworks can be viewed?

- A. Grocery store
- B. Camping tent
- C. Greenhouse
- \*D. Museum

## **Benchmark: VA.3.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

**Clarification:** Identifies and describes the use of art concepts, skills, knowledge, and techniques in other content areas.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the connection of art concepts, skills, knowledge, and techniques in other content areas.

**Content Focus:** Art in other content areas

**Content Limits:** Grade-level appropriate images, skills, observations, and materials.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which activity is in both art and language arts?

- \*A. Creating a story
- B. Using a dictionary
- C. Checking grammar
- D. Fixing punctuation

**Benchmark: VA.3.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.3.F.1.1 Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

**This benchmark is assessed by:**

- VA.3.C.1.1
- VA.3.S.1.3
- VA.3.F.3.1

## Benchmark: VA.3.F.1.2

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.3.F.1.2 Explore the effects and merits of different solutions to solve an artistic problem.

**Clarification:** Uses different solutions to solve an artistic problem.

**Performance Level Descriptor:** To demonstrate proficiency, students will use more than one solution to solve an artistic problem.

**Content Focus:** Problem solving

**Content Limits:** Problems are related to the structural elements of art and principles of design.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A sheet of paper, pencils, and crayons or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: –Draw three squares in a row. Create a different design inside each square using lines.”

Item Rubric	
2 points	The student draws three squares with different designs in each that have the dominant element of line.
1 point	The student draws three squares, but one of the squares is not designed with line as the dominant element. OR The student draws three squares with line as the dominant element, but two of the squares have the same design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.3.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.3.F.2.1 Identify places where artists or designers have made an impact on the community.

**Clarification:** Identifies places where artists have made an impact in a community.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify where artists or designers have made an impact in a community.

**Content Focus:** Art in the community

**Content Limits:** Clear impacts on community.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Where would you find a mural in a community?

- A. On a car
- \*B. On a wall
- C. In a tree
- D. In a book

## **Benchmark: VA.3.F.3.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.3.F.3.1 Create artwork that communicates an awareness of events within the community.

**Clarification:** Uses art to demonstrate community awareness.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and create artworks that demonstrate community awareness.

**Content Focus:** Artwork in the community

**Content Limits:** Limit to communicating events in a community.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which image shows artwork at a community event?

A.



\*B.



C.



D.



**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a sketch for a flyer that encourages cleaning up the park. In two or three sentences, describe your flyer design.”

<b>Item Rubric</b>	
2 points	The student successfully sketches his or her flyer and describes the design.
1 point	The student successfully sketches a flyer but does not describe the design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.3.F.3.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.3.F.3.2 Collaborate to complete a task in art.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.

### Benchmark: VA.3.F.3.3

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

**Clarification:** Completes a work of art in a timely manner with extended focus and skill.

**Performance Level Descriptor:** To demonstrate proficiency, students will complete a work of art in a timely manner and demonstrate the skill taught in the course.

**Content Focus:** Development of skills

**Content Limits:** Limit to ten-minute activities.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencil, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a house complete with a door, windows, and roof.”

Item Rubric	
2 points	The student draws a house with a door, windows, and roof.
1 point	The student draws a house, but the house is missing either a door, windows, or roof.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Standard: LAFS.3.RL.3.7**

**Strand:** Reading Standards for Literature

**Cluster:** 3. Integration of Knowledge and Ideas

**Standard:** LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Clarification:** Identifies the details that contribute to the mood, character, or setting within an illustration.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the details in an artwork that are used to convey the mood, character, or setting within an artwork.

**Content Focus:** Illustration details

**Content Limits:** Details may include but are not limited to the use of color, size of shapes, values, or textures.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Standard: LAFS.3.SL.1.1.b**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LAFS.3.SL.1.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**Clarification:** Identifies the appropriate behavior or rules for discussions.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the appropriate behavior or rules for discussions.

**Content Focus:** Appropriate behavior or rules

**Content Limits:** Discussions may include classroom discussions, art museum or gallery visits, artist visits, classroom critiques, etc.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.



**Standard: SC.3.P.8.3**

**Big Idea:** 8. Properties of Matter

**Standard:** SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

**Clarification:** Compares the properties of art or materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare the properties of art or materials used to create artworks.

**Content Focus:** Properties of art materials

**Content Limits:** The properties to compare in art materials are limited to color, texture, and hardness.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**SPECIFICATIONS  
FOR  
GRADE 4**



**Benchmark: VA.4.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.4.C.1.1 Integrate ideas during the art-making process to convey meaning in personal works of art.

**Clarification:** Plans or develops ideas for a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will plan or develop ideas during the art making process.

**Content Focus:** Art planning

**Content Limits:** Students will create a plan for developing ideas including, but not limited to, graphic organizers, sketches, and lists.

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response
- Performance Task

**Sample Constructed-Response Item:**

**Prompt:**

- Give me a theme for a work of art, and describe your idea.

**Exemplar Response:**

- My theme would be my favorite super hero. I would make him stand on a building at night in my drawing.

Item Rubric	
2 points	The student provides a theme for a work of art and describes the idea for a work of art.
1 point	The student provides a theme for a work of art but does not describe an idea for a work of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Sample Performance Task:**

**Materials:**

- Paper and pencils

**Setup:**

- Each student has a piece of paper and a pencil or other drawing utensil.

**Prompt:**

- Say: “Use the paper and pencil to draw a scene that expresses the idea that you woke up late for school.”

<b>Item Rubric</b>	
2 points	The student uses the paper and pencil to create an image that expresses waking up late for school.
1 point	The student draws an image of a clock or other image indicating an idea associated with time but fails to create an image that links that idea with school. OR The student successfully draws an image related to school (e.g., a school bus) but fails to create an image that links that idea with time or being late.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.C.1.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.4.C.1.2 Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

**Clarification:** Interprets a work of art by making observations and applying prior knowledge.

**Performance Level Descriptor:** To demonstrate proficiency, students will observe a work of art and interpret the work by applying prior knowledge.

**Content Focus:** Art interpretation

**Content Limits:** Prior knowledge required for interpretations should be at or below the grade level. Students are not expected to interpret abstract art.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**



**Prompt:**

- Explain what is happening in this work of art. Describe a detail that supports your answer.

**Exemplar Response:**

- A man is fishing in this work of art. He is sitting on a bank with a fishing pole in the water.

<b>Item Rubric</b>	
2 points	The student interprets the work of art and describes a detail that supports his or her answer.
1 point	The student interprets the work of art but does not describe a detail that supports his or her answer.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Benchmark: VA.4.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.4.C.2.1 Revise artworks to meet established criteria.

**Clarification:** Revises an artwork when given a goal or suggested improvement.

**Performance Level Descriptor:** To demonstrate proficiency, students will revise an artwork completed prior to the task in order to meet established criteria.

**Content Focus:** Art revision

**Content Limits:** A completed work of art must be available or presented to the student.

**Recommended DOK Level:** Moderate

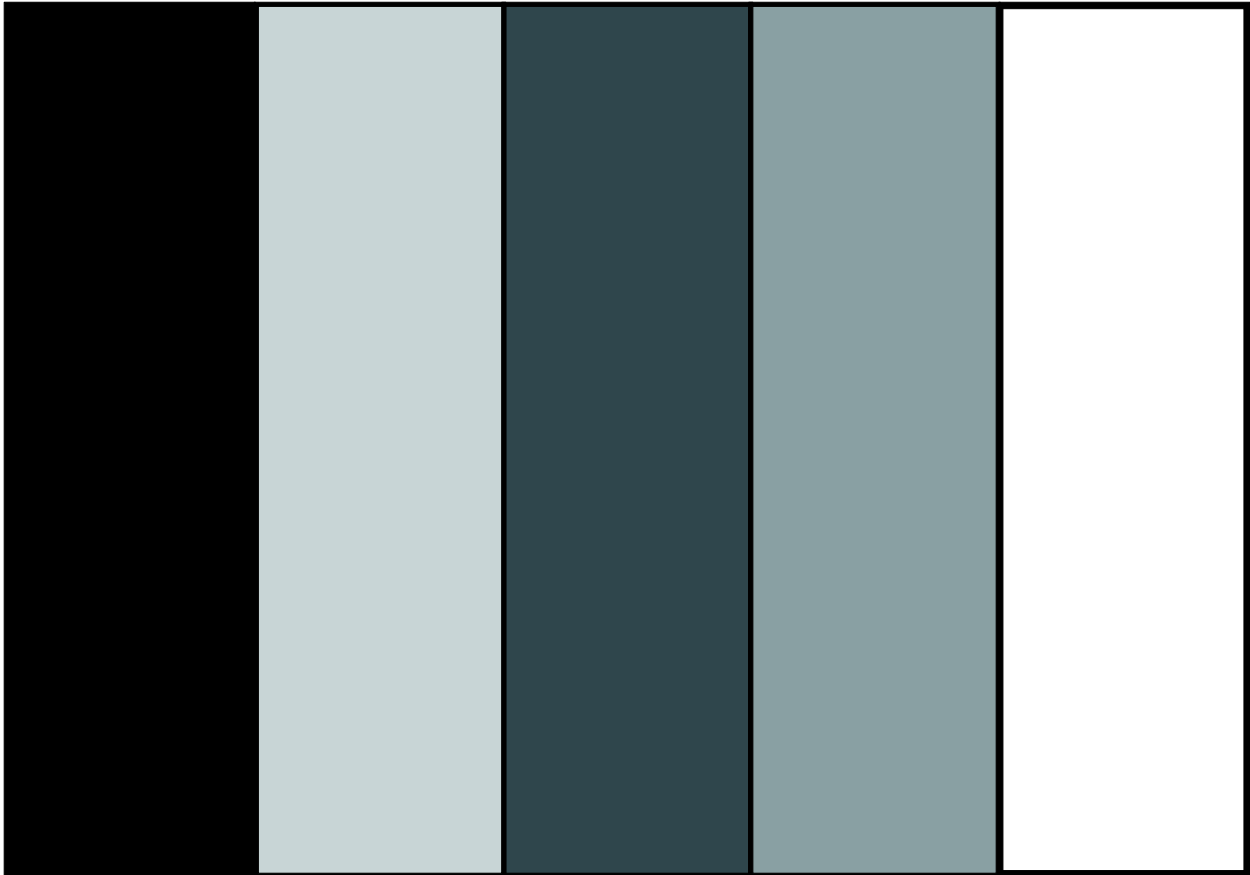
**Item Types:**

- Technology Enhanced
- Performance Task



**Sample Technology-Enhanced Item:**

**Prompt:**



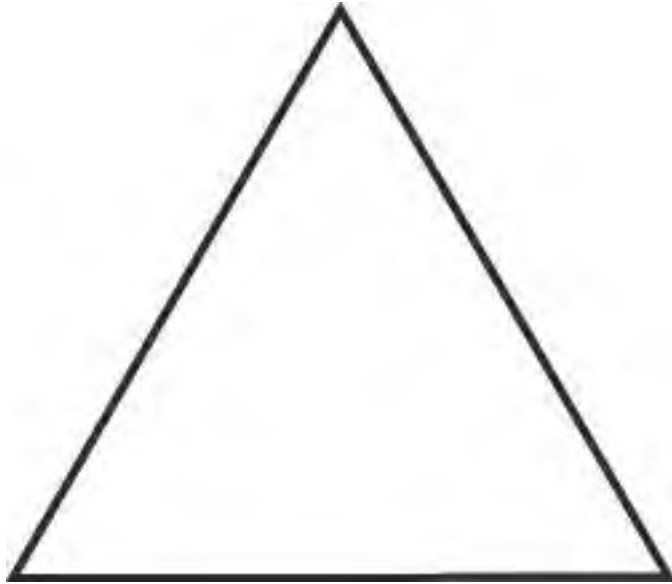
Rearrange the panels in order from light to dark.

<b>Item Rubric</b>	
2 points	The student arranges the panels so that they increase in value from left to right (the lightest panel is on the left, and the darkest panel is on the right).
1 point	The student arranges the panels so that they increase in value from right to left.
0 points	The student arranges the panels in an incorrect order.

**Sample Performance Task:**

**Materials:**

- The following image, pencils, and crayons, markers, or colored pencils



**Setup:**

- Each student has the image and his or her own materials and workspace.

**Prompt:**

- Say: ~~Revise~~ "Revise this image so that there is a symmetrical design in the triangle, and draw the line of symmetry."

<b>Item Rubric</b>	
2 points	The student revises the triangle so that there is a symmetrical design inside the triangle and draws the line of symmetry.
1 point	The student draws a line of symmetry through the triangle, but there is no symmetrical design. OR The student draws a symmetrical design but does not draw the line of symmetry through the triangle.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.4.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.4.C.2.2 Use various resources to generate ideas for growth in personal works.

**Clarification:** Generates ideas personal works of art by using various resources.

**Performance Level Descriptor:** To demonstrate proficiency, students will generate one or more ideas for a work of art by using various resources.

