# Florida Hard-to-Measure Content Areas

# Visual Arts

# Test Item Specifications

# Creative Photography 2

**Florida Department of Education**
www.fldoe.org

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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.

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 —theme 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 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**
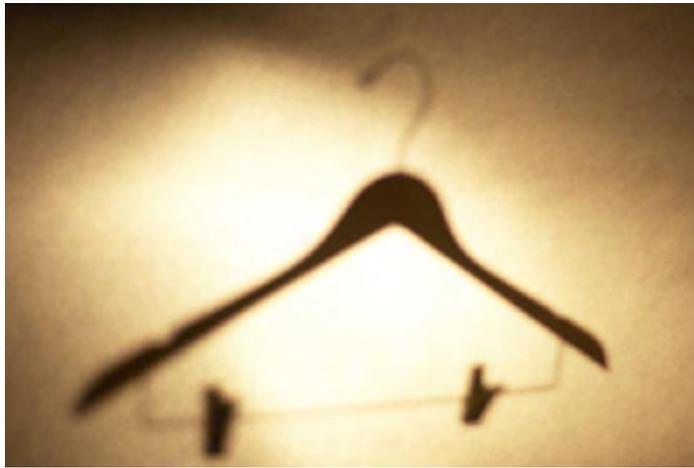


**Stem**

Why did the photographer choose to use soft focus?

**Option**
A.  To show rhythm
B.  To emphasize form
C.  To make the image seem dreamlike   **Key**
D.  To create an asymmetrical composition

**Distractors**

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 undrected 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.

- 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.

**Prompt:**

Describe two ways portrait photography has changed over time.

| Item Rubric | |
| --- | --- |
| **Score Points** | **Score Point Descriptors** |
| 2 points | The student explains two ways portrait photography has changed overtime with example and detail.<br>Two ways may include:<br>• Film changed to memory card<br>• Dark rooms to computer software<br>• Longer exposures<br>• More portability<br>• Other filters<br>• Accessibility |
| 1 point | The student explains one way portrait photography has changed overtime with little to no detail. |
| 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." |

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:**

Describe one way in which you could use technology to alter this image. Explain what effect this would have on the photograph.

| Item Rubric | |
|---|---|
| **Score Points** | **Score Point Descriptors** |
| 2 points | The student describes one way of altering the photo and its effect on the photograph. |
| 1 point | The student describes one way of altering the photograph but does not explain its effect on the photograph. |
| 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." |

Criteria

- 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.

- SCR items should require a more complex response than a multiple-choice item permits.

- SCR items should not ask for a yes or no response.

- SCR items should contain enough information to focus the student on the task that must be accomplished.

- SCR items should indicate the amount and type of information that must be included in the response.

- SCR items should **not** ask for multiple repetitions of the same task to gain additional points.

- SCR 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 items should present a task that can be completed in the time allotted for the question type.

- SCR items should permit multiple solutions to the task presented in the prompt.

- SCR items should have rubrics that are clearly aligned to the task presented in the prompt.

- SCR 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 item rubric score point descriptions should clearly delineate what a student must do to earn each point.

- SCR item rubrics should **not** contain scoring rules that do not correspond to what is asked in the prompt.

- SCR item rubrics should contain unambiguous response exemplars.

- After SCR items are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each score point.

**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:**

- The following quote, pencil and paper

  —We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty." – Maya Angelou

**Set Up:**

- Each student has her or her own materials and workspace. The quote may be provided to each student, or it may be read aloud to the students.

**Prompt:**

- Say: —Sketch or describe an idea for a photograph inspired by the quote, and justify your idea."

| Item Rubric | |
|---|---|
| **Score Points** | **Score Point Descriptors** |
| 2 points | The student sketches or describes an idea for a photograph inspired by the quote, and justifies the idea. |
| 1 point | The student sketches or describes an idea for a photograph, but cannot justify the idea. |
| 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.[1] 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 26) 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.

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 of complexity as appropriate to the assessed benchmark, although some benchmarks

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[1] 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.

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.



Why did the photographer include shadows in this photograph?

  A.     To create texture in the picture

*B.     To draw the eye across the subject

  C.     To make the shape appear geometric

  D.     To emphasis the saturated hue in the colors

**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.



What is the theme of this photograph?

  A.     Celebration

  B.     Foliage

  C.     Holiday

*D.     Sports

**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.



How can the photographer change this photograph to portray perspective distortion while photographing?

  A.      Brighten the color saturation

  B.      Make the color scheme monochromatic

*C.      Change the proximity and camera angle

  D.      Provide more contrast and increase light

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.

| Examples of Florida's Visual Arts Items Across Cognitive Complexity Levels | | |
| --- | --- | --- |
| **Low Complexity** | **Moderate Complexity** | **High Complexity** |
| What can you use to add or manipulate light in your photograph after you have taken the picture?<br><br>A photographer adjusts the aperture so that a leaf on a tree is sharp. What should the photographer adjust next?<br><br>Where should you store your photographic prints?<br><br>When should you turn the digital camera off? | Which standard principle is used by artists to help create a good composition in their photographic?<br><br>A photographer wants a shallow depth of field to get a close-up of a butterfly. What F-stop should the photographer use?<br><br>What techniques does Jerry Uelsmann use to manipulate his images?<br><br>Which timeline shows the progression of technology in photography? | What is something that used to be done in a dark room but can now be accomplished digitally?<br><br>Describe two techniques used to create emphasis in photography.<br><br>Describe two ways portrait photography has changed over time.<br><br>Use your camera to capture a photograph that shows an emotion using inanimate objects. |

# 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.

**Format**    Item writers must submit items in the agreed-on template. All appropriate sections of the template should be completed before the items are submitted.

