

Florida Hard-to-Measure Content Areas

Visual Arts

Test Item Specifications

Ceramics/Pottery 3 Honors



Florida Department of Education

www.fldoe.org

NOTE: The contents of these item specifications documents were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

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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 —the commonly used by the identified culture," such as a line drawing of an animal seen in everyday life in a representation similar to that used by prehistoric cultures. The explication of the exact actions the student must perform, as well as the evidence of this proficiency in the rubric for the performance task, allows the direct link between the proficiency and the evidence for the attainment of that proficiency.

CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

Item Style and Format

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

General Guidelines

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

Multiple-Choice Items

Definition

A multiple-choice item contains a question and 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

Which glazing process did the artist use to create the effect seen on this ceramic artwork?

Option

- A. Dripping
- B. Painting
- C. Raku
- D. Stamping

Key

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 undirected stems (e.g., Which of the following statements is true?). That is, students should be able to answer the question without first looking at the answer choices.
- 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: List two tools used in the ceramic process that can cause cuts if someone fails to follow safety procedures.	
Item Rubric	
Score Points	Score Point Descriptors
2 points	The student lists two tools used in the ceramic process that could cause a cut if safety procedures are not followed. Examples: needle tool, carving chisel, scissors, razor blade
1 point	The student lists one thing in an art room that could cause a cut if safety procedures are not followed.
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 the theme of this sculpture. Then, explain how you would alter this sculpture to enhance that theme.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student describes the theme of the sculpture AND clearly explains how to alter the sculpture to enhance that theme. Responses include, but are not limited to: <ul style="list-style-type: none">• Surprise• Fear• Wonder• Playfulness
1 point	The student describes the theme of the sculpture but does not explain how to alter the sculpture to enhance the theme.
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.”

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:

- A small piece of clay (plastic) and slip and scoring tools

Set Up:

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

Prompt:

- Say: –Create a three-dimensional, free-standing capital letter out of clay. It must be at least 6 inches tall and remain upright.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student creates a free-standing letter that is 6 inches tall and stands up.
1 point	The student carves a free-standing clay letter but it is not the correct size.
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 27) 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

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 should paints and glazes be properly labeled with Safety and Hazard Labels?

- A. To explain how they were made
- *B. To see if toxic chemicals are present
- C. To describe how to apply them to clay
- D. To show what color they are when they dry

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.



Many people in Japan use tea bowls such as this one for important religious and cultural ceremonies.

How does the use of this ceramic work likely affect its meaning in Japanese culture?

- A. It makes the bowl an everyday object in people's homes.
- B. It ensures that factories make bowls in mass quantities.
- *C. It makes the bowl a prized and valuable possession.
- D. It means that only the rich can afford the bowl.

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.



What is the theme of the book in this sculpture?

- A. Color
- B. Fishing
- *C. Sea voyage
- D. History class

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
<p>What is the purpose of cleaning brushes thoroughly after each use when glazing?</p> <p>How can local commercial business become involved in the preservation of arts within a community?</p> <p>A student enjoys the works of Andy Warhol and wants to design a ceramic piece based on one of Warhol’s works. Which action would be an acceptable appropriation of Warhol’s work by the student artist?</p> <p>Why should paints and glazes be properly labeled with Safety and Hazard Labels?</p>	<p>What is plagiarism?</p> <p>What must be done to the wheelhead before the potter begins to throw clay?</p> <p>How can the development of a community arts district revitalize a city or neighborhood in need of economic development?</p> <p>Why are interior designers valuable?</p>	<p>Which statement is an example of constructive criticism?</p> <p>Art Nouveau is a style from the Industrial Age characterized by natural forms. How does this work of art reflect that?</p> <p>Compare and contrast a trip to the Louvre in Paris, France with an online virtual tour of the museum. Describe one way an in-person trip would be better and one way a virtual tour would be better.</p> <p>Describe one aesthetic problem you see in this artwork. Then, give one solution that would solve the problem.</p>