**Content Focus:** Using resources

**Content Limits:** Resources must be accessible to students in a classroom.

**Recommended DOK Level:** Moderate

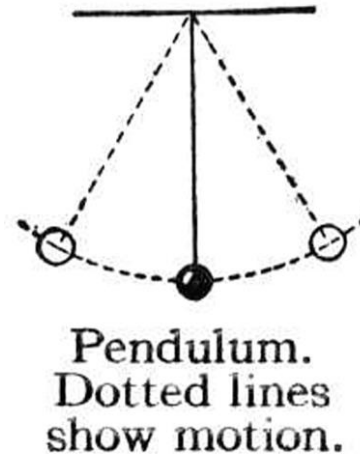
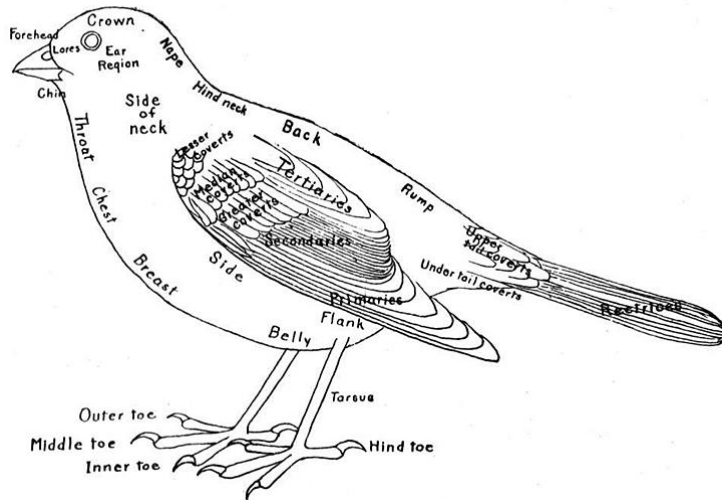
**Item Types:**

- Performance Task

### Sample Performance Task:

#### Materials:

- The following diagrams, sheets of paper, and a pencil



#### Setup:

- Each student has his or her own materials and workspace. Students may share the diagrams.

#### Prompt:

- Say: "Choose a diagram, and create a drawing that is inspired by the diagram."

Item Rubric	
2 points	The student creates a drawing that is inspired by a chosen diagram.
1 point	The student creates a drawing, but it does not indicate any link to a diagram.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

### **Benchmark: VA.4.C.2.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.4.C.2.3 Develop and support ideas from various resources to create unique artworks.

**Clarification:** Creates a work of art that is inspired by various resources.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a unique work of art that is inspired by various resources.

**Content Focus:** Art from various resources

**Content Limits:** Resources must be accessible to students in a classroom.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following poem, sheets of paper, pencils, and crayons, markers, or colored pencils

*A Minor Bird*  
By Robert Frost

I have wished a bird would fly away,  
And not sing by my house all day;

Have clapped my hands at him from the door  
When it seemed as if I could bear no more.

The fault must partly have been in me.  
The bird was not to blame for his key.

And of course there must be something wrong  
In wanting to silence any song.

**Setup:**

- Each student has his or her own materials and workspace. The poem may be read aloud in class or provided to the students individually.

**Prompt:**

- Say: -Create a drawing that is inspired by the poem.”

<b>Item Rubric</b>	
2 points	The student creates a work of art that is inspired by the poem.
1 point	The student creates a work of art, but it does not have details supported by the poem.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.C.3.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.4.C.3.1 Use accurate art vocabulary when analyzing works of art.

**Clarification:** Describes works of art using art vocabulary.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, describe, and explain art vocabulary in the process of analyzing their own works of art and the works of art created by others.

**Content Focus:** Art vocabulary

**Content Limits:** Grade-appropriate vocabulary includes, but is not limited to, the elements of art, the principles of design, terms describing art processes as well as any grade-appropriate terms that support an understanding of these concepts.

**Recommended DOK Level:** Moderate

**Item Types:**

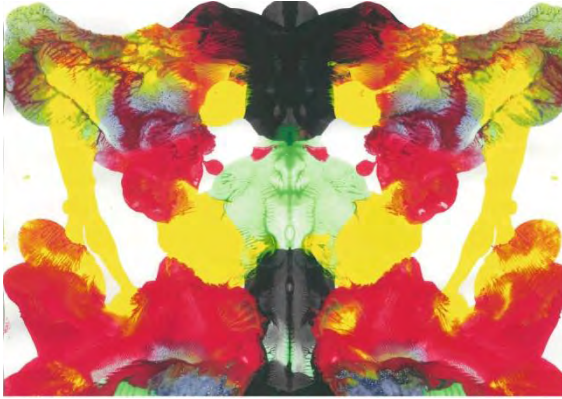
- Multiple Choice
- Constructed Response
- Technology Enhanced
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Allison's teacher presents this painting as an example of symmetry to her class.



Why does Allison's teacher use this painting as an example of symmetry?

- \*A. Because one side of the painting looks the same as the other side
- B. Because the painting is made of both warm and cool colors
- C. Because the painting has different types of texture
- D. Because the shapes in the painting are organic



**Sample Constructed-Response Item:**



**Prompt:**

- Use your art vocabulary to explain the type of color scheme used in this painting, and explain your answer.

**Exemplar Response:**

- The color scheme is monochromatic. The painting is made using black but in different shades.

<b>Item Rubric</b>	
2 points	The student identifies the painting's color scheme and explains his or her answer. Correct color schemes include: Monochromatic Black-and-white Grayscale
1 point	The student identifies the painting's color scheme as monochromatic. OR The student describes the paintings as being all of one color.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

**Sample Technology-Enhanced Item:**

**Prompt:**

Group the colors into warm and cool colors using the graphic organizer.

green	
red	
yellow	
purple	
blue	
orange	

Warm	Cool

Item Rubric	
2 points	The student places orange, red, and yellow beneath the Warm column heading and purple, green, and blue beneath the Cool column heading.
1 point	The student places orange, red, and yellow beneath the Warm column heading. OR The student places purple, green, and blue beneath the Cool column heading.
0 points	The student incorrectly lists the warm and cool colors.

**Sample Performance Task:**

**Materials:**

- Clay (or modeling clay), clay work tools, and rolling pins

**Setup:**

- Each student has a piece of clay or modeling clay. A selection of clay work tools is available for the class.

**Prompt:**

- Say: ~~Make~~ "Make a slab of clay and then decorate the slab with a design that uses a texture of your choice."

**Exemplar Response:**

- The student rolls out a slab of clay and creates a textured design on the slab by using a clay tool.

<b>Item Rubric</b>	
2 points	The student successfully creates a slab of clay AND makes a design using texture on the slab.
1 point	The student successfully creates a slab of clay. OR The student successfully creates a clay object that is covered in a textural design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.C.3.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.4.C.3.2 Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

**Clarification:** Compares or contrasts elements within two works of art to determine their influence on meanings and expression.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe their understanding of how a piece of art is organized or constructed to determine how those elements add to meaning.

**Content Focus:** Art critique

**Content Limits:** Structural elements of art and organizational principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, value, shade, texture, symmetry, emphasis, focal point, depth, foreground, middle ground, and background.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

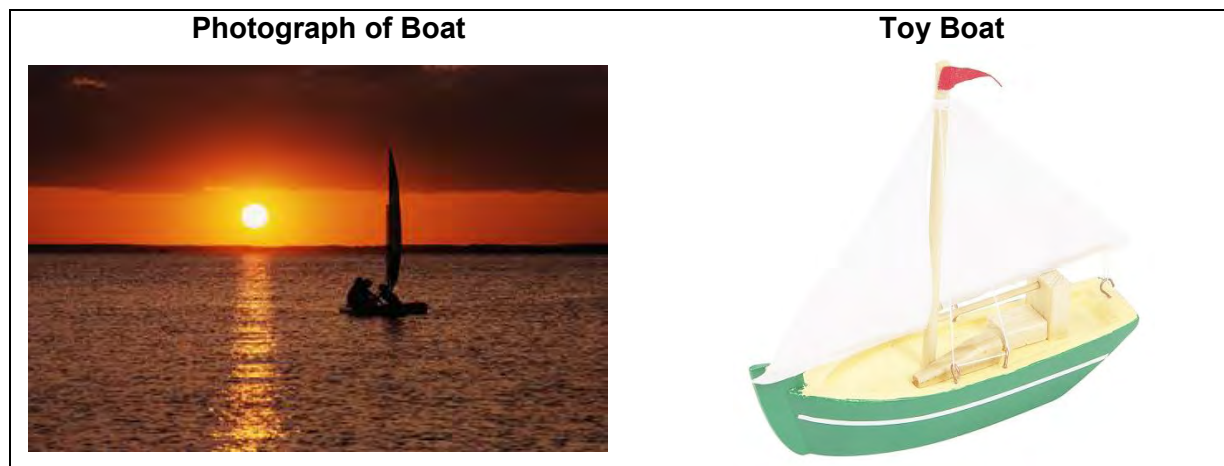
Two objects designed by artists are shown.



What do both of the objects have in common?

- A. They were both designed with the same colors.
- B. They were both designed by the same type of artist.
- \*C. They were both designed to be used at the dinner table.
- D. They were both designed with the same type of materials.

**Sample Constructed-Response Item:**



**Prompt:**

- A photograph of a boat and a toy boat are shown. Describe how the photograph and the object use proportion.

**Exemplar Response:**

- The boat in the photograph is very small on the water. There is a lot of water and sky around it. The toy boat is made small enough to play with.

Item Rubric	
2 points	The student indicates that the boat in the photograph is small in proportion to its surroundings AND indicates that the toy boat is scaled down to be played with.
1 point	The student indicates that the boat in the photograph is small in proportion to its surroundings. OR The student indicates that the toy boat is scaled down to be played with.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.4.C.3.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.4.C.3.3 Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

**Clarification:** Identifies or discusses the use of art in other content areas and the use of content areas in art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or discuss the use of art in other content areas as well as the use of other content areas in art.

**Content Focus:** Art in other content areas

**Content Limits:** Grade-level-appropriate content areas.

**Recommended DOK Level:** Moderate

**Item Types:**

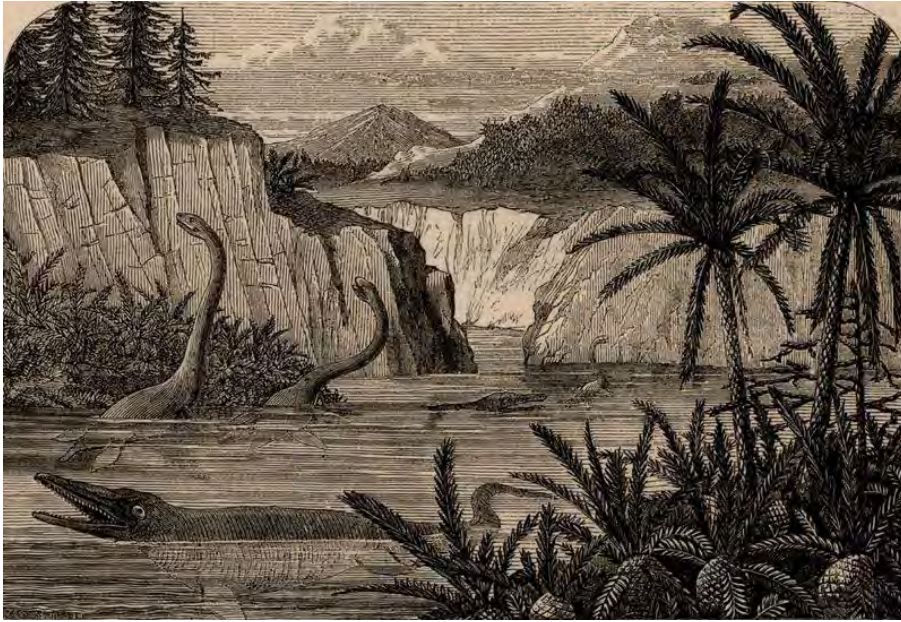
- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

A teacher presented the following picture to show students what ancient wildlife might have looked like.



Who taught the artist what the wildlife would have looked like?

- A. Mathematicians
- \*B. Scientists
- C. Sculptors
- D. Authors



**Benchmark: VA.4.S.1.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.4.S.1.1 Manipulate tools and materials to achieve diverse effects in personal works of art.

**This benchmark is assessed by:**

- VA.4.F.1.1

## **Benchmark: VA.4.S.1.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.4.S.1.2 Explore and use media, technology, and other art resources to express ideas visually.

**This benchmark is assessed by:**

- VA.4.C.1.1
- VA.4.S.1.3
- VA.4.S.3.1
- VA.4.F.1.2
- VA.4.F.3.1

### **Benchmark: VA.4.S.1.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.4.S.1.3 Create artworks that integrate ideas from culture or history.