**Sources**    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.

**Correct Response**    Multiple-Choice Items: Item writers must indicate which option is the correct answer.

Constructed-Response Items: Item writers must provide a scoring rubric that includes the required ideas/wording that must be present for each score point.

Technology-Enhanced Items: Item writers must provide a scoring rubric that describes the required actions that students must perform for each score point.

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.

**Option Rationales**    Multiple-Choice Items: All options of a multiple-choice item must be accompanied by a rationale.

For the correct option (key), the rationale must state why the option is correct based on the visual arts benchmark being assessed.

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.

| **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.

**VA.912.C.3.6**

**Subject Area**

Visual Arts

**Grade**

9-12

**Big Idea**

Critical Thinking and Reflection

**Benchmark**

Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

**Enduring Understanding**

The process of critiquing works of art leads to the development of critical-thinking skills transferrable to other content areas.
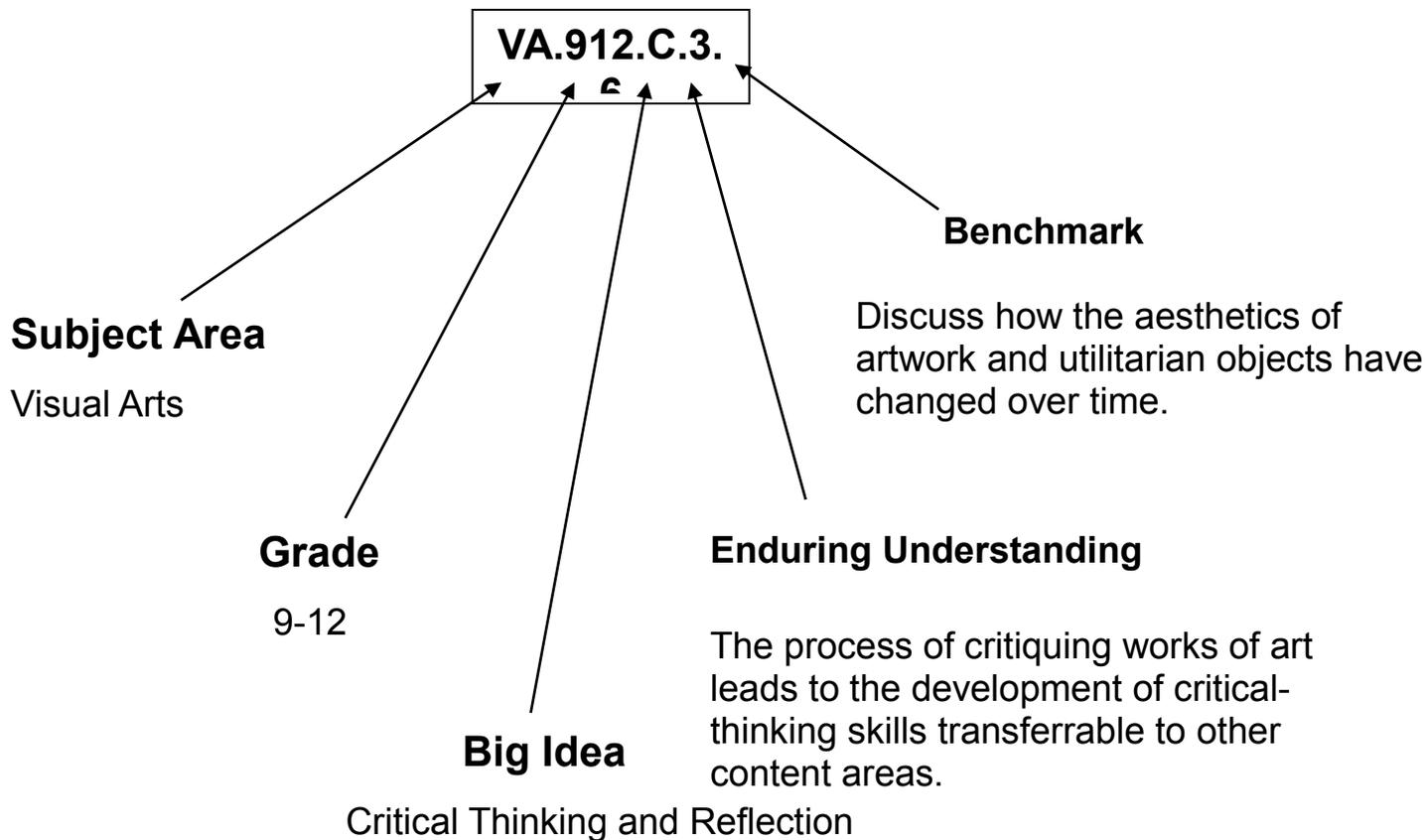
- The number in the *fifth position* shows the specific **Benchmark** that falls under the specified Big Idea and within the Enduring Understanding.