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	<p>Multiple-Choice Items: Item writers must indicate which option is the correct answer.</p> <p>Constructed-Response Items: Item writers must provide a scoring rubric that includes the required ideas/wording that must be present for each score point.</p> <p>Technology-Enhanced Items: Item writers must provide a scoring rubric that describes the required actions that students must perform for each score point.</p> <p>Performance Tasks: Item writers must provide a scoring rubric that clearly delineates the properties of the artwork that must be present for each score point.</p>
Option Rationales	<p>Multiple-Choice Items: All options of a multiple-choice item must be accompanied by a rationale.</p> <p>For the correct option (key), the rationale must state why the option is correct based on the visual arts benchmark being assessed.</p> <p>For each incorrect option (distractor), the rationale must state why the option is plausible and why it is incorrect based on the visual arts benchmark being assessed.</p>

Cognitive Complexity

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

Submission of Items

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

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

Electronic Submission

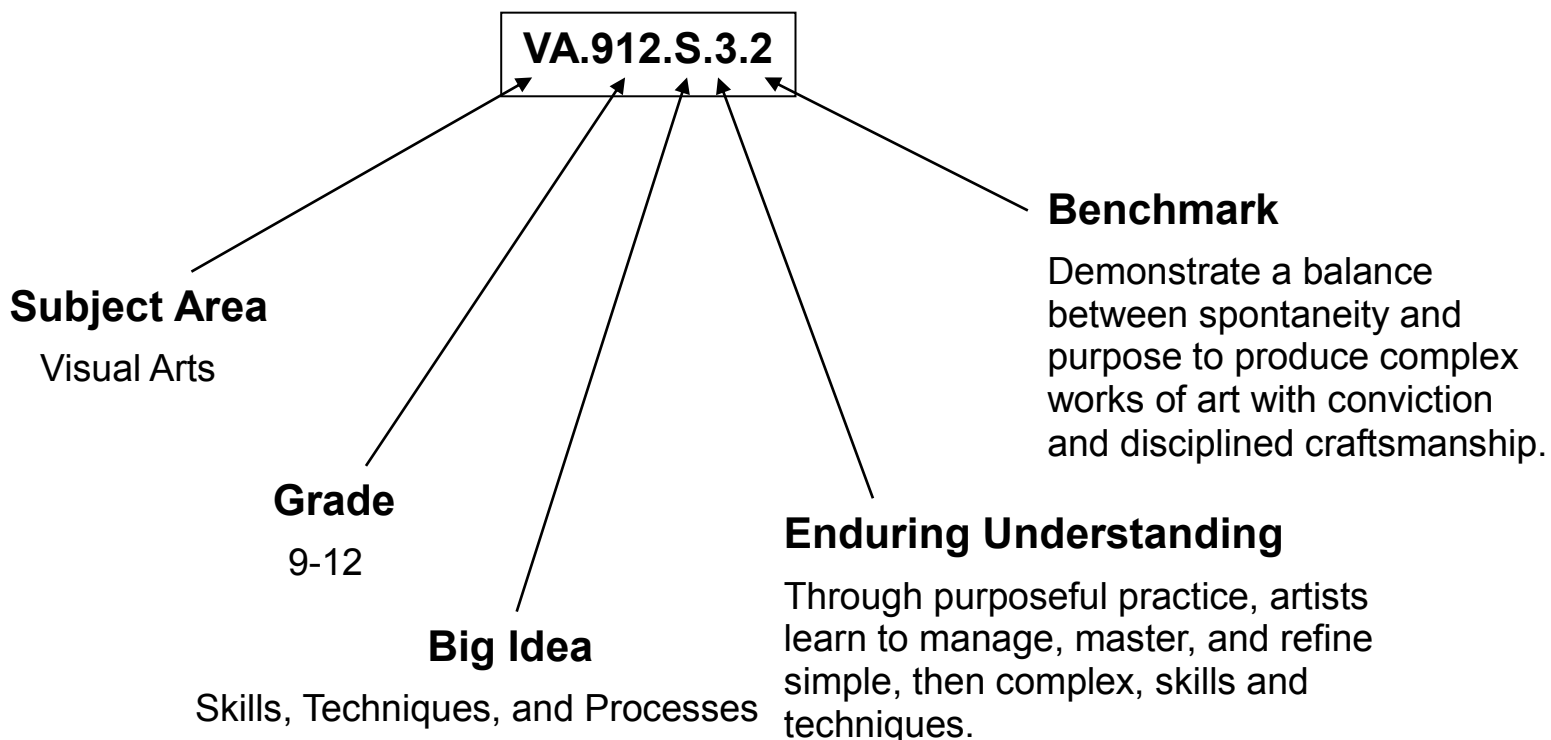
Items will be submitted directly into the Florida State Item Banking Platform.