**Clarification:** Incorporates artistic themes and/or elements from cultural or historic examples provided within the classroom.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art influenced by a provided cultural or historic artifact.

**Content Focus:** Art creation

**Content Limits:** Cultural and historic artifacts will be limited to widely recognizable cultural forms and historic examples.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following photograph, paper, pencil, and crayons, markers, or colored pencils

**Setup:**

- Each student has the following photograph and his or her own materials and workspace.

**Prompt:**

- Say: –A traditional Chinese statue is shown. The statue is a guardian lion meant to protect important places such as palaces and temples. Create a work of art inspired by this statue.”



<b>Item Rubric</b>	
2 points	The student creates a work of art with a clear thematic or stylistic reference to the provided stimulus.
1 point	The student creates a work of art without any reference to or evidence of inspiration from the provided stimulus.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.S.1.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.4.S.1.4 Use accurate art vocabulary to discuss works of art and the creative process.

**Clarification:** Discusses artworks presented to the students or created by them using appropriate terms used to describe artworks including, but not limited to, elements of art, principles of art, and art processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will use art vocabulary to describe works of art or identify the correct use of art vocabulary.

**Content Focus:** Art vocabulary

**Content Limits:** Grade-appropriate vocabulary includes, but is not limited to, the elements of art, the principles of design, and terms describing art processes, as well as any grade-appropriate terms that support an understanding of these concepts. The key should be the dominant element, principle, or process in the work of art.

**Recommended DOK Level:** Low–Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

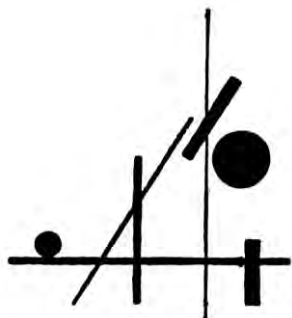
A Native American woman in Illinois made this beadwork.



Which principle of design did the artist use by including the rows of circles going up and down the work?

- A. Value
- B. Depth
- \*C. Pattern
- D. Emphasis

**Sample Constructed-Response Item:**



**Prompt:**

- Use your art vocabulary to describe this image.

**Exemplar Response:**

- The image uses a lot of geometric shapes and lines.

Item Rubric	
2 points	The student describes both lines and shapes using some of the following terms: Vertical Horizontal Diagonal Angled Circle Rectangle
1 point	The student discusses only circle or rectangle shapes. OR The student describes the lines as “up and down” or “right and left.”
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.4.S.2.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.4.S.2.1 Organize the structural elements of art to achieve an artistic objective.

**Clarification:** Uses the structural elements of art to achieve an artistic objective.

**Performance Level Descriptor:** To demonstrate proficiency, students will use the structural elements of art to achieve an artistic objective.

**Content Focus:** Organizing structural elements of art

**Content Limits:** Structural elements of art include, but are not limited to, color, lines, shapes, value, shade, and texture.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task



**Sample Performance Task:**

**Materials:**

- A sheet of paper and pencil

**Setup:**

- Each student has his or her own material and workspace.

**Prompt:**

- Say: “Draw three shapes, and shade them in so that each has a different value.”

<b>Item Rubric</b>	
2 points	The student creates three shapes, each with a different value.
1 point	The student creates three shapes but did not shade them in with different value. OR The student did not create three shapes but did create three different values on the sheet.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.S.2.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.4.S.2.2 Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

**Clarification:** Identifies or describes the procedures or processes used in art production.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe steps, techniques, skills, or processes used in a work of art.

**Content Focus:** Art process

**Content Limits:** Content includes, but is not limited to, steps, techniques, skill, and processes used in drawing, painting, fine crafts, collage, and print making. Clay sculpture or pottery should not be assessed.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



Which art process is used to make what is shown in the picture?

- A. Molding
- B. Sculpting
- C. Sketching
- \*D. Weaving

**Sample Constructed-Response Item:**

**Prompt:**

- Describe at least three steps in print making.

**Exemplar Response:**

- The design is drawn on a plate. The plate is carved. Ink is rolled onto the plate. A piece of paper is placed on the plate and pressed. Then the paper is removed from the plate.

<b>Item Rubric</b>	
2 points	The student describes printmaking in at least three steps involving the following key steps: Creating the plate Applying ink to the plate Pressing the surface of some material to the plate
1 point	The student describes printmaking but does not include the three key steps.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.4.S.3.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.4.S.3.1 Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

**Clarification:** Uses materials, tools, techniques, and processes to create various results in two- and/or three-dimensional artworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate how materials, tools, techniques, and processes can produce various results in art works.

**Content Focus:** Various results from the same materials, tools, techniques, and processes in art

**Content Limits:** Materials, tools, techniques, and processes used in drawing, painting, sculpting, and collage.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Construction paper, pencil, markers, oil pastels, paintbrushes, cups of rinsing water, and paint

**Setup:**

- Each student has his or her own material and workspace.

**Prompt:**

- Say: -Create a face so that half of the face is on each side of the paper. Experiment with your materials on each half of the face.”

<b>Item Rubric</b>	
2 points	The student experiments with the materials so that each half of the face is made from unique materials.
1 point	The student does not experiment with the materials differently on each half of the face.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.4.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.4.S.3.2 Plan and produce art through ongoing practice of skills and techniques.

**This benchmark is assessed by:**

- VA.4.C.1.1
- VA.4.C.3.1
- VA.4.S.1.3
- VA.4.S.3.1
- VA.4.F.1.1
- VA.4.F.1.2
- VA.4.F.3.1

### **Benchmark: VA.4.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.4.S.3.3 Follow procedures for using tools, media, techniques, and processes safely and responsibly.

**Clarification:** Identifies the importance of safety and responsibility in the art class.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safe procedures as well as the consequences of unsafe procedures.

**Content Focus:** Art safety

**Content Limits:** Procedures used in drawing, painting, sculpting, collage, and craft making

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which is the safest place to store scissors?

- A. On the table
- B. On the floor
- \*C. In a container
- D. In your pocket

## **Benchmark: VA.4.S.3.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.4.S.3.4 Discuss the importance of copyright law in regard to the creation and production of art.

**Clarification:** Describes why it is important to avoid copying or using the work of other artists, especially without their permission.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify situations in which it is appropriate or inappropriate to use another's work.

**Content Focus:** Art in the world

**Content Limits:** Items will assess the ethics of tracing and copying only.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

When is it appropriate to make copies of an artist's work?

- A. When no one knows the artist
- B. When you plan to sell the work
- \*C. When the artist gives permission
- D. When the artist will never see the work



**Sample Constructed-Response Item:**

**Prompt:**

- Explain two reasons why there are rules against copying your neighbor's work.

**Exemplar Response:**

- You don't learn about the lesson if you copy someone else's work. You can also get into trouble for copying another's work.

<b>Item Rubric</b>	
2 points	The student explains two reasons why there are rules against copying a neighbor's work. The reasons may include: <ul style="list-style-type: none"><li>• You cannot learn by copying work.</li><li>• You could get into trouble/it may be illegal.</li><li>• It is not fair to get credit for someone else's idea.</li></ul>
1 point	The student explains one reason why there are rules against copying a neighbor's work.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

## **Benchmark: VA.4.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.4.O.1.1 Use the structural elements of art and organizational principles of design to understand the art-making process.

**Clarification:** Identifies or describes the structural elements of art and organizational principles of design used in the art-making process.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the structural elements of art and organizational principles of design used in the art-making process.

**Content Focus:** Elements of art or principles of design in the art-making process

**Content Limits:** Structural elements of art and organizational principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, value, shade, texture, symmetry, emphasis, focal point, depth, foreground, middle ground, and background.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

A work of art is composed of circles, triangles, and trapezoids. Which element of art must be present in the work?

- A. Color
- B. Rhythm
- \*C. Shape
- D. Texture

## **Benchmark: VA.4.O.1.2**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.4.O.1.2 Identify the structural elements of art used to unite an artistic composition.

**Clarification:** Identifies the elements of art and principles of design used to create unity in a composition.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify elements of art and principles of design used to create unity in a composition.

**Content Focus:** Elements of art

**Content Limits:** Structural elements of art and organizational principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, value, shade, texture, symmetry, emphasis, focal point, depth, foreground, middle ground, and background. Ensure that the element of art or principle of design composes the artwork.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



Which element of art is present in this photograph?

- \*A. Lines
- B. Symmetry
- C. Geometric shapes
- D. Repeating patterns

**Benchmark: VA.4.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.4.O.2.1 Use a variety of resources and art skills to overcome visual challenges in personal artworks.

**This benchmark is assessed by:**

- VA.4.F.1.2

**Benchmark: VA.4.O.3.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.4.O.3.1 Apply meaning and relevance to document self or others visually in artwork.

**Clarification:** Documents self or others in creating an artwork with meaning.

**Performance Level Descriptor:** To demonstrate proficiency, students will create an artwork that achieves a meaning and documents themselves or others.

**Content Focus:** Meaning in artwork

**Content Limits:** A goal or meaning must be provided to the student.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A sheet of white paper, pencils, and crayons or markers

**Setup:**

- Each student has his or her own material and workspace.

**Prompt:**

- Say: –Create a work of art that shows you celebrating.”

Item Rubric	
2 points	The student creates a celebration-themed work of art that shows him- or herself.
1 point	The student creates a celebration-themed work of art, but it does not include him- or herself. OR The student creates a work of art that includes him- or herself, but the meaning does not convey celebration.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.4.H.1.1 Identify historical and cultural influences that have inspired artists to produce works of art.

**Clarification:** Identifies the influence or inspiration for works of art produced by cultures throughout history.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the influence or inspiration for works of art produced by cultures.

**Content Focus:** Cultural and historical art

**Content Limits:** Specific cultural or historical knowledge should not be required to falsify the distractors.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

An artist from India made this carving found on a temple.



What subject influenced this work of art?

- A. History
- B. Politics
- \*C. Religion
- D. Science



## **Benchmark: VA.4.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.4.H.1.2 Identify suitable behavior for various art venues and events.

**Clarification:** Identifies suitable behavior for art venues and events.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the suitable behavior for art venues and events.

**Content Focus:** Behavior for art venues and events

**Content Limits:** Art venues and events include art fairs, lectures from visiting artists, museums, galleries, and art classrooms.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Students are on a tour at an art museum. One of the students has a question about an artwork.

What should the student do?

- A. Shout the question to the tour guide.
- B. Keep quiet and avoid asking any questions.
- C. Run to the information desk to find a brochure.
- \*D. Raise a hand and wait to be called on by the tour guide.

### **Benchmark: VA.4.H.1.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.4.H.1.3 Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

**Clarification:** Describes how a work of art reflects individuals, groups, events, and/or cultures.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe what an artwork says about the individual, group, event, and/or culture.

**Content Focus:** Artworks reflecting individuals, groups, events, and/or cultures

**Content Limits:** The subject of the artworks should be clear for a fair analysis of individuals, groups, events, and/or cultures that are familiar to students at or below the grade level.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**



- Identify this statue and describe why it is important.

**Exemplar Response:**

- That is the Statue of Liberty. It is important because it is a symbol for liberty in America.

Item Rubric	
2 points	The student identifies the statue as the Statue of Liberty and describes why it is important. Reasons why the Statue of Liberty is important may include: <ul style="list-style-type: none"><li>• It represents freedom or liberty</li><li>• It welcomes people to America</li><li>• It is a location in New York that a lot of people visit</li></ul>
1 point	The student identifies the statue as the Statue of Liberty but cannot describe why it is important. OR The student does not identify the statue as the Statue of Liberty but can describe its importance.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.4.H.1.4**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.4.H.1.4 Identify and practice ways of showing respect for one's own and others' personal works of art.

**Clarification:** Identifies how to show respect for one's own and others' personal works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify ways to show respect for one's own and others' personal works of art.

**Content Focus:** Respect for artworks

**Content Limits:** Respectful behaviors that are observed in the classroom, at art fairs, in museums or galleries, or during visiting artist presentations.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

How can an artist make sure that other people will be respectful of a work of art?

- \*A. Display it on a wall
- B. Hide it from people
- C. Leave it on the floor
- D. Place it in a backpack

## **Benchmark: VA.4.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.4.H.2.1 Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

**Clarification:** Identifies the structural elements of art in works of art from other styles, eras, or cultures.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the structural elements of art in works of art produced during specific eras, styles, or by other cultures.

**Content Focus:** Elements of art in art styles

**Content Limits:** Works created by easily recognizable cultures taught in social studies courses or works created during well-known styles and periods including, but not limited to, pop-art, abstract art, impressionism, pointillism, surrealism, and cubism.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Here are two works of art by the same artist.



Which statement describes the artist's style?

- A. The artist uses landscapes as subjects.
- \*B. The artist uses the element of shape.
- C. The artist paints in black and white.
- D. The artist paints realistic scenes.

## **Benchmark: VA.4.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.4.H.2.2 Identify differences between artworks and utilitarian objects.