| Visual Arts | |
|---|---|
| **Grade 9-12** | |
| **Big Idea 1** | **Critical Thinking and Reflection** |
| **Enduring Understanding 3** | **The process of critiquing works of art leads to the development of critical-thinking skills transferrable to other content areas.** |
| **Benchmark 6** | **Discuss how the aesthetics of artwork and utilitarian objects have changed over time.** |

## 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.

**Big Idea**      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.

**Enduring Understanding**      Each Enduring Understanding is a general statement of expected student achievement within a Big Idea at each grade level in the NGSSS.

**Benchmark**      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.

**Clarification**      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.

**Content Focus**      The content focus defines the specific content measured by each visual arts item.

**Content Limits**      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.

**Stimulus Attributes**      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.

**Distractor Attributes**      The distractor attributes for multiple-choice items give specific descriptions of the distractors for items at each grade level.

**Sample Items**      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

**Benchmark: VA.912.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.912.C.1.2 Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

**Clarification:** Reflects on artworks to identify the theme or suggest ways to develop or refine the theme.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify a theme or describe how to develop or refine it.

**Content Focus:** Reflect on themes of art

**Content Limits:** Content is limited to compositions with recognizable objects; abstractions should be avoided.

**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:**



What is the theme of this photograph?

A. Celebration

B. Foliage

C. Holiday

*D. Sports

**Sample Performance Task:**

**Materials:**

- Camera and computer and photo editing software if needed

**Setup:**

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

**Prompt:**

- Say: ~~T~~ake a photo in the classroom that has a theme of furniture, and make line the dominating element in your composition."

| Item Rubric | |
|---|---|
| 2 points | The student uses the camera to take a picture with furniture as the theme and line is the dominating element in your composition. |
| 1 point | The student uses the camera to take a picture of furniture, but the furniture is not the theme. Line is the dominant element in the composition.<br>OR<br>The student uses the camera to take a picture with furniture as the theme, but the element of line within the composition is weak. |
| 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.912.C.1.5**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.1.5 Analyze how visual information is developed in specific media to create a recorded visual image.

**Clarification:** Identifies or describes how to create a recorded visual image.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how various media are used to create a photograph.

**Content Focus:** Visual image

**Content Limits:** Various media include digital, alternative processes, or four dimensional media. Do not include video.

**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:**

What is the main element needed to record a photographic image?

A.    F-stop

B.    ISO

C.    Lense

*D.    Light

**Benchmark: VA.912.C.1.6**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.1.6 Identify rationale for aesthetic choices in recording visual media.

**Clarification:** Identifies aesthetic choices in photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify why a photographer made a choice while photographing a composition.

**Content Focus:** Aesthetic choices in visual media

**Content Limits:** Aesthetic choices may include, but are not limited to focal point, lighting, dept of field, emphasis, framing/cropping, macro/up-close, panning, camera angle/perspective, color.

**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:**



Why did the photographer include shadows in this photograph?

  A.      To create texture in the picture

*B.      To draw the eye across the subject

  C.      To make the shape appear geometric

  D.      To emphasis the saturated hue in the colors

**Benchmark: VA.912.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.912.C.2.2 Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

**Clarification:** Critiques or draws conclusions about photography according to criteria.

**Performance Level Descriptor:** To demonstrate proficiency, students will critique or draw conclusions about photographs when provided with criteria for judgment.

**Content Focus:** Photography critique

**Content Limits:** Criteria for judgment must be provided to the student. Criteria-specific vocabulary should be used.

**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:**



How does this artist create a feeling of space in this photo?

  A.     Fruit in the bowl are a different color from the table.

  B.     Fruit in the bowl and on the table use different shades of the orange.

*C.     Bright fruit stands out against the background, using shadows and light as a contrast.

  D.     The photographer captured different textures of the table, the basket, and the oranges.

**Benchmark: VA.912.C.2.7**

**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.912.C.2.7 Assess the challenges and outcomes associated with the media used in a variety of one's own works.

**Clarification:** Identifies the challenges and outcomes of working with the media.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the challenges in photography.

**Content Focus:** Challenges and outcomes of working with media

**Content Limits:** Content includes the challenges of using lighting, exposure, and camera settings in digital and/or film

**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:**

You are at a basketball game outdoors, and you want to freeze the action shot of a basketball player. What shutter speed should you use to freeze a player's motion?

A.    15

B.    30

C.    60

*D.    125

**Benchmark: VA.912.C.3.2**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.3.2 Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of ―art.‖

**Clarification:** Identifies or describes qualities in artworks that make the works successful.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe works of art or explain how they are aligned with a personal definition of ―art.‖

**Content Focus:** Defining visual qualities in artwork

**Content Limits:** Content includes, but is not limited to, principles of design and elements of art.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

A photographer is submitting photographs to an author of a cookbook. Describe one quality the photographs should have to be successful, and explain why.