GUIDE TO THE GRADE LEVEL SPECIFICATIONS

Benchmark Classification System

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

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



Visual Arts	
Grade 9-12	
Big Idea 2	Skills, Techniques, and Processes
Enduring Understanding 3	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
Benchmark 2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.

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.1.1

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.1.1 Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.

Clarification: Creates works of art that demonstrate self-expression using curiosity, range of interests, attentiveness, complexity, and artistic intention.

Performance Level Descriptor: To demonstrate proficiency, students will create a work of art that demonstrates self-expression using the student's curiosity, range of interests, attentiveness, complexity, and artistic intention.

Content Focus: Art exploration using self-expression

Content Limits: Students must be asked to create a work of art in which they can demonstrate self-expression using art-making processes (i.e., do not ask students to create a specific piece).

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A piece of paper and drawing utensils

Setup:

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

Prompt:

- Say: “Design a work of art that shows self-expression. Write 1 – 2 sentences that explain how your design reflects a personal voice.”

Item Rubric	
2 points	The student designs a work of art that shows self-expression and then explains how the piece uses self expression.
1 point	The student designs a work of art that uses self-expression but the explanation is missing or unclear. OR The student writes about self-expression but does not design a work of art.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.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: Develops, reflects on, and refines an artistic theme.

Performance Level Descriptor: To demonstrate proficiency, students will develop a theme and use critical thinking skills to reflect on and refine an artistic theme.

Content Focus: Develop and reflect on themes of art

Content Limits: Content is limited to compositions that reflect a theme.

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 the theme of the book in this sculpture?

- A. Color
- B. Fishing
- *C. Sea voyage
- D. History class

Sample Constructed-Response:

Prompt:



Describe the theme of this sculpture. Then, explain how you would alter this sculpture to enhance that theme.

Exemplar Response:

The theme of the sculpture is an expression of wonder. To improve on that expression, I would open the mouth so the jaw would drop and place the fingers of one hand over the mouth. Those changes would make it clearer that the woman was expressing wonder.

Item Rubric	
2 points	The student describes the theme of the sculpture AND clearly explains how to alter the sculpture to enhance that theme. Responses include, but are not limited to: <ul style="list-style-type: none"> • Surprise • Fear • Wonder • Playfulness
1 point	The student describes the theme of the sculpture but does not explain how to alter the sculpture to enhance the theme.
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.C.1.7

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.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.

Clarification: Identifies and analyzes structural problems with three-dimensional works of art in order to find a solution to the problems.

Performance Level Descriptor: To demonstrate proficiency, students will identify and analyze structural problems in three-dimensional artwork and find solutions to the problems.

Content Focus: Analyze structural problems and solutions

Content Limits: Content includes, but is not limited to, problems that occur in the structural design and creation of three-dimensional works of art. Works include, but are not limited to, pottery, architecture, and sculptures.

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:

How would an artist prevent breakage when attaching outstretched arms to a greenware figure?

- *A. Use an armature
- B. Use a needle tool
- C. Allow it to dry in the sun
- D. Wait until the clay is bone-dry

Sample Performance Task:

Materials:

- A small piece of clay (plastic) and slip and scoring tools

Setup:

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

Prompt:

- Say: “Create a three-dimensional, free-standing capital letter out of clay. It must be at least 6 inches tall and remain upright”

Item Rubric	
2 points	The student creates a free-standing letter that is 6 inches tall and stands up.
1 point	The student carves a free-standing clay letter but it is not the correct size.
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.2.3

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.2.3 Process and apply constructive criticism as formative assessment for continued growth in art-making skills.

Clarification: Accepts constructive criticism that and applies it for continued growth.

Performance Level Descriptor: To demonstrate proficiency, students will accept constructive criticism and apply it for continued growth.

Content Focus: Art critique

Content Limits: Content includes, but is not limited to, teacher and peer review.