**Clarification:** Identifies the differences between utilitarian objects with and without art or design as well as identifies the elements of art used in utilitarian objects.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how utilitarian objects have been designed or identify the elements of art used in utilitarian objects.

**Content Focus:** Art in utilitarian objects

**Content Limits:** Limit artworks to those used in or around the home or school and utilitarian objects to those found in or around the home or school.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

- An artwork and another object are shown. Describe two ways these are different.



**Exemplar Response:**

- The artwork is made of paint and the object is made of a bowl with real fruit. The artwork is also two-dimensional and the bowl of fruit is three-dimensional.

Item Rubric	
2 points	The student describes two ways the artwork and the object are different.
1 point	The student describes one way the artwork and the object are different.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”



## **Benchmark: VA.4.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.4.H.2.3 Identify reasons to display artwork in public places.

**Clarification:** Identifies reasons why artworks are displayed in public places.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a reason why an artwork should be displayed in a public place.

**Content Focus:** Public display

**Content Limits:** Limit to public places commonly found in or around the school or home.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Why should students hang recycling posters in classrooms?

- \*A. To make students aware that recycling is important.
- B. Recycling is allowed in few places outside of classrooms.
- C. Classrooms are the only place where posters can be hung.
- D. Students are the only members of a community who recycle.

## **Benchmark: VA.4.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.4.H.3.1 Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

**Clarification:** Identifies and describes problem solving with art outside the art classroom.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe how art is used to solve problems outside the art classroom.

**Content Focus:** Art use outside art class

**Content Limits:** Limit to works of art used in content areas at school or in everyday life.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Why is it important to include illustrations in cookbooks?

- \*A. They make it easier to understand the steps in the recipe.
- B. They provide pretty pictures that readers will enjoy.
- C. They make the food from the recipes taste better.
- D. They distract readers from poor writing.

**Sample Constructed-Response Item:**

**Prompt:**

- Explain how art skills can be used in a science class and a math class.

**Exemplar Response:**

- Drawing skills can be used to draw experiment setups in science, and we draw a lot of shapes in math class.

<b>Item Rubric</b>	
2 points	The student explains how art skills can be used in a science and math class.
1 point	The student explains how art skills can be used in either science or math class.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.4.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.4.F.1.1 Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

**Clarification:** Uses or creates with innovative materials or ideas using traditional and non-traditional media in the art process.

**Performance Level Descriptor:** To demonstrate proficiency, students will determine how non-traditional media can be used or mixed with traditional media to make art works.

**Content Focus:** Innovative ideas with art media

**Content Limits:** Limit to easily accessible media that may be considered non-traditional and found around the classroom including, but not limited to, paper cups, empty paper towel rolls, and paper clips.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



Which is a non-traditional material used in the production of this artwork?

- \*A. Feathers
- B. Marker
- C. Paper
- D. Scissors

**Sample Performance Task:**

**Materials:**

- Macaroni, construction paper, scissors, and glue

**Setup:**

- Each student has his or her own material and workspace.

**Prompt:**

- Say: “Use all these materials to construct a sculpture.”

<b>Item Rubric</b>	
2 points	The student uses all the materials to create a sculpture
1 point	The student does not use all the materials to create a sculpture.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.4.F.1.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.4.F.1.2 Examine and apply creative solutions to solve an artistic problem.

**Clarification:** Revises a work of art to solve an artistic problem.

**Performance Level Descriptor:** To demonstrate proficiency, students will apply creative solutions to solve an artistic problem or complete a given goal.

**Content Focus:** Problem solving

**Content Limits:** Problems for student to apply creative solutions to solve may include adding color, texture, symmetry, emphasis, depth, contrast, etc.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Paper with design printed on it, pencil, crayons, markers, and colored pencils

**Setup:**

- Each student has the following picture and a pencil, crayons, markers, or colored pencils.

**Prompt:**

- Say: “Create depth by adding a landscape or a background to this picture.”





<b>Item Rubric</b>	
2 points	The student draws a background behind the cabin or uses overlapping, one-point perspective, position, or size differences to demonstrate depth.
1 point	The student draws a landscape around the cabin, but it is not in the background.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.4.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.4.F.2.1 Discuss how artists and designers have made an impact on the community.

**Clarification:** Identifies or describes how artists' creations influence home, school, and work life.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the purpose or use of artworks found in home, school, and work life.

**Content Focus:** Artists contributing to the community

**Content Limits:** Limit to artworks that students would find in or around the home or school.

**Recommended DOK Level:** Moderate

### **Item Types:**

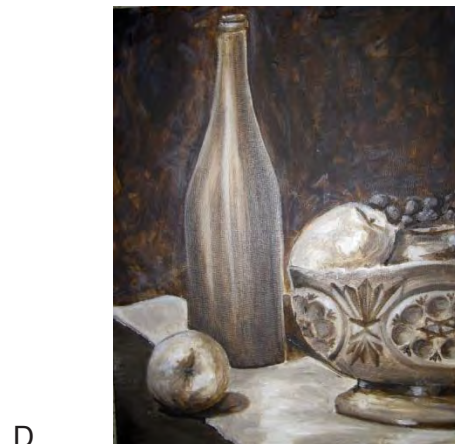
- Multiple Choice
- Constructed Response

### **Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art shows how an artist wants to encourage people to keep the environment clean?



**Sample Constructed-Response Item:**

**Prompt:**

- Describe two ways an artist could use art skills to contribute to the cleanup of an oil spill.

**Exemplar Response:**

- An artist could design T-shirts for the volunteers that help clean up, or an artist could design flyers to get people interested in volunteering.

<b>Item Rubric</b>	
2 points	The student describes two ways an artist can contribute to the cleanup of an oil spill.
1 point	The student describes one way an artist can contribute to the cleanup of an oil spill.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

**Benchmark: VA.4.F.2.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.4.F.2.2 Identify the work of local artists to become familiar with art-making careers.

**Clarification:** Identifies local artists with a range of art-making careers.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify local artists or the works of local artists.

**Content Focus:** Local artists

**Content Limits:** Items should be specific to the local community, and students statewide are not expected to know artists from outside their district.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

- Identify a career that a local artist might have and describe how the career contributes to the community.

**Exemplar Response:**

- A local artist could be a painter who contributes to the community by painting murals.

Item Rubric	
2 points	The student identifies a career that a local artist may have and describes how the artist contributes to the community.
1 point	The student identifies a career that a local artist may have but cannot describe how the artist contributes to a community.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.4.F.3.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.4.F.3.1 Create art to promote awareness of school and/or community concerns.

**Clarification:** Creates works of art that incorporate concerns of the school or community.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that has a message meant for the school, local, or global community.

**Content Focus:** Artwork to promote public awareness

**Content Limits:** Grade-level-appropriate skills, performances, behaviors, and materials should be used to assess art creation skills. Messages used in artworks should be limited to grade-appropriate and noncontroversial topics.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- White paper or colored construction paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has a sheet of paper, a pencil, and a selection of other coloring and drawing tools.

**Prompt:**

- Say: “Create a poster to encourage other students to eat healthy foods.”

<b>Item Rubric</b>	
2 points	The student successfully creates a poster with a healthy eating theme.
1 point	The student creates a poster, but it lacks a health food theme.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.4.F.3.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.4.F.3.2 Collaborate with peers in the art room to achieve a common art goal.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.



### Benchmark: VA.4.F.3.3

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.4.F.3.3 Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

**Clarification:** Completes a work of art in a timely manner with extended focus and skill.

**Performance Level Descriptor:** To demonstrate proficiency, students will complete a work of art in a timely manner and demonstrate the skill taught in the course.

**Content Focus:** Development of skills

**Content Limits:** Limit to ten-minute activities.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw a picture of your hand with details.”

Item Rubric	
2 points	The student draws a hand with details (such as knuckles, fingernails, etc.).
1 point	The student traces his or her hand, but there is no detail.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Standard: LAFS.4.SL.1.1**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.

**Standard: LAFS.4.W.1.2.d**

**Strand:** Writing Standards

**Cluster:** 1. Text Types and Purposes

**Standard:** LAFS.4.W.1.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Clarification:** Uses art vocabulary to describe an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe an artwork using art vocabulary.

**Content Focus:** Art vocabulary

**Content Limits:** Art vocabulary includes the use of elements of art and principles of design.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice
- Constructive Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

## **Standard: MAFS.4.G.1.3**

**Strand:** Geometry

**Cluster:** 1. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Standard:** MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Clarification:** Identifies or creates the lines of symmetry in an artwork or object.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or draw the line of symmetry through an artwork or object.

**Content Focus:** Lines of Symmetry

**Content Limits:** Limit to geometric shapes or designs.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.



# **SPECIFICATIONS FOR GRADE 5**



**Benchmark: VA.5.C.1.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.5.C.1.1 Develop a range of interests in the art-making process to influence personal decision-making.

**Clarification:** Creates works of art influenced by personal decisions in regard to the process.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a personal work of art made from personal experience, observation, or imagination.

**Content Focus:** Art creation

**Content Limits:** Processes include, but are not limited to, drawing, painting, and sculpture. Tools and media include, but are not limited to, crayons, markers, pencils, charcoal, colored pencils, clay, paper, and paste to assess the art-making process.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons or markers

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw what you would do if you had the day off from school.”

Item Rubric	
2 points	The student draws the concept with details.
1 point	The student draws an image with no details.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.5.C.1.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

**Clarification:** Analyzes and interprets exemplary works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate an understanding of the artwork.

**Content Focus:** Art reflection and interpretation

**Content Limits:** Examples of perspectives that depict economic, cultural, functional, historical, and popular subjects mentioned in content areas at or below fifth-grade-level expectations.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



What title would you give this artwork?

- \*A. "Bird Bath"
- B. "Bird Seed"
- C. "Cat and Bird"
- D. "Tree Bird"

**Sample Constructed-Response Item:**

**Prompt:**



- Explain what this work of art is about, and support your answer by describing details from the painting.

**Exemplar Response:**

- The work of art is about family. I think it is about family because I think the little hand belongs to a son, and it he is holding the hand of his father.

<b>Item Rubric</b>	
2 points	The student explains what the work of art is about and supports his or her answer.
1 point	The student explains what the work of art is about but does not support his or her answer.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

### **Benchmark: VA.5.C.1.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 1. Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

**Benchmark:** VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

**Clarification:** Identifies or describes qualities that should be used to evaluate a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the qualities that should be used to evaluate a work of art.

**Content Focus:** Evaluating works of art

**Content Limits:** The qualities and skills observed in exemplary works should be grade-level appropriate.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**



- A student created this drawing so that it appears to be three-dimensional. Describe two ways that the student made the drawing look three-dimensional that other artists could use in their three-dimensional drawings.

**Exemplar Response:**

- The artist made shadows, which makes drawings look three-dimensional. The artist also used overlapping to make it look like there is space in front of or behind other objects.

<b>Item Rubric</b>	
2 points	The student describes two skills in the exemplary work of art that other artists can use to make a drawing look three-dimensional. Skills and qualities include: <ul style="list-style-type: none"><li>• Using value</li><li>• Creating shadows/contrast</li><li>• Use of foreground and background</li><li>• Creating highlights</li><li>• Overlapping</li><li>• Making objects in front larger</li></ul>
1 point	The student describes one skill in the exemplary work of art that other artists can use to make a drawing look three-dimensional.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.5.C.2.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.5.C.2.1 Revise artwork as a necessary part of the creative process to achieve an artistic goal.

**Clarification:** Revises an artwork when given a goal or suggested improvement.

**Performance Level Descriptor:** To demonstrate proficiency, students will revise an artwork completed prior to the task in order to meet established criteria.

**Content Focus:** Art revision

**Content Limits:** The student must complete a work of art and then immediately revise it with a given specification.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following outline of a sneaker, pencils, and crayons, markers, or colored pencils



**Setup:**

- Each student has the outline of the sneaker and his or her own materials and workspace.

**Prompt:**

- Say: “Create a design on the sneaker so that there is emphasis.”

<b>Item Rubric</b>	
2 points	The student revises the work of art so that it has emphasis on the sneaker and a design.
1 point	The student designs the sneaker, but there is not emphasis on the sneaker. OR The student creates emphasis, but there is no design on the show.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.C.2.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.5.C.2.2 Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

**Clarification:** Creates a work of art and describes the motivations and intentions.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art and describe the motivation or intent.

**Content Focus:** Art motivations and intent

**Content Limits:** Students must describe the motivations and intent in their own works of art.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A sheet of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a drawing that shows love, excitement, or surprise. Then, on the back of your drawing, describe why you drew this emotion.”

Item Rubric	
2 points	The student creates a drawing of love, excitement, or surprise and describes the motivation or intent on the back of the drawing.
1 point	The student creates a drawing of love, excitement, or surprise but does not describe the motivation or intent on the back of the drawing.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## Benchmark: VA.5.C.2.3

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.5.C.2.3 Apply established criteria to the art-making process to measure artistic growth.