**Exemplar Response:**

The photographs should be clear with the subject centered so that the readers know what the food should look like.

| Item Rubric | |
|---|---|
| 2 points | The student describes one quality the photographs should have and explains why. Qualities should include, but are not limited to: <br> • Color <br> • Sharpness of image <br> • Staging <br> • Close-up <br> • Food as the ―focal point‖ |
| 1 point | The student describes one quality the photographs should have but does not explain why. |
| 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.912.C.3.6**

**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.912.C.3.6 Discuss how the aesthetics of artwork and utilitarian objects have changed over time.

**Clarification:** Describes how the style of photography or utilitarian objects using photography have changed over time.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe how photography has evolved and how it affects everyday objects.

**Content Focus:** Evolution of the style photography and utilitarian objects

**Content Limits:** Utilitarian objects may include, but are not limited to posters, calendars, maps, advertisements, marketing, books.

**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 is something that used to be done in a dark room but can now be accomplished digitally?

*A.     Adjusting contrast

B.     Photo emulsion

C.     Red-eye reduction

D.     Selective coloring

**Sample Constructed-Response Item:**

**Prompt:**

Describe two ways portrait photography has changed over time.

**Exemplar Response:**

Photography in the past made it difficult for photographers who worked at remote locations. Manual cameras used film instead of memory cards which limited the photo intake on the camera. Photographers developed their own film in a darkroom.

| Item Rubric | |
|---|---|
| 2 points | The student explains two ways portrait photography has changed overtime with example and detail.<br>Two ways may include:<br>• Film changed to memory card<br>• Dark rooms to computer software<br>• Longer exposures<br>• More portability<br>• Other filters<br>• Accessibility |
| 1 point | The student explains one way portrait photography has changed overtime with little to no detail. |
| 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.912.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.912.S.1.2 Investigate the use of technology and other resources to inspire art-making decisions.

**Clarification:** Identifies how technology or other resources influence photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the processes of using technology and digital imaging to achieve certain results in their work.

**Content Focus:** Influence of technology on photography

**Content Limits:** Content includes, but is not limited to, use of zoom, digital camera settings, color settings, and digital editing programs.

**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:**

What part of the digital camera stores electronic images until they can be printed or transferred to a computer?

A.     Sensor

B.     Aperture

C.     View finder

*D.    Memory card

**Sample Constructed-Response Item:**

**Prompt:**

Describe one way in which you could use technology to alter this image. Explain what effect this would have on the photograph.



**Exemplar Response:**

If you want to make this photo appear aged, you could alter it to black and white or sepia tone and then edit the image in Photoshop to make it appear grainier.

| Item Rubric | |
|---|---|
| 2 points | The student describes one way of altering the photo and its effect on the photograph. |
| 1 point | The student describes one way of altering the photograph but does not explain its effect on the photograph. |
| 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.912.S.1.5**

**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.912.S.1.5 Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

**Clarification:** Identifies and describes various effects of different types of media.

**Performance Level Descriptor:** To demonstrate proficiency, students will compare images created with different materials and media and describe the advantages and disadvantages of each type of media.

**Content Focus:** Variations in media

**Content Limits:** The impact must be visually apparent. Content includes, but is not limited to, drawing vs. digital mark-making, photographs, alternative processes, actual collages to photo collages, Sepia or color, black and white print, digital printing, cyanotypes, painting or drawing.

**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:**

What is an advantage of digital prints over dark room prints?

 A.    Digital prints have better contrast.

*B.    Digital prints are safer to produce.

 C.    Digital prints have greater tonal range.

 D.    Digital prints take more time to produce.

**Sample Constructed-Response Item:**

**Prompt:**

Describe one advantage to photographing with film, and describe one advantage to photographing digital.

**Exemplar Response:**

One advantage to using film is that it makes you take a well-thought out shot. One advantage to using digital is that it is quicker and saves time.

| Item Rubric | |
|---|---|
| 2 points | The student describes one advantage to photographing with film, and one advantage to photographing digital.<br>Advantages to film:<br>• More thought out shots (more caution)<br>• Better tonal range or contrast<br>• More technical skills are used<br>• More respected as an art<br>Advantages to digital:<br>• Quicker or saves time<br>• Can immediately delete images<br>• Easier to use in a variety of light<br>• More portable |
| 1 point | The student describes one advantage to photographing with film or one advantage to photographing digital. |
| 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.912.S.1.7**

**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.912.S.1.7 Manipulate lighting effects, using various media to create desired results.

**Clarification:** Engages and manipulates lighting effects to create desired results.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe how to use various lighting techniques to achieve desired results.

**Content Focus:** Manipulating lighting effects to create desired results

**Content Limits:** Content includes, but is not limited to, portrait and studio photography, reflection, digital manipulation, and aperture vs. shutter speed, silhouette and flash photography, light painting, high key and low key.

**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:**

What can you use to add or manipulate light in your photograph after you have taken the picture?

A.    Memory card

B.    Image transfer

C.    Aperture priority

*D.    Photo editing software

**Sample Constructed-Response Item:**

**Prompt:**

Describe how low key lighting affect photographs and how it affects the mood of photographs.