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

Sample Multiple-Choice Item:

Which statement is an example of constructive criticism?

- A. I don't like the use of color in this artwork.
- B. The artist failed to create a central focus for the piece.
- C. The theme of the artwork is related to the environment.
- *D. Heavier contour lines would give the artwork more unity.

Benchmark: VA.912.C.2.4

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

Clarification: Uses knowledge of art history and art vocabulary to identify or classify types of artwork.

Performance Level Descriptor: To demonstrate proficiency, students will be able to identify or classify pieces of art by using art vocabulary and knowledge of art history.

Content Focus: Classifying art

Content Limits: Content is limited to types of two- or three-dimensional art that students may classify.

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.

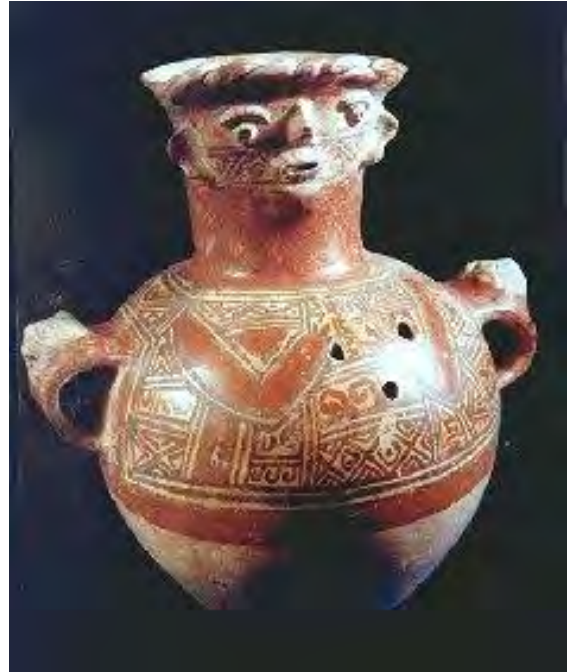
Sample Multiple-Choice Item:

Which of these works of art was created by ancient Mayans?

A.



*B.



C.



D.



Benchmark: VA.912.C.2.8

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.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

Clarification: Compare architecture, designs, and/or models to understand how technical and utilitarian components affect aesthetic qualities.

Performance Level Descriptor: To demonstrate proficiency, students will compare artworks to understand how the technical and utilitarian components affect the aesthetic qualities.

Content Focus: Comparing artwork for utilitarian components

Content Limits: Students may compare technical and utilitarian components of ceramic artworks' aesthetic qualities using the elements of art and principles of design.

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 ceramic work could also serve a utilitarian purpose?

*A.



B.



C.



D.



Sample Constructed-Response Item:

Prompt:

Describe one aesthetic quality and one utilitarian quality that these two pieces have in common.



Exemplar Response:

Both artists created symmetrically shaped vessels, and they used asymmetric geometric designs on the outer surface to offset the symmetry of the vessel itself.

Item Rubric	
2 points	The student describes two ways (one aesthetic and one utilitarian) the pieces are similar.
1 point	The student describes one way the pieces are similar.
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.C.3.3

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.3.3 Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

Clarification: Examine relationships between artwork and the social, historical, literary, and/or other references in artworks.

Performance Level Descriptor: To demonstrate proficiency, students will examine relationships between artwork and the social, historical, literary, and/or other references in artworks.

Content Focus: References assimilated in artworks

Content Limits: Content includes, but is not limited to, historical or literary references that are recognizable at or below the grade level.

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:



Art Nouveau is a style from the Industrial Age characterized by natural forms. How does this work of art reflect that?

- A. The artist used a decorative relief pattern.
- B. The artist glazed the vase in contrasting, muted tones.
- *C. The artist used heavily stylized organic shapes to create a design.
- D. The artist made the neck of the vase very narrow compared with the body.

Sample Constructed-Response Item:

Prompt:



This Greek vase depicts the hero Heracles fighting the Amazons. Explain why an artist would have depicted a scene like this. Give two examples to support your answer.

Exemplar Response:

Many artists in ancient Greece used their ceramic works to tell stories. Depicting a battle scene creates a dynamic image on what is otherwise a static vase. It creates interest so that the viewer will continue moving around the vase to see how the battle unfolds.