**Clarification:** Create artworks by applying established criteria.

**Performance Level Descriptor:** To demonstrate proficiency, students will apply established criteria to create a work of art in a way that demonstrates artistic growth.

**Content Focus:** Artistic growth

**Content Limits:** Students must be provided with a previously completed work of art to measure growth.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A work of art that has been previously completed and the materials used to create the work of art

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: "Recreate your work of art with improvements from the lessons we learned this year."

Item Rubric	
2 points	The student recreates the work of art with improvements that demonstrate lessons learned throughout the year.
1 point	The student recreates the work of art, but it does not demonstrate improvements from lessons that were learned throughout the year.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.C.2.4**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 2. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

**Benchmark:** VA.5.C.2.4 Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

**Clarification:** Identifies examples of constructive criticism that would improve a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify constructive criticism to improve a work of art.

**Content Focus:** Improving art

**Content Limits:** Improvement to construction, organization, or use of elements of art or principles of design.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**



What should the student do to improve the depth of this picture?

- A. Erase the shadow
- \*B. Add a background
- C. Add texture to the car
- D. Put a pattern on the car

## **Benchmark: VA.5.C.3.1**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.

**Clarification:** Identifies or describes the use of elements of art and principles of design in works of art to judge a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will judge an artwork based on their knowledge of elements of art and principles of design.

**Content Focus:** Art elements and principles of design

**Content Limits:** Elements of art and principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, contour, pattern, texture, balance, asymmetry, radial symmetry, emphasis, focal point, unity, space, depth, and perspective.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art shows the best example of rough texture?

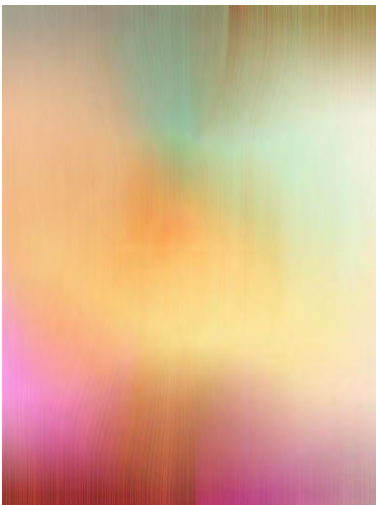
\*A.



B.



C.



D.



**Sample Constructed-Response Item:**

**Prompt:**

- Here is a photograph. Describe two reasons the photograph is successful or unsuccessful. Support your response using two elements of art or principles of design.



**Exemplar Response:**

- The photograph is successful because it has contrast. The contrast is made by the leaves being a different color from the rocks.

<b>Item Rubric</b>	
2 points	The student judges the photograph and uses two elements of art or principles of design to explain his or her answer.
1 point	The student gives one reason the photograph is successful or unsuccessful using an element of art or principle of design.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.C.3.2**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

**Clarification:** Identifies or describes the artist's or designer's intent in an artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the artist's or designer's intent in an artwork.

**Content Focus:** Artist or designer intent

**Content Limits:** Content is limited to easily understood or common intentions observed in artworks or utilitarian objects such as books, posters, ads, magazines, and objects designed in or around the home or school. Do not assess feelings or emotions.

**Recommended DOK Level:** High

**Item Types:**

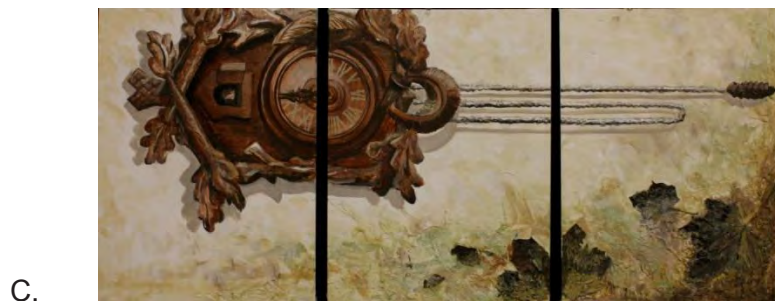
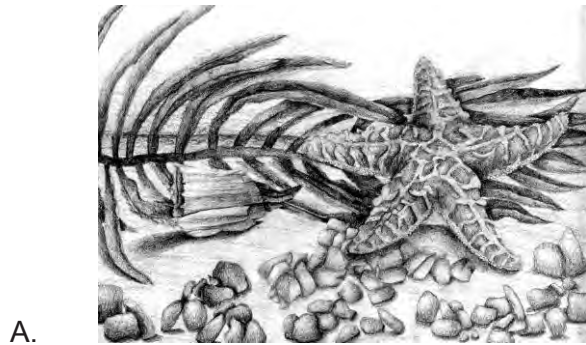
- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art is meant to show celebration?





**Sample Constructed-Response Item:**

**Prompt:**



- Explain how the artist intended to use this work of art. Then describe whether you think the artist was successful in creating a useful work of art.

**Exemplar Response:**

- The artist intended to use this work of art as a tea set. I think this work of art could be used every day.

<b>Item Rubric</b>	
2 points	The student explains how the artist intended to use the work of art and describes whether he or she believes the artist was successful in creating a useful work of art.
1 point	The student explains how the artist intended to use the work of art. OR The student describes whether he or she believes the artist was successful in creating a useful work of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.C.3.3**

**Big Idea:** Critical Thinking and Reflection

**Enduring Understanding:** 3. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

**Benchmark:** VA.5.C.3.3 Critique works of art to understand the content and make connections with other content areas.

**Clarification:** Identifies, discusses, or analyzes the use of art in other content areas.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or discuss the use of art in other content areas.

**Content Focus:** Art in other content areas

**Content Limits:** Limit to age-appropriate art with clear connections to other content areas.

**Recommended DOK Level:** High

**Item Types:**

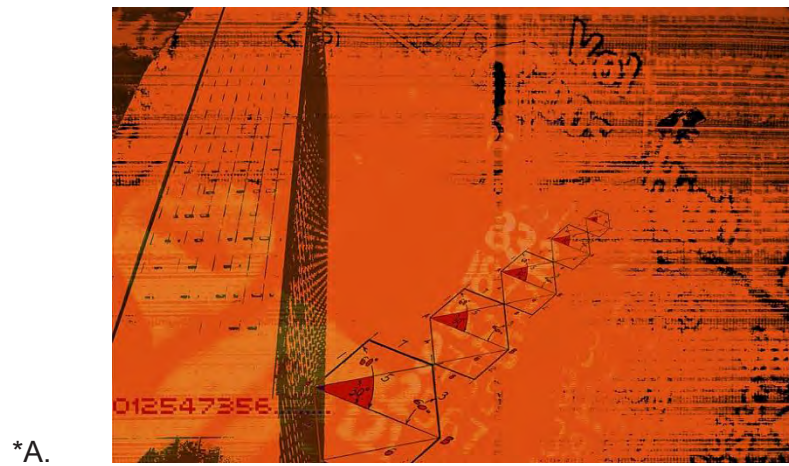
- Multiple Choice
- Technology Enhanced
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

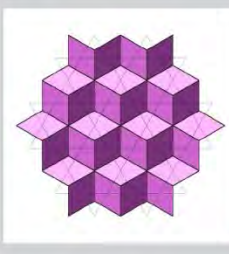

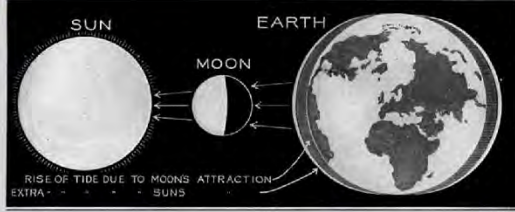
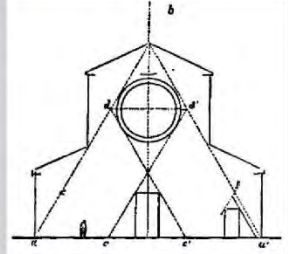
Which work of art represents a math connection?



**Sample Technology-Enhanced Item:**

**Prompt:**

Click and drag the artworks into the appropriate classroom.

Math Connection	Science Connection
<div style="display: flex; justify-content: space-around; align-items: center;">     </div>	

<b>Item Rubric</b>	
2 points	The student places both the tessellation image and the architecture layout in the Math Connection section and both the Sun, Moon, and Earth image and the DNA model in the Science Connection section.
1 point	The student places one of the images in an incorrect location.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Constructed-Response Item:**

**Prompt:**



- Describe how this artwork has a connection with science. Then explain whether you believe the artist was successful.

**Exemplar Response:**

- This artwork shows fish hunting in an environment. I think the artist was very successful in showing fish hunting.

<b>Item Rubric</b>	
2 points	The student describes how the artwork has a connection to science and explains whether he or she believes the artist was successful.
1 point	The student describes how the artwork has a connection to science. OR The student explains whether he or she believes the artist was successful.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.S.1.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.5.S.1.1 Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

**Clarification:** Identifies or describes how the use of various tools and media affects the meaning of the artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe how the use of various tools and media affects the meaning of the artwork.

**Content Focus:** Various media and techniques

**Content Limits:** Techniques include, but are not limited to, drawing, painting, and sculpture. Tools and media include, but are not limited to, crayons, markers, pencils, textile/fabric, charcoal, colored pencils, oil pastels, clay, paper, and paste.

**Recommended DOK Level:** High

**Item Types:**

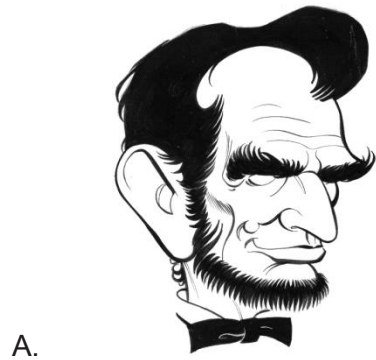
- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which portrait is meant to show how the person looked?



## **Benchmark: VA.5.S.1.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.5.S.1.2 Use media, technology, and other resources to inspire personal art-making decisions.

**Clarification:** Creates works of art inspired by provided media, technology, and other resources.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art when provided media or directions with technology or other resources.

**Content Focus:** Art inspiration from media and technology

**Content Limits:** Inspiration should be drawn from grade-level-appropriate videos, music, books, magazines, photographs, and Internet searches.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task



**Sample Performance Task:**

**Materials:**

- The following photograph, letter-size sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.
- Present the stimulus photo and discuss the setting of the photograph as a group.

**Prompt:**

- Say: “Draw a person who might be found in the landscape of this photograph.”



Item Rubric	
2 points	The student draws a picture of a person with supporting details.
1 point	The student draws a person but without supporting details.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

### **Benchmark: VA.5.S.1.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes.

**Clarification:** Creates works of art with personal, cultural, or historical themes.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art with personal, cultural, or historical themes.

**Content Focus:** Art themes

**Content Limits:** Age-appropriate works of art should be based on themes observed around the home and school and cultural and historical themes discussed at or below the fifth-grade level.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following photograph, letter-size sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: –Prehistoric people often painted or drew animals they saw in everyday life. Create a picture of an animal you see in everyday life.”



<b>Item Rubric</b>	
2 points	The student creates a picture of an animal he or she sees in everyday life.
1 point	The student creates a picture of an animal, but it is uncommon in the student's everyday life. OR The student creates a picture of an everyday life scenario, but it does not include an animal.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.S.1.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**Benchmark:** VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

**Clarification:** Uses art vocabulary or identifies art vocabulary in descriptions of artworks or artistic creative processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will use art vocabulary to describe works of art or identify the correct use of art vocabulary.

**Content Focus:** Art vocabulary

**Content Limits:** Content is limited to art vocabulary used to describe processes, techniques, media, elements of art, and principles of design.

**Recommended DOK Level:** Moderate

**Item Types:**

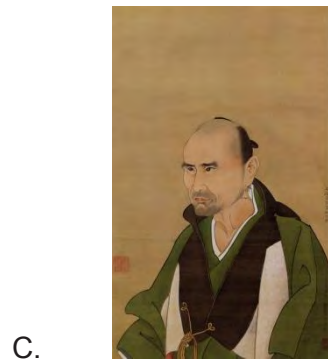
- Multiple Choice
- Technology Enhanced
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art best shows rhythm?



### Sample Constructed-Response Item:

#### Prompt:

- Identify what is in the foreground of this picture and explain how you know it is in the foreground.