**Exemplar Response:**

Low key light makes the photograph darker overall. It can make the mood of a photograph seem scary.

| Item Rubric | |
|---|---|
| 2 points | The student describes how low key lighting makes the photograph darker overall and describes the effects on the mood of the photographs.<br>Moods may include:<br>• Scary<br>• Dark<br>• Gloomy<br>• Dramatic |
| 1 point | The student describes how low key lighting affects photographs or describes the effects on the mood of the photographs. |
| 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.912.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.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

**Clarification:** Analyzes the process required to create a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe steps in a sequential process of creating a work of art.

**Content Focus:** Sequential process

**Content Limits:** Processes include camera use and creating a portfolio.

**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:**

A photographer adjusts the aperture so that a leaf on a tree is sharp. What should the photographer adjust next?

*A.    Focus image

 B.    Shutter priority

 C.    Aperture priority

 D.    Programmed auto exposure

**Sample Constructed-Response Item:**

**Prompt:**

Describe two steps in the process of creating a successful composition.

**Exemplar Response:**

One step in the process of creating a successful composition is carefully considering the camera angle. Then the lighting should always be adjusted.

| Item Rubric | |
|---|---|
| 2 points | The student describes two steps in the process of creating a successful composition. Two steps may include:<br>• Framing<br>• Adjusting distance from subject<br>• Rule of thirds<br>• Adjusting lighting<br>• Camera angle/perspective |
| 1 point | The student describes one step in the process of creating a successful composition. |
| 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.912.S.2.4**

**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.912.S.2.4 Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

**Clarification:** Develops concepts and selects media inspired by information resources.

**Performance Level Descriptor:** To demonstrate proficiency, students will develop a concept and select the media for an artwork inspired by information resources.

**Content Focus:** Using information resources

**Content Limits:** Information resources may include, but are not limited to, text, magazines, Internet sites, and video.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following quote, pencil and paper

  We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty." – Maya Angelou

**Setup:**

- Each student has her or her own materials and workspace. The quote may be provided to each student, or it may be read aloud to the students.

**Prompt:**

- Say: Sketch or describe an idea for a photograph inspired by the quote, and justify your idea."

| Item Rubric | |
|---|---|
| 2 points | The student sketches or describes an idea for a photograph inspired by the quote, and justifies the idea. |
| 1 point | The student sketches or describes an idea for a photograph, but cannot justify the idea. |
| 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.912.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.912.S.3.3 Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

**Clarification:** Uses proper safety procedures when using hazardous chemicals and/or equipment to create art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify safety procedures when dealing with hazardous chemicals or equipment in the art room.

**Content Focus:** Safety procedures

**Content Limits:** Content includes, but is not limited to, the storage and disposal of dangerous materials and understanding Material Safety Data Sheets (MSDS) labels.

**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 list includes the chemicals used in photoprocessing?

A.     Sodium chloride, water

B.     Acetone, carbod dioxide

*C.    Developer, stop bath, fixer

D.     Developer, stop bath, stabilizer

**Benchmark: VA.912.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.912.S.3.4 Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

**Clarification:** Identifies and describes how personal responsibility, ethics, and integrity affect photographs and artworks.

**Performance Level Description:** To demonstrate proficiency, students will identify and describe the ethical and/or responsible choice in given scenarios.

**Content Focus:** Personal responsibility

**Content Limits:** Content includes, but is not limited to, plagiarism and appropriation from the Internet and other sources.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Identify a setting where it is inappropriate to take a photograph, and explain why.

**Exemplar Response:**

You should not take photographs in a museum because it might damage the artwork and be distracting to other visitors. Besides some museum policies prohibit it.

| Item Rubric | |
|---|---|
| 2 points | The student describes an inappropriate place to take a photograph and explains why. Inappropriate places include:<br>• A museum/gallery<br>• Concert, play, or dance recital<br>• A military base<br>• A historic church<br>• Ceremonies<br>• Minors without permission<br>Explanations may include:<br>• Copyright issues<br>• Cultural sensitivity<br>• Flash damage<br>• Flash distraction |
| 1 point | The student describes an inappropriate place to take a photograph but doesn't explain why. |
| 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.912.S.3.7**

**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.912.S.3.7 Use and maintain tools and equipment to facilitate the creative process.

**Clarification:** Identifies how to maintain and clean photography tools and equipment.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the correct way to maintain and clean photography tools and equipment.

**Content Focus:** Maintenance of tools and equipment

**Content Limits:** Content includes, but is not limited to cameras lenses, and camera accessories.

**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:**

Where should you store your photographic prints?

*A.    In a cool, dry place

 B.    In the trunk of a car

 C.    Under an air conditioner

 D.    Stacked on other photographs

**Benchmark: VA.912.S.3.11**

**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.912.S.3.11 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

**Clarification:** Identifies the correct storage and maintenance of equipment and materials in the art studio.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how equipment and materials should be stored properly in the art studio to prevent damage and cross-contamination.

**Content Focus:** Storage of art materials

**Content Limits:** Content includes, but is not limited to, photography equipment, materials, and 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:**

When should you turn the digital camera off?

  A.   While refocusing the lens

  B.   While changing the aperture

*C.   While installing a memory card

  D.   While adjusting the shutter speed

**Benchmark: VA.912.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.912.O.1.1 Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.