Item Rubric	
2 points	The student explains why an artist would have depicted a battle scene like the one presented on the vase by giving two examples.
1 point	The student partially explains why an artist would have depicted a battle scene like the one presented on the vase by giving one example.
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.S.1.1

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.1.1 Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

Clarification: Uses innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

Performance Level Descriptor: To demonstrate proficiency, students will use innovative means and perceptual understanding to communicate through varied content, media, and art technologies.

Content Focus: Innovative art techniques for communication

Content Limits: Content includes, but is not limited to, sculpture and other ceramic artworks and/or designs.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



This stained glass shows the Coat of Arms of British Columbia. Describe two things the artist did in this artwork to communicate its symbolism.

Exemplar Response:

The artist uses both writing and art techniques in this stained glass. The writing shows an important phrase or motto that represents British Columbia. The artwork displays symbolic representations of British Columbia and Canada.

Item Rubric	
2 points	The student describes two things the artist did in this artwork to communicate through varied content, media, and art techniques.
1 point	The student describes one thing the artist did in this artwork to communicate through varied content, media, and art techniques.
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: Document and exploration of media and techniques in a sketchbook from research to create a concept for a ceramic piece.

Performance Level Descriptor: To demonstrate proficiency, students will develop a concept and select the media for an artwork inspired by information resources as documented in a sketchbook or journal.

Content Focus: Document in sketchbook

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:

- Sheets of white paper, pencils, tape, staplers, and an assortment of magazines or access to online computers or a computer lab with printing capabilities

Setup:

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

Prompt:

- Say: “Use the available print and Internet sources to create the concept for a ceramic sculpture. Be sure to include a sketch of your idea and clippings of two or more printed pieces of media that inspired your idea.”

Item Rubric	
2 points	The student creates a concept for a ceramic sculpture, which includes a sketch of the idea and clippings of two or more printed pieces of media that inspired the idea.
1 point	The student creates a concept for a ceramic sculpture, which includes a sketch of the idea but no clippings of printed pieces of media that inspired the idea. OR The student creates a concept for a ceramic sculpture, which includes clippings of two or more printed pieces of media that inspired the idea but no sketch of the intended piece.
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.3.2

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.3.2 Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.

Clarification: Achieves the ability to incorporate new ideas to create works of art with focused intents, using skilled craftsmanship.

Performance Level Descriptor: To demonstrate proficiency, students will create or design personal works of art that incorporate both predetermined and spontaneously generated inspirations.

Content Focus: Planning and flexibility

Content Limits: Content includes, but is not limited to, sculpture and other ceramic artworks and/or designs.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheets of white paper, pencils and/or other drawing utensils, and a copy of the following photograph:



Setup:

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

Prompt:

- Say: –Design a ceramic sculpture which draws inspiration from this Pre-Columbian vessel.” Halfway through the allotted time, say: –Alter your intended design to also incorporate geometric elements of design.”

Item Rubric	
2 points	The student creates a concept for a sculpture that incorporates both Pre-Columbian inspirations and geometric design elements.
1 point	The student creates a concept for a sculpture that incorporates Pre-Columbian inspirations but does not include geometric elements of design. OR The student creates a concept for a sculpture that incorporates geometric elements of design but does not incorporate Pre-Columbian inspirations.
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: Understands and follows procedures for using materials and equipment to ensure classroom safety.

Performance Level Descriptor: To demonstrate proficiency, students will follow guidelines for storing and using hazardous materials and equipment.

Content Focus: Safety procedures

Content Limits: Content includes, but is not limited to, storing; cleanup; labeling and safe use procedures for hazardous materials, such as electric drills, carving and cutting tools, paper cutters, and kilns; Material Safety Data Sheets (MSDS) labels; and glazes, chemicals, and etching solutions.

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:

Why should paints and glazes be properly labeled with Safety and Hazard Labels?

- A. To explain how they were made
- *B. To see if toxic chemicals are present
- C. To describe how to apply them to clay
- D. To show what color they are when they dry

Sample Constructed-Response Item:

Prompt:

List two tools used in the ceramic process that can cause cuts if someone fails to follow safety procedures.