#### Exemplar Response

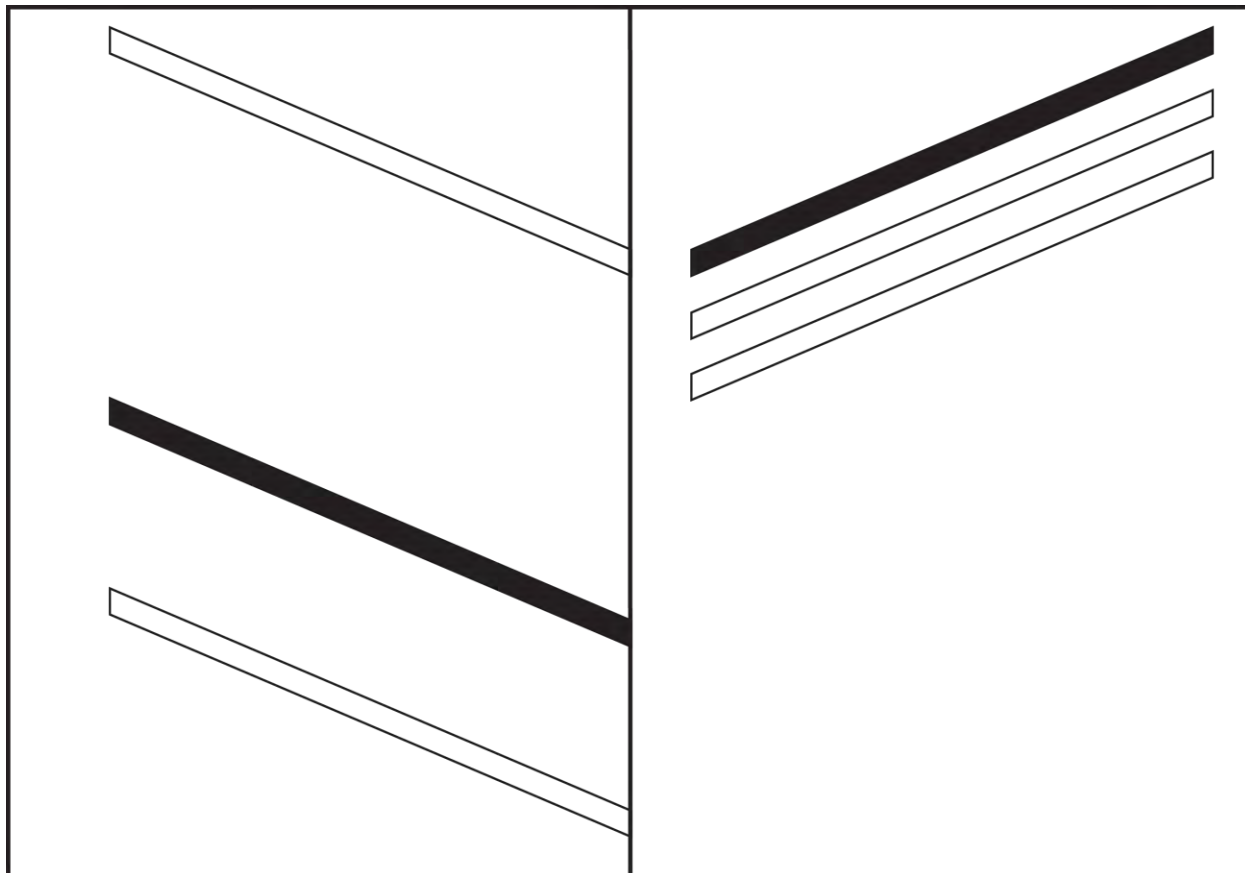
- The palm tree is in the foreground of this picture. I know this because it is bigger than the other images in the picture.

Item Rubric	
2 points	The student identifies the palm tree in the foreground and provides any of the following explanations: The palm tree is bigger than the city or mountains in the background. The palm tree is in front of the mountains. The palm tree is closest to the viewer.
1 point	The student identifies the palm tree as being in the foreground.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Sample Technology-Enhanced Item:**

**Prompt:**

Arrange the bars to create symmetry in the composition.



<b>Item Rubric</b>	
2 points	The student arranges the bars so that the composition is bisymmetrical.
1 point	The student arranges the bars so that the shapes in the composition are bisymmetrical, but the student does not place the middle bar in the center.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.S.2.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.5.S.2.1 Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

**This benchmark is assessed by:**

- VA.5.O.1.1
- VA.5.O.1.2



## **Benchmark: VA.5.S.2.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.5.S.2.2 Identify sequential procedures to engage in art production.

**Clarification:** Sequences steps or identifies the steps in art production.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the steps in art production.

**Content Focus:** Steps in art production

**Content Limits:** Content is limited to processes and techniques in drawing, sculpture, painting, collage and craft-making used in age-appropriate images.

**Recommended DOK Level:** Moderate

### **Item Types:**

- Multiple Choice
- Technology Enhanced
- Constructed Response

### **Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Look closely at the following picture.






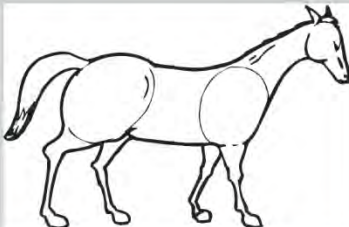
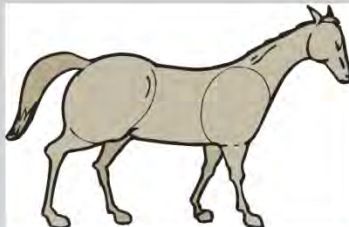
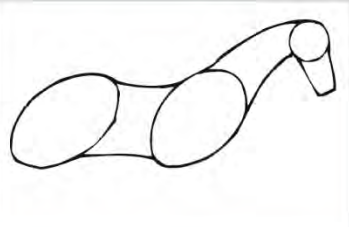
What was the last step in completing this work of art?

- A. Flattening the clay
- B. Molding the clay
- \*C. Painting the clay
- D. Drying the clay

**Sample Technology-Enhanced Item:**

**Prompt:**

Arrange the sketches in the order that the artist followed to complete this work of art.

Step 1	Step 2	Step 3
		
		

Item Rubric	
2 points	The student places the horse without details in Step 1, the drawn horse in Step 2, and the colored-in horse in Step 3.
1 point	The student places one of the three correct horse drawings in the steps.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Constructed-Response Item:**

**Prompt:**

- A student created a collage. The collage is shown before and after it was completed. Describe the last steps the student completed to make the collage.



**Exemplar Response:**

- The student formed paper into the shape of branches and glued it to the background. Then the student cut out the moon from white paper and glued it to the background.

Item Rubric	
2 points	The student explains that collage was completed by creating the branches and the moon and pasting them to the background.
1 point	The student explains that branches and a moon were added to the background.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.S.2.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

**Benchmark:** VA.5.S.2.3 Visualize the end product to justify artistic choices of tools, techniques, and processes.

**Clarification:** Explains the use of tools, media, and/or techniques to complete a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will explain the tool, media, and/or technique required to complete a work of art.

**Content Focus:** Choices in art tools, media, and/or techniques

**Content Limits:** Tools, media, and techniques include, but are not limited to, those required in drawing, painting, and sculpture.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Why was paper chosen to create this work of art?



- A. Paper is white.
- B. Paper is easy to cut.
- \*C. Paper is easy to fold.
- D. Paper is easy to write on.

## **Benchmark: VA.5.S.3.1**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

**Clarification:** Identifies the results of various materials, tools, techniques, and processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify various materials, tools, techniques, and processes to complete two- and/or three-dimensional artworks.

**Content Focus:** Art materials, tools, techniques, and processes

**Content Limits:** Materials, tools, media, processes, and techniques required in drawing, painting, and sculpture.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which combination of tools and media was used to create this work of art?



- A. Construction paper, scissors, and paste
- \*B. Pen, paintbrush, and watercolor
- C. Cloth, needle, and thread
- D. Clay, chisel, and paint



**Sample Performance Task:**

**Materials:**

- A sheet of paper, pencils, paintbrush, and watercolor set

**Setup:**

- Each student has his or her materials and workspace.

**Prompt:**

- Say: “Use your materials to create a landscape that shows the summer season.”

Item Rubric	
2 points	The student creates a landscape that shows the summer season.
1 point	The student creates a landscape, but it does not show the summer season.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.S.3.2**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.5.S.3.2 Use craftsmanship and technical ability in personal works to show refinement of skills over time.

**Clarification:** Creates a work of art by using craftsmanship and technical ability that was previously explored to demonstrate refinement of skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that shows refinement of skills by using craftsmanship and technical ability.

**Content Focus:** Refinement of skills

**Content Limits:** Craftsmanship and technical ability must have been previously explored to measure refinement of skills.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: ~~Recall~~ "Recall a project from earlier this year. Create another work of art based on the project to show me that your skills have improved."

<b>Item Rubric</b>	
2 points	The student creates a work of art that shows refinement of skills from the previous project.
1 point	The student creates a work of art, but it is not based on a previous project. OR The student creates a work of art based on a previous project, but it does not show improvement.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.S.3.3**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.5.S.3.3 Use tools, media, techniques, and processes in a safe and responsible manner.

**Clarification:** Identifies the importance of safety and procedures in the art class.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safe procedures with the use of tools, media, techniques, and processes.

**Content Focus:** Art safety

**Content Limits:** Limit to cleanup and safety procedures in the art room.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which tool would we store face down in a container?

- A. Glue
- B. Paper
- \*C. Scissors
- D. Paintbrush

## **Benchmark: VA.5.S.3.4**

**Big Idea:** Skills, Techniques, and Processes

**Enduring Understanding:** 3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**Benchmark:** VA.5.S.3.4 Use ethical standards, including copyright laws, when producing works of art.

**Clarification:** Understands the laws regarding the use of original art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the laws and the consequences of copying other's work.

**Content Focus:** Art ethics

**Content Limits:** Content is limited to instances where works of art have trademarks, disclaimers, or signatures or artworks have been copied without permission.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

What should you do to prevent a person from copying your artwork?

- A. Sell your artwork
- \*B. Sign your artwork
- C. Display your artwork
- D. Give away your artwork

**Sample Constructed-Response Item:**

**Prompt:**

- Describe something that is illegal to copy and sell. Then describe something that you are allowed to draw and sell.

**Exemplar Response:**

- It is illegal to copy my favorite cartoon and sell it, but it is ok to draw a landscape and sell that.

<b>Item Rubric</b>	
2 points	The student describes something that is illegal to copy and sell, such as copyrighted or trademark materials, and the student describes a subject that may be drawn and sold.
1 point	The student describes something that is illegal to copy and sell, such as copyrighted or trademark materials. OR The student describes a subject that may be drawn and sold.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.O.1.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.5.O.1.1 Use structural elements of art and organizational principles of design to develop content in artwork.

**Clarification:** Develops a work of art using the elements of art and principles of design.

**Performance Level Descriptor:** To demonstrate proficiency, students will develop a work of art when directed to use specific elements of art or principles of design.

**Content Focus:** Elements of art and principles of design

**Content Limits:** Elements of art and principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, contour, pattern, texture, balance, asymmetry, radial symmetry, emphasis, focal point, unity, space, depth, and perspective.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

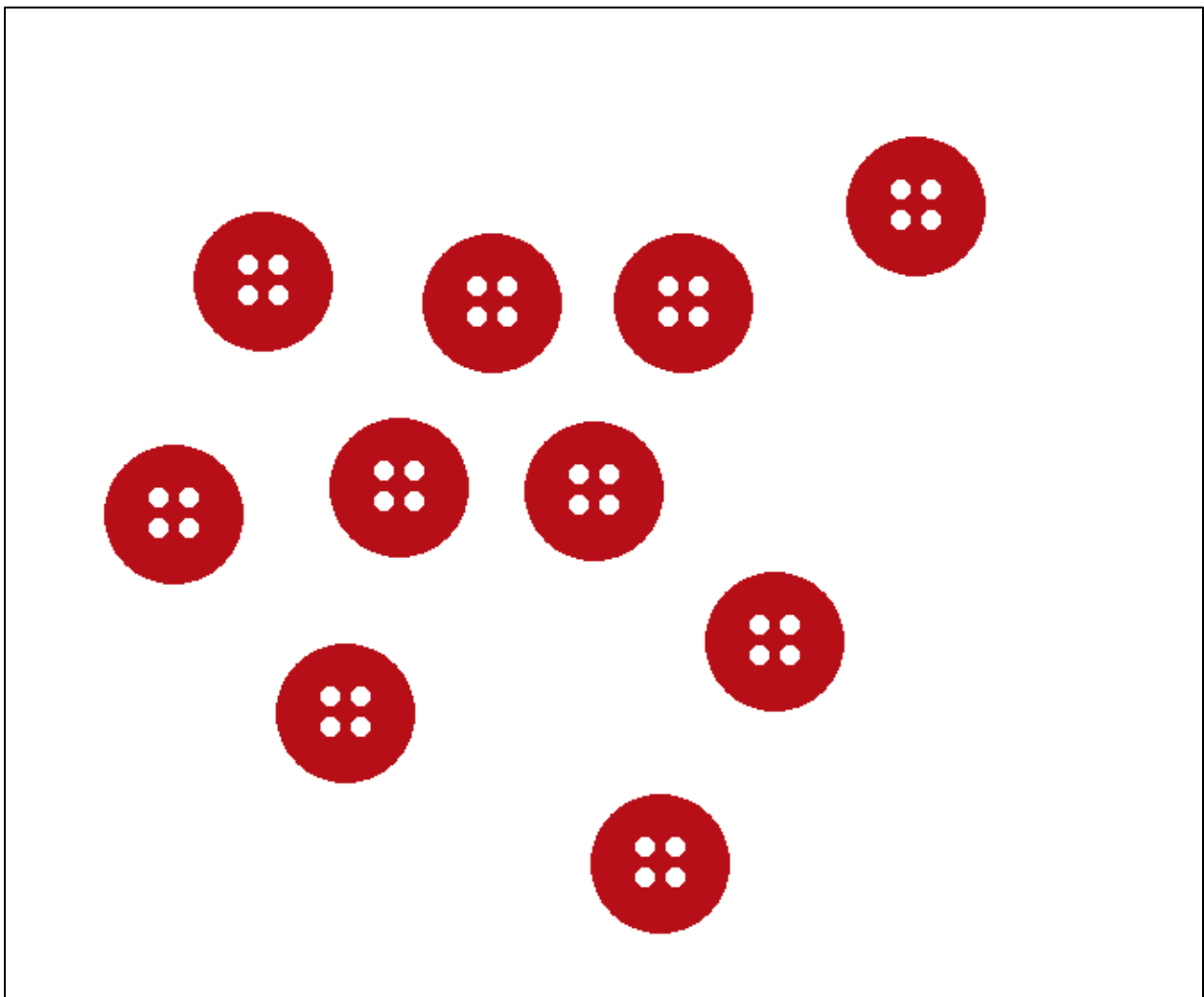
- The following picture of buttons and pencils, crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own picture of the buttons, materials, and workspace.