**Clarification:** Demonstrates understanding of elements of art or principles of design in photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe how elements of art or principles of design are used in photography.

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

**Content Limits:** Elements of art and principles of design as well as photographic techniques.

**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 standard principle is used by artists to help create a good composition in their photographic?

  A.    Color

*B.    Emphasis

  C.    Shape

  D.    Surrealism

**Sample Constructed-Response Item:**

**Prompt:**
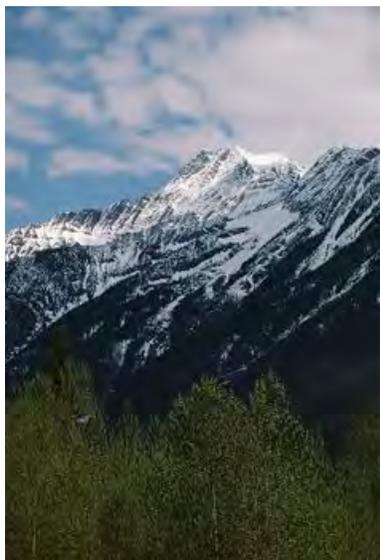


Identify an element of art in this photograph, and describe how it is used.

**Exemplar Response:**

The photograph uses space to understand the area between and around an area in a picture. It increases or decreases the amount of empty area around an object. This affects the way we view the final composition of the picture.

| Item Rubric | |
|---|---|
| 2 points | Student names one of the elements of art (line, shape, color, value, texture, and space) and describes how it is used in the photograph. |
| 1 point | Student names one of the elements of art (line, shape, color, value, texture, and space) but does not describe how it is used in the photograph. |
| 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.912.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.912.O.1.2 Use and defend the choice of creative and technical skills to produce artworks.

**Clarification:** Identifies and understands choices in photographic processes and how these choices help achieve intended results.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe the rationale behind choices made during the photographic process and creating a composition.

**Content Focus:** Creative and technical choices

**Content Limits:** Content includes, but is not limited to, style, lighting, effects, mood, and tone.

**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:**



Why did the photographer choose to use soft focus?

A.     To show rhthym

B.     To emphasize form

*C.     To make the image seem dreamlike

D.     To create an asymmetrical composition

**Sample Constructed-Response Item:**

**Prompt**

Describe two techniques used to create emphasis in photography.

**Exemplar Response:**

The emphasis on placement of a subject in a prominent position and similarly contrasting shapes and textures can make a subject stand out to be a focal point. Photographer's sometimes use patterns that are repeated around a subject to focus on a creative idea.

| Item Rubric | |
|---|---|
| 2 points | The student describes two techniques used to create emphasis in photography. Techniques include but are not limited to the following:<br>• Contrast a shape with its surroundings<br>• Create a contrast of hue and color<br>• Use dark and light values<br>• Create a focal point<br>• Crop the photograph to provide a close-up of the subject |
| 1 point | The student describes only one technique used to create emphasis in photography. |
| 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.912.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.912.O.2.2 Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

**Clarification:** Uses various perspectives to solve aesthetic problems

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe how to solve a problem.

**Content Focus:** Problem solving

**Content Limits:** Content includes, but is not limited to, basic understanding of practices related to using digital and manual cameras.

**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:**

A photographer wants a shallow depth of field to get a close-up of a butterfly. What F-stop should the photographer use?

*A.    F4

 B.    F8

 C.    F16

 D.    F22

**Sample Constructed-Response Item:**

**Prompt**

A photographer is trying to take a picture of a waterfall on a bright, sunny day. The water is moving quickly. The goal is to emphasize the motion of the water. Describe two photographic techniques or tools the photographer can use to achieve this.

**Exemplar Response**

The shutter speed/aperture of the camera affects how the waterfall image is rendered. Using a small aperture will help with depth of field and sharpen the focus of the waterfall. Longer speeds blur the water, creating the moving effect. Faster speeds create a bold, powerful effect of a waterfall.

| **Item Rubric** | |
|---|---|
| 2 points | The student describes two photographic techniques or tools the photographer can use to emphasize the motion of water. <br> Techniques or tools may include: <br> • Slow shutter speed (60$^{th}$ of a second or slower) <br> • Tripod use <br> • Adjust ISO <br> • Use smaller F-stop/aperture |
| 1 point | The student describes one photographic technique or tool the photographer can use to emphasize the motion of water. |
| 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.912.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.912.O.3.1 Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

**Clarification:** Creates a composition that communicates an idea.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a composition that communicates symbolism, personal experience, or philosophical views.

**Content Focus:** Visual communication

**Content Limits:** Content includes, but is not limited to using symbolism, personal experiences, and philosophical views to communicate with an audience.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Digital camera

**Setup:**

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

**Prompt:**

- Say: "Use your camera to capture a photograph that shows an emotion using inanimate objects."

| Item Rubric | |
|---|---|
| 2 points | The student captures a photograph that shows an emotion by using inanimate objects. |
| 1 point | The student captures a photograph that shows emotion, but the photograph includes human displayed emotion. |
| 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.912.H.1.5**

**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.912.H.1.5 Investigate the use of technology and media design to reflect creative trends in visual culture.