Exemplar Response:

A carving chisel and a needle tool could both lead to bad cuts if you do not follow safety procedures.

Item Rubric	
2 points	The student lists two tools used in the ceramic process that could cause a cut if safety procedures are not followed. Examples: needle tool, carving chisel, scissors, razor blade
1 point	The student lists one thing in an art room that could cause a cut if safety procedures are not followed.
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.3.4

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: Practice personal responsibility and respect for copyright laws when creating artwork.

Performance Level Descriptor: To demonstrate proficiency, students will create artwork using ethical and/or responsible choices.

Content Focus: Personal responsibility

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

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 plagiarism?

- A. Displaying another artist's work in your home
- B. Putting a picture of an artist's work in a textbook
- *C. Copying an artist's work and claiming it as your own
- D. Taking ideas from an artist without asking permission

Benchmark: VA.912.S.3.8

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.3.8 Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

Clarification: Compares the uses and results of various materials, techniques, and processes when using color on the surface of ceramic works.

Performance Level Descriptor: To demonstrate proficiency, students will explain how various materials, techniques, and processes can affect color and other appearance factors of a ceramic artwork.

Content Focus: Art skills and techniques when applying colors

Content Limits: Content includes, but is not limited to, the use of glazes and other materials in creating color and design effects in ceramics.

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 glazing process did the artist use to create the effect seen on this ceramic artwork?

- *A. Dripping
- B. Painting
- C. Raku
- D. Stamping

Sample Constructed-Response Item:

Prompt:

Describe how to create colored slips. Then, describe how using colored slips can affect a glazed ceramic piece.

Exemplar Response:

Chemical powders used in making glazes, such as cobalt, are mixed directly into a batch of slip. That slip is then applied to create a design on a still wet ceramic piece. An artist can place a glaze over the colored slip once it is dried or place another color glaze over the slip to create a different effect when both the slip and glaze fire.

Item Rubric	
2 points	The student describes how to make colored slips AND describes how using colored slips can affect a glazed ceramic piece.
1 point	The student describes how to make colored slips but does not describe how using colored slips can affect a glazed ceramic piece. OR The student describes how using colored slips can affect a glazed ceramic piece but does not describe how to make colored slips.
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.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: Understands and follows procedures for storing materials and works in progress.

Performance Level Descriptor: To demonstrate proficiency, students will store and maintain materials and works in progress to prevent damage.

Content Focus: Store and maintain equipment and artwork

Content Limits: Content includes, but is not limited to, proper storage and cleanup procedures for pottery wheels, kilns, hand tools, clay, plaster, paint, and glaze.

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 is the purpose of cleaning brushes thoroughly after each use when glazing?

- A. To protect your clothing
- *B. To prevent cross contamination
- C. To prevent damage to the bristles
- D. To make it ready to use for the next class

Sample Constructed-Response Item:

Prompt:

Describe two steps for storing unused clay and incomplete ceramic artworks.

Exemplar Response:

First, you wet or moisten the unused clay so it does not dry out. Then, you wrap the whole piece in plastic so that the towels and air around the clay remain moist.

Item Rubric	
2 points	The student describes two steps for storing unused clay and incomplete ceramic artworks. These include, but are not limited to, the following: <ul style="list-style-type: none">• Wrapping in moistened paper towels• Wrapping the paper towels in a piece of plastic
1 point	The student lists one step for storing unused clay and incomplete ceramic artworks.
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.912S.3.12

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.912S.3.12 Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

Clarification: Develops mastery in the use of the processes, tools, and techniques for various art media.

Performance Level Descriptor: To demonstrate proficiency, students will utilize the processes, tools, and techniques for various art media.

Content Focus: Mastery of art processes and techniques

Content Limits: Content includes, but is not limited to, hand-building, wheel-throwing, and surface treatments.

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 must be done to the wheelhead before the potter begins to throw clay?

- A. Turn the wheelhead off
- B. Wet the wheelhead with water
- C. Make sure the wheelhead is dry
- *D. Secure the clay on the wheelhead

Sample Constructed-Response Item:

Prompt:

What are two techniques you can use when glazing?

Exemplar Response:

You can use brushing and dipping techniques.