**Prompt:**

- Say: -All these buttons are the same. Add another button so that there is contrast in the composition.”





<b>Item Rubric</b>	
2 points	The student draws a button that is another size, shape, or color to contrast with the other buttons.
1 point	The student creates contrast in the picture by drawing another object among the buttons, but that object is unrecognizable or is not a button.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.O.1.2**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.5.O.1.2 Organize the structural elements of art to achieve visual unity.

**Clarification:** Arranges elements of art to achieve unity.

**Performance Level Descriptor:** To demonstrate proficiency, students will rearrange or reorganize elements of art in a composition to achieve unity.

**Content Focus:** Arrangement of structural elements of art

**Content Limits:** Elements of art and principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, balance, contour, pattern, texture, balance, asymmetry, radial symmetry, emphasis, focal point, unity, space, depth, and perspective.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Technology Enhanced

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

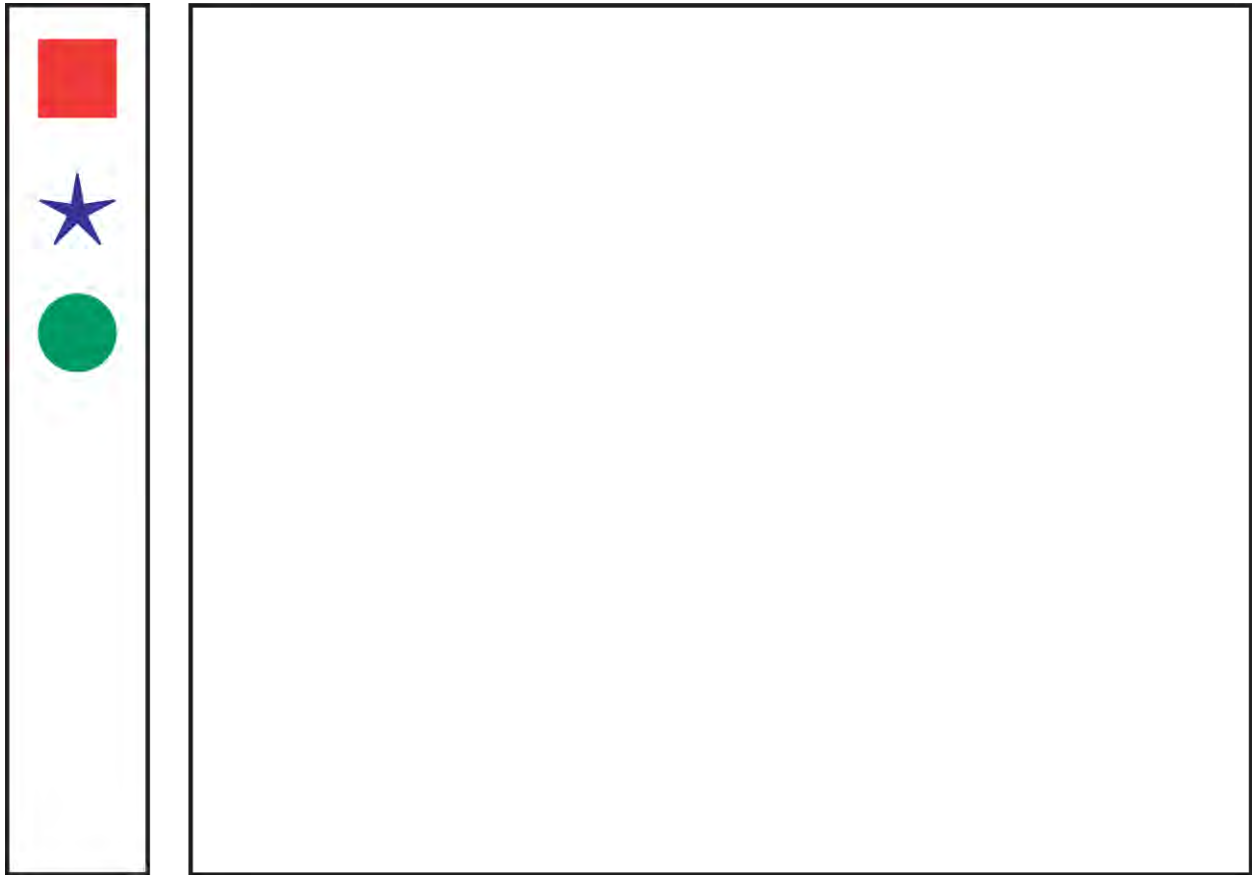


How does this work of art show unity?

- \*A. It has repetition of trees.
- B. It has primary colors.
- C. It has a background.
- D. It has a light source.

**Sample Technology-Enhanced Item:**

Use all three shapes to create a repeating pattern.



<b>Item Rubric</b>	
2 points	The student creates a repeating pattern with all three shapes.
1 point	The student arranges the shapes, but not in a pattern. OR The student uses fewer than three shapes to make a repeating pattern.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.O.1.3**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**Benchmark:** VA.5.O.1.3 Explain how creative and technical ability is used to produce a work of art.

**Clarification:** Describe the technical ability or creative solutions used to produce a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe how technical ability was used to create a work of art or how a creative solution was used to create a work of art.

**Content Focus:** Creative and technical ability

**Content Limits:** Limit to elements or principles used in an artwork.

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**



- Describe two elements in the artwork used to create emphasis.

**Exemplar Response:**

- The flower in the middle has emphasis because it is centered in the space, and it is the brightest color.

<b>Item Rubric</b>	
2 points	The student describes two ways the artist created emphasis using elements of art. Elements used to create emphasis include: <ul style="list-style-type: none"><li>• The object is centered in the space.</li><li>• The flower is the brightest object.</li><li>• The flower has a pattern in the petals.</li><li>• The flower is the biggest object.</li></ul>
1 point	The student describes one way the artist created emphasis by using an element of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.5.O.2.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.5.O.2.1 Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

**Clarification:** Generate ideas for artworks by analyzing works of art that document people and events from other places and times.

**Performance Level Descriptor:** To demonstrate proficiency, students will observe a work of art that documents people and events from other places and time and generate an idea for an artwork based on the observations.

**Content Focus:** Ideas based on artworks from other times and places

**Content Limits:** The people and events in other artworks presented to the students should have clear subjects in order to make observations and analysis.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following photograph and a sheet of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace. The following photograph may be presented to individuals or the class as a whole.



**Prompt:**

- Say: "This work of art shows how people in ancient Egypt played instruments. Create a sketch that shows how people today play instruments."

Item Rubric	
2 points	The student creates a sketch of people playing instruments in the modern day.
1 point	The student creates a sketch of instruments, but it does not have enough detail to indicate that the instruments are being played in the modern day.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



**Benchmark: VA.5.O.2.2**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 2. The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

**Benchmark:** VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works.

**Clarification:** Uses or describes an idea for resolving challenges in creating works of art by exploring a variety of sources.

**Performance Level Descriptor:** To demonstrate proficiency, students will explore a source to use or describe an idea for resolving a challenge in creating a work of art.

**Content Focus:** Resolving challenges

**Content Limits:** Resources for ideas to resolve challenges must be available or familiar to the student.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task
- Constructed Response

**Sample Performance Task:**

**Materials:**

- The following image, a sheet of paper, pencils, and crayons, markers, or colored pencils



**Setup:**

- Each student has his or her own materials and workspace. The image may be presented to the class.

**Prompt:**

- Say: “Create a work of art that shows depth in a similar way that includes foreground, middle ground, and background.”

<b>Item Rubric</b>	
2 points	The student creates a work of art with a similar subject that shows foreground, middle ground, and background.
1 point	The student creates a work of art of a different subject, but the artwork shows foreground, middle ground, and background. OR The student creates a work of art with a similar subject, but it does not contain a foreground, middle ground, and back ground.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Constructed-Response Item:**

**Prompt:**



- Here is a sample advertisement. Describe two ways advertisements are created to catch the attention of viewers.

**Exemplar Response:**

- Advertisements use bright colors to catch the attention of viewers. They also use large letters or type to get people to notice them.

<b>Item Rubric</b>	
2 points	The student describes two ways advertisements are created to catch the attention of viewers. Techniques for catching the attention of viewers include but are not limited to: <ul style="list-style-type: none"><li>• Bold or bright colors</li><li>• Large letters or type</li><li>• Interesting images or graphics</li><li>• Layout techniques such as the rule of three or the “Z” form</li></ul>
1 point	The student describes one way advertisements are created to catch the attention of viewers.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.5.O.3.1**

**Big Idea:** Organizational Structure

**Enduring Understanding:** 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**Benchmark:** VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.

**Clarification:** Creates works of art that have a personal message or theme.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art to communicate a personal message when provided a topic or theme.

**Content Focus:** Communicating a personal voice through art

**Content Limits:** Processes include, but are not limited to, drawing, painting, and sculpture. Tools and media include, but are not limited to, crayons, markers, pencils, charcoal, colored pencils, clay, paper, and glue. Communicate tangible ideas, issues, topics, and themes.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a work of art that shows something you care about, and provide a title for your artwork.”

<b>Item Rubric</b>	
2 points	The student creates a composition that communicates something that he or she cares about, with details or supporting evidence, and provides a title.
1 point	The student creates a composition with a title, but it lacks details or supporting evidence. OR The student does not provide a title for the composition.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.H.1.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.

**Clarification:** Analyzes works of art that represent the life or events of various cultures throughout history.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or match aspects of cultural or historical works of art.

**Content Focus:** Cultural or historical art

**Content Limits:** Limit to works created by easily recognizable cultures and societies.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art represents the United States as a nation?





**Sample Constructed-Response Item:**

**Prompt:**



- Describe what this work of art can teach us about the ancient Egyptian culture. Identify the part of the image that supports your answer.

**Exemplar Response:**

- The Egyptian traveled by water because it shows people rowing on a boat.

Item Rubric	
2 points	The student describes what this work of art can teach us about the ancient Egyptian culture and identifies the part of the image that supports his or her answer. Descriptions of what this work of art can teach us include but are not limited to: <ul style="list-style-type: none"><li>• The medium they used to make art</li><li>• The way they traveled</li><li>• The way they worked together</li><li>• The type of clothes they wore</li><li>• The written language they used</li></ul>
1 point	The student describes what this work of art teaches us about the ancient Egyptian culture.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Benchmark: VA.5.H.1.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.5.H.1.2 Use suitable behavior as a member of an art audience.

**Clarification:** Describes suitable behavior as a member of an art audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe the suitable behavior audience members should have.

**Content Focus:** Suitable behavior

**Content Limits:** Art audiences may be at art fairs, lectures from visiting artists, museums, galleries, and art classrooms.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

- Describe a rule that art galleries should have, and explain why the rule would be important.

**Exemplar Response:**

- One rule that art galleries should have is to speak in soft voices. This is important so that it does not disturb other people who are viewing the artworks.

<b>Item Rubric</b>	
2 points	The student describes a rule that an art gallery should have and explains why the rule would be important.
1 point	The student describes a rule that an art gallery should have but cannot explain why the rule would be important.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

### **Benchmark: VA.5.H.1.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.5.H.1.3 Identify and describe the importance a selected group or culture places on specific works of art.