**Clarification:** Identifies how technology and media design reflect trends in photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify trends in photography and the technology or media design that contribute to the trends.

**Content Focus:** Technology and trends

**Content Limits:** Trends include photographic styles, surrealist, pictorial, macro photography, abstract photography, portraiture, still life, and realistic photography, commercial photography.

**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:**

What techniques does Jerry Uelsmann use to manipulate his images?

  A.     Dynamic lighting on a flat image

\*B.     Darkroom and multiple enlargers

  C.     Image editing or photo enhancement

  D.     Adjustment layers to add different coloring

**Sample Constructed-Response Item:**

**Prompt**

Describe two techniques Jerry Uelsmann used to create a composite image.

**Exemplar Response**

Jerry Uelsmann used multiple enlargers to create a single, composite image. He also used dodge and burn techniques that made the images lighter or darker so that they could be made into a composite image.

| Item Rubric | |
| --- | --- |
| 2 points | The student describes two photographic techniques or tools the photographer can use to emphasize the motion of water.<br>Techniques or tools may include:<br>• Slow shutter speed (60th of a second or slower)<br>• Tripod use<br>• Adjust ISO<br>• Use smaller F-stop/aperture |
| 1 point | The student describes one photographic technique or tool the photographer can use to emphasize the motion of water. |
| 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.912.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.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

**Clarification:** Identifies the progression of photography throughout history.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify or describe the evolution of photography with a focus on technology.

**Content Focus:** Evolution of photography

**Content Limits:** Content includes, but is not limited to, technological advancements in cameras, digital editing programs, and camera accessories and equipment.

**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 timeline shows the progression of technology in photography?

A.    Cell phone camera - digital camera - disposible camera

B.    Cell phone camera - disposable camera - digital camera

C.    Disposable camera - cell phone camera - digital camera

*D.    Disposible camera - digital camera - cell phone camera

**Benchmark: VA.912.H.3.3**

**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.912.H.3.3 Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

**Clarification:** Creates a work of art that uses materials, ideas, and equipment from other content areas.

**Performance Level Descriptor:** To demonstrate proficiency, students will integrate the materials, ideas, and equipment from other content areas into the development of a photographic composition.

**Content Focus:** Photography

**Content Limits:** Content areas include, but are not limited to, literature, science, math, social studies, physical education, and health.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Camera, paper, pencil, and a partner, and a computer and photo editing software if needed

**Setup:**

- Students work in a gym or outdoors. Students work in pairs. One student photographs the other student running to create an action shot.

**Prompt:**

- Say: ―Take an action shot of your partner running without motion blur. Then describe why this technique would be important when photographing a race."

| Item Rubric | |
|---|---|
| 2 points | The student takes a successful action shot and explains why it is an important technique to use during a race. |
| 1 point | The student takes a successful action shot but cannot explain why it is important to use the techniques during a race.<br>OR<br>The student takes a photograph that does not freeze the runner, but explains why it is important to have this skill while photographing a race. |
| 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.912.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.912.F.1.1 Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

**Clarification:** Analyzes photographs to determine an imaginative or innovative solution to an art problem.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and describe imaginative or innovative solutions to problems related to photographs.

**Content Focus:** Innovative solutions

**Content Limits:** Content includes, but is not limited to, solutions, problem-solving, styles, editing, and critiques.

**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:**



How can the photographer change this photograph to portray perspective distortion while photographing?

  A.     Brighten the color saturation

  B.     Make the color scheme monochromatic

*C.     Change the proximity and camera angle

  D.     Provide more contrast and increase light

**Benchmark: VA.912.F.1.4**

**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.912.F.1.4 Use technological tools to create art with varying effects and outcomes.

**Clarification:** Creates varying effects and outcomes by using technology in photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art with varying effects and outcomes by adjusting or manipulating the settings of digital equipment and photo editing software.

**Content Focus:** Using technology

**Content Limits:** Effects include, but are not limited to, color changes, image resizing, image manipulation, and lighting changes.

**Recommended DOK Level**: Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- The following digital photograph, a computer, and photo editing software



**Setup:**

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

**Prompt:**

- Say: ~~O~~pen the image in photo editing software, locate the red-eye correcting tool, and correct the red eye in this photograph."

| Item Rubric | |
|---|---|
| 2 points | The student successfully uses the software feature and corrects the red eye in the photograph. |
| 1 point | The student finds the feature on the software but cannot change the red eye on the photograph or makes incorrect changes to the photograph. |
| 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.912.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.912.F.2.2 Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.

**Clarification:** Identifies and understands careers in photography.

**Performance Level Descriptor:** To demonstrate proficiency, students will match photography-related careers to skills involving construction, management, or sale of aesthetic or utilitarian objects.

**Content Focus:** Careers in photography

**Content Limits:** Content includes, but is not limited to, exhibition, sale of art products, manufacture of art equipment, curation for museum, industrial design (toys, cars), and architectural and interior design.

**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:**

What will a photojournalist use as the subject of his or her photographs?

*A.    Current events

 B.    Pet photography

 C.    Formal portraiture

 D.    Surrealist landscape

**Benchmark: VA.912.F.2.8**

**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.912.F.2.8 Describe community resources to preserve, restore, exhibit, and view works of art.