Item Rubric	
2 points	The student lists two techniques to use when glazing. These include, but are not limited to, the following: <ul style="list-style-type: none">• Brushing• Dipping• Pouring
1 point	The student lists one technique to use when glazing.
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.O.1.3

Big Idea: Organizational Structure

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

Benchmark: VA.912.O.1.3 Research and use the techniques and processes of various artists to create personal works.

Clarification: Uses the techniques and processes of other artists to create personal works.

Performance Level Descriptor: To demonstrate proficiency, students will research and analyze artworks created by other artists and create a work of art using the same technique and processes.

Content Focus: Art technique and processes

Content Limits: Content includes, but is not limited to, artists and artwork from past to present.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Pieces of paper, pencils or other drawing utensils, and a copy of the following photograph:



Setup:

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

Prompt:

- Say: –Design an original ceramic piece that draws inspiration from this vase by the British potter Sir Edmund Harry Elton.”

Item Rubric	
2 points	The student designs an original ceramic piece that uses elements from the presented vase.
1 point	The student designs a ceramic piece that copies the shape or texture of the presented vase but does not use it as a basis for a creative personal work of art.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.O.1.4

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.1.4 Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.

Clarification: Compare and analyze the pros and cons of the ways new technology has affected traditional art-making.

Performance Level Descriptor: To demonstrate proficiency, students will compare and analyze the pros and cons of the ways new technology has affected traditional art-making.

Content Focus: Technology and art

Content Limits: Content includes, but is not limited to, internet resources, printed media, and art tools.

Recommended DOK Level: High

Item Types:

- 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 Constructed Response Item:

Prompt:

Compare and contrast a trip to the Louvre in Paris, France with an online virtual tour of the museum. Describe one way an in-person trip would be better and one way a virtual tour would be better.

Exemplar Response:

A virtual tour is better because it costs less money than going to a museum. Visiting in person is better because I can interact with the artwork.

Item Rubric	
2 points	The student explains one way the virtual tour is better and one way the in-person tour is better.
1 point	The student explains why only one of the tours would be better.
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.1.5

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.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

Clarification: Creates a three-dimensional work of art using elements of space, scale, and environment.

Performance Level Descriptor: To demonstrate proficiency, students will create a three-dimensional work of art using elements of space, scale, and environment.

Content Focus: Use space, scale, and environment

Content Limits: Content includes, but is not limited to, space, scale, depth, and form. Materials include, but are not limited to, clay, plaster, hand tools, paint, and glaze.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A piece of white paper and drawing utensils

Setup:

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

Prompt:

- Say: –Design a ceramic artwork that incorporates negative space as its primary design element.”

Item Rubric	
2 points	The student designs a ceramic artwork that uses negative space as its primary design element.
1 point	The student creates a piece of pottery that uses negative space, but he or she fails to make that the primary focus of the design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.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 alternative forms of problem-solving skills to devise solutions to design problems.

Performance Level Descriptor: To demonstrate proficiency, students will analyze works of art for design problems and solve them.

Content Focus: Art problem-solving

Content Limits: Content includes, but is not limited to, reference, research, and art-making within and outside the art world.

Recommended DOK Level: High

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



Describe one aesthetic problem you see in this artwork. Then, give one solution that would solve the problem.

Exemplar Response:

The figure's head appears to be on its back; if the sculptor created a neck, the creature's head would not appear to emerge from its back.

Item Rubric	
2 points	The student describes one aesthetic problem and gives an appropriate solution.
1 point	The student describes an aesthetic problem but does not give a solution. OR The student gives a solution but does not name the problem.
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.O.3.2

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.3.2 Create a series of artworks to inform viewers about personal opinions and/or current issues.

Clarification: Creates works of art that express personal opinions and/or current issues.

Performance Level Descriptor: To demonstrate proficiency, students will create works of art that express a personal opinion about a subject or about a current issue.

Content Focus: Art expression

Content Limits: Students must identify and develop a subject about which they can express a personal opinion or a current issue that is relevant to the students or community.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Pieces of paper, pencils and or other drawing utensils

Set-up:

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

Prompt:

- Say: –Design a series of at least three tiles that communicate an opinion about the events or issues surrounding