**Clarification:** Identifies how a work of art is important to a selected group or culture.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how or why a work of art is important to a selected group or culture.

**Content Focus:** Cultural art

**Content Limits:** Selected groups or cultures include those that have been introduced at or below the grade-level.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which objects are used by countries as a symbol to represent their nation?

- \*A. Flags
- B. Maps
- C. Highway signs
- D. Movie posters

## **Benchmark: VA.5.H.1.4**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**Benchmark:** VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

**Clarification:** Identifies the importance of artworks or why respect should be given to the work of peers or artists.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the importance of artworks or why respect should be given to the work of peers or artists.

**Content Focus:** Respect for artworks

**Content Limits:** The importance of artworks should be evident in the subject of the artworks. The interpretation of abstract works of art is too far above grade level to analyze their importance.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

The Lincoln Memorial is shown.



Why should we respect the Lincoln Memorial as an artwork?

- A. Creating the memorial was easy.
- \*B. It is a realistic or detailed sculpture.
- C. It is a sculpture that can be displayed outdoors.
- D. The memorial has a monochromatic color scheme.

## **Benchmark: VA.5.H.2.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.5.H.2.1 Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

**Clarification:** Compares artwork to identify differences between artworks from different cultures, eras, and styles.

**Performance Level Descriptor:** To demonstrate proficiency, students will contrast given works of art from distinct cultures, eras, and styles.

**Content Focus:** Distinct cultural art, art eras, and art styles

**Content Limits:** Limit to works created by easily recognizable cultures.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art is African?



## **Benchmark: VA.5.H.2.2**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**Benchmark:** VA.5.H.2.2 Describe the ways in which artworks and utilitarian objects impact everyday life.

**Clarification:** Describes how artworks and utilitarian objects are used in everyday life.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the ways in which artworks and utilitarian objects impact everyday life.

**Content Focus:** Art in everyday life

**Content Limits:** Limit artworks and utilitarian objects to those used or found in or around the home or school.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.



**Sample Multiple-Choice Item:**

Which work of art can be used to tell time?



A.



B.



\*C.



D.

**Sample Constructed-Response Item:**

**Prompt:**

- Here is a chandelier. Explain why a chandelier is both a work of art and a useful object.



**Exemplar Response:**

- The chandelier is a work of art because it was made to be pleasing to look at. It is also a useful object because it lights a room.

<b>Item Rubric</b>	
2 points	The student explains why a chandelier is both a work of art and a useful object.
1 point	The student explains why a chandelier is a work of art. OR The student explains why a chandelier is a useful object.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.5.H.2.3**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

**Benchmark:** VA.5.H.2.3 Discuss artworks found in public venues to identify the significance of the work within the community.

**Clarification:** Identifies the significance of artworks within a community.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the significance of an artwork within a community.

**Content Focus:** Significance of artworks

**Content Limits:** Avoid the significance of abstract works to a community.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Mount Rushmore is shown.



What is the significance of Mount Rushmore to the nation?

- A. It is located outdoors.
- B. It is popular to tourists.
- C. It was created by a sculptor.
- \*D. It is a memorial to our presidents.

**Benchmark: VA.5.H.3.1**

**Big Idea:** Historical and Global Connections

**Enduring Understanding:** 3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**Benchmark:** VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

**Clarification:** Identifies and describes the use of art to problem-solve in non-art areas.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe how art is used to problem-solve outside the art classroom.

**Content Focus:** Art use outside art class

**Content Limits:** The student must be presented with a scenario or a problem.

**Recommended DOK Level:** Moderate

**Item Types:**

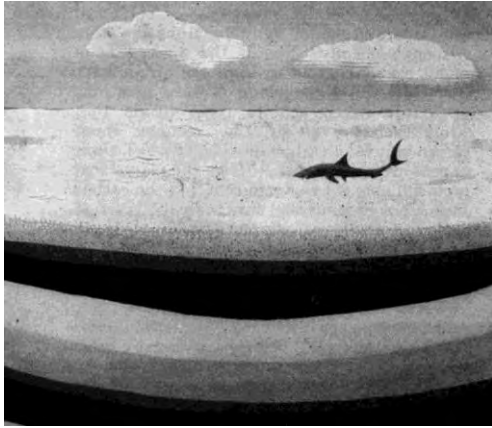
- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

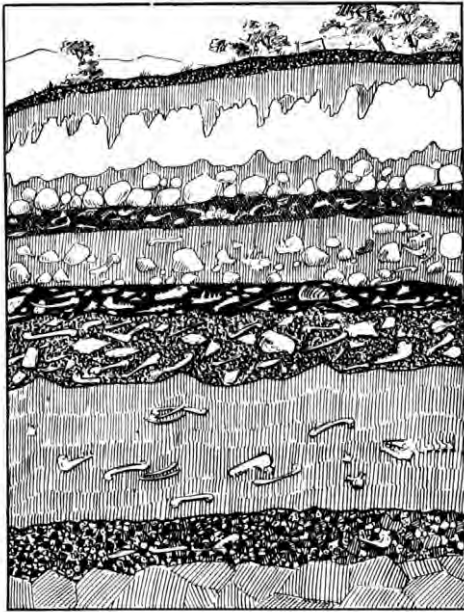
A geologist needs to distinguish between rock layers. Which work of art best solves this problem?



A.



B.



\*C.



D.

## **Benchmark: VA.5.F.1.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.5.F.1.1 Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

**Clarification:** Identifies the creative use of or creates with both traditional and non-traditional media by applying imaginative techniques.

**Performance Level Descriptor:** To demonstrate proficiency, students will determine how non-traditional media can be used or mixed with traditional media to make artworks.

**Content Focus:** Traditional and non-traditional media

**Content Limits:** Limit to easily accessible media that may be considered nontraditional and found around the classroom including, but not limited to, paper cups, empty paper towel rolls, and paper clips.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which work of art was created from an empty paper roll?





**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper, an assortment of leaves, pencils, scissors, glue, paintbrush, a paint set, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace, as well as water and paper towels for cleanup.

**Prompt:**

- Say: “Create a work of art that includes the use of the leaves.”

<b>Item Rubric</b>	
2 points	The student creates a work art by using the leaves.
1 point	The student creates a work of art, but he or she did not use the leaves.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.F.1.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**Benchmark:** VA.5.F.1.2 Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

**Clarification:** Uses multiple solutions to solve an artistic problem, and justifies the solutions.

**Performance Level Descriptor:** To demonstrate proficiency, students will solve an artistic problem using more than one solution, and justifies the solutions.

**Content Focus:** Problem-solving

**Content Limits:** Limit to using structural elements of art or principles of design in solutions for problems.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- One sheet of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Draw trees and create emphasis on one tree. Then describe another technique for creating emphasis.”

<b>Item Rubric</b>	
2 points	The student draws trees and creates emphasis on one tree, and describes another way to create emphasis. Ways to create emphasis may include: <ul style="list-style-type: none"><li>• Making one tree another color</li><li>• Placing one tree in the center</li><li>• Making one tree larger than the others</li><li>• Making one tree a different shape than the others</li><li>• Drawing patterns, texture, or other imagery on one tree</li></ul>
1 point	The student creates emphasis on one tree but does not describe another way to create emphasis. OR The student describes a way to create emphasis but does not create emphasis on one tree.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.5.F.2.1**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.

**Clarification:** Identifies the tools, techniques, processes, and skills required for art-related careers.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the tools, techniques, processes, and skills used in various art-related careers.

**Content Focus:** Knowledge and skills in art-related careers

**Content Limits:** Limit to common art careers such as photography, animation, illustration, architecture, etc.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which is a tool used by photographers?

- A. Pottery wheel
- B. Paintbrush
- \*C. Camera
- D. Crayon

## **Benchmark: VA.5.F.2.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.5.F.2.2 Explore careers in which artworks and utilitarian designs are created.

**Clarification:** Describes the careers of artists who create artworks and utilitarian objects.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the type of artistic careers that create artworks and utilitarian objects.

**Content Focus:** Linking art careers to utilitarian objects

**Content Limits:** Limit to utilitarian objects commonly found in or around the home or school and common art-related careers such as photography, sculpture, painting, etc.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which object was created by a fashion designer?

A.



\*B.



C.



D.



## **Benchmark: VA.5.F.2.3**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 2. Careers in and related to the arts significantly and positively impact local and global economies.

**Benchmark:** VA.5.F.2.3 Discuss contributions that artists make to society.

**Clarification:** Identifies or describes how artists' creations influence local and global life.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the contribution or use of artworks found in home, school, work, local and global communities.

**Content Focus:** Artists' contribution to society

**Content Limits:** Limit to artworks and art skills that contribute to society. The contents must include art careers.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which describes how a painter uses her skills to contribute to a community?

- A. She paints her fingernails.
- B. She paints her bedroom walls.
- \*C. She paints a mural in the park.
- D. She paints a picture for her house.

## Benchmark: VA.5.F.3.1

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.5.F.3.1 Create artwork to promote public awareness of community and/or global concerns.

**Clarification:** Creates works of art that have a message meant for the public.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that has a message meant for the school, local, or global community.

**Content Focus:** Artwork to promote public awareness

**Content Limits:** Messages used in artworks should be limited to grade-appropriate and noncontroversial topics.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper or colored construction paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Create a sketch for a poster that encourages other students to recycle.”

Item Rubric	
2 points	The student creates a sketch for a poster that has a recycling theme.
1 point	The student creates a sketch for a poster, but it lacks a recycling theme.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.



## **Benchmark: VA.5.F.3.2**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.5.F.3.2 Create artwork that shows procedural and analytical thinking to communicate ideas.

**Clarification:** Creates an image and explains the planning or idea and choices.

**Performance Level Descriptor:** To demonstrate proficiency, students will plan or create works of art that communicate the procedures and thinking process they used.

**Content Focus:** Communicating ideas with art

**Content Limits:** Content is limited to ideas about common issues with everyday life in or around the school and home.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Letter-size sheets of white paper and pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: “Sketch two different road signs that communicate danger ahead to pedestrians or vehicles, and explain which one better communicates this idea.”

<b>Item Rubric</b>	
2 points	The student sketches two road signs with a symbol or scene that communicates danger or a dangerous scenario and explains how one of them is more effective.
1 point	The student sketches two road signs and explains how one is more effective, but neither effectively communicates danger. OR The student sketches two road signs that communicate danger, but does not explain how one is more effective.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.5.F.3.3**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.

**Benchmark: VA.5.F.3.4**

**Big Idea:** Innovation, Technology, and the Future

**Enduring Understanding:** 3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Benchmark:** VA.5.F.3.4 Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

**Clarification:** Completes a work of art in a timely manner by following directions.

**Performance Level Descriptor:** To demonstrate proficiency, students will complete a work of art in a timely manner by following directions.

**Content Focus:** Development of skills

**Content Limits:** Limit to ten-minute activities.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencils, and crayons, markers, or colored pencils

**Setup:**

- Each student has his or her own materials and workspace.

**Prompt:**

- Say: -Draw the trunk and branches of a tree. Then add a bird and leaves to the tree.”

Item Rubric	
2 points	The student completes a drawing of a tree with a bird and leaves.
1 point	The student completes a drawing of a tree, but it is missing either a bird or leaves. OR The student draws a tree with a bird and leaves, but it is incomplete or lacks skill or craftsmanship.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Standard: LAFS.5.RL.3.7**

**Strand:** Reading Standards for Literature

**Cluster:** 1. Key Ideas and Details

**Standard:** LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

**Clarification:** Identifies how an illustration or image supports to a passage or story.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how an illustration or image that accompanies a passage or story supports the story.

**Content Focus:** Images accompanying text

**Content Limits:** Texts may be literary such as short stories, poems, comics, or passages from stories, or the texts may be informational such as instructions or recipes.

**Recommended DOK Level: Moderate**

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Standard: LAFS.5.SL.1.1**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Do Not Assess Benchmark:** An individual score cannot be provided for students assessed on collaboration.

**Standard: LAFS.5.L.2.3**

**Strand:** Language Standards

**Cluster:** 2. Knowledge of Language

**Standard:** LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Clarification:** Writes art-related content that demonstrates use of complete sentences.

**Performance Level Descriptor:** To demonstrate proficiency, students will respond to art-related items by using complete sentences.

**Content Focus:** Written art-related content

**Content Limits:** Students must be instructed to respond to items using complete sentences.

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response

# APPENDIX

## A

### Visual Arts Florida's Next Generation Sunshine State Standards (NGSSS)

Topics, or item contexts, for Visual Arts assessment items can be found on the DOE website at

<http://www.fldoe.org/ibtp/assessments/resources.asp>





# APPENDIX B

## Copyright Restrictions and Requirements

Acceptable sources of graphics and information:

- Any images in the public domain
- Any images from **clipart.com**
- Any images/media created by teachers or students in Florida districts with proper release forms