**Clarification:** Understands community resources intended to preserve, restore, exhibit, and view art.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and describe places in the community where photographs can be preserved, restored, exhibited, and viewed.

**Content Focus:** Art preservation and appreciation

**Content Limits:** Content includes, but is not limited to, advertising, gallery shows, museums, and published works. Community resources may include individuals, private business, galleries, museums, universities, and libraries.

**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 should a photographer obtain space for a formal exhibition?

*A.     By seeking gallery representation

 B.     By placing his work outside on sidewalks

 C.     By donating all of his works to a museum

 D.     By selling all of his works to a single household

**Benchmark: VA.912.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.912.F.3.1 Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.

**Clarification:** Understands how photography can express a social or cultural idea.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a photographic composition to promote social and cultural awareness.

**Content Focus:** Social and cultural awareness

**Content Limits:** Technology applications include presentation software, video, sound, web applications, and open-access collaboration. Avoid bias and fairness issues.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Digital camera and computer and photo editing software if needed

**Setup:**

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

**Prompt:**

- Say: "Create a composition that reflects the issue of conservation."

| Item Rubric | |
|---|---|
| 2 points | The student successfully creates a photo that reflects conservation. |
| 1 point | The student creates a photo but it doesn't reflect conservation. |
| 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.912.F.3.5**

**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.912.F.3.5 Use appropriately cited sources to document research and present information on visual culture.

**Clarification:** Identifies the correct methods of citing sources.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the appropriate sources for information on how to cite information on visual artwork.

**Content Focus:** Documenting research

**Content Limits:** Content includes, but is not limited to, visual, digital, and textual information.

**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:**

What is needed to cite a work of art?

*A.     The title, artist, and date of an artwork

 B.     The description of the subject seen in an artwork

 C.     The artist statement explaining the executed idea

 D.     The gallery location of the artwork and the color scheme

**Benchmark: VA.912.F.3.10**

**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.912.F.3.10 Apply rules of convention to create purposeful design.

**Clarification:** Uses rules of convention to take photographs.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a composition or design using the rules of convention.

**Content Focus:** Rules of convention

**Content Limits:** Rules of convention include but are not limited to the rule of thirds, depth of field, framing, balance, focal point, perspective/camera angle

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Still-life setup and at least one source of light. Computer and photo editing software if necessary

**Setup:**

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

**Prompt:**

- Say: "Take a photograph that demonstrates shallow of depth of field and effective composition."

| Item Rubric | |
|---|---|
| 2 points | The student takes a photograph with shallow depth of field and effective composition. |
| 1 point | The student takes a photograph with either shallow depth of field or effective composition. |
| 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.910.RI.1.1**

**Strand:** Reading Standards for Informational Text

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

**Standard:** LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Clarification:** Differentiates between what is explicit in a text and what is inferred.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify explicit text and inferences.

**Content Focus:** Explicit text vs inferences

**Content Limits:** Text should be below grade-level. Art-related content is limited to color, black-and-white, digital, and traditional photography as per state course description.

**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.

**Standard: LAFS.910.W.2.4**

**Strand:** Writing Standards

**Cluster:** 2. Production and Distribution of Writing

**Standard:** LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Clarification:** Writes art-related content in clear and coherent paragraphs.

**Performance Level Descriptor:** To demonstrate proficiency, students will write a short essay to a targeted audience that is clear and coherent.

**Content Focus:** Writing in art

**Content Limits:** Students must be instructed to write a short essay in the prompt of the item. Art-related content is limited to color, black-and-white, digital, and traditional photography as per state course description.

**Recommended DOK Level: Moderate**

**Item Types:**

- Constructed Response

**Standard: LAFS.910.SL.1.1d**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LAFS.910.SL.1.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Clarification:** Analyzes a point of view of an artwork or art concept in general and offers a response to that point of view, or identifies additional information needed to investigate a task.

**Performance Level Descriptor:** To demonstrate proficiency, students will support or rebut a point of view with justification or suggest what type of research is needed to support the point of view.

**Content Focus:** Supporting or rebutting different points of view and requesting additional information

**Content Limits:** Content may include but is not limited to ceramics, pottery, art knowledge in general, observations or point of view of an artwork, and art related text. Students determine what additional information is needed without being required to conduct research. Art-related content is limited to color, black-and-white, digital, and traditional photography as per state course description.

**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.

**Standard: LAFS.910.SL.2.4**

**Strand:** Standards for Speaking and Listening

**Cluster:** 2. Presentation of Knowledge and Ideas

**Standard:** LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Clarification:** Critiques, evaluates, or discusses art concepts with emphasis in photography clearly and concisely such that the reasoning and organization are appropriate to peers or another audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will write an essay that critiques, evaluates, or discusses an artwork clearly and concisely, or identifies the logical sequence of steps to a process.

**Content Focus:** Writing in art

**Content Limits:** Art concepts with emphasis in photography include but are not limited to sequencing steps, art history, techniques, and processes. Art-related content is limited to color, black-and-white, digital, and traditional photography as per state course description.

**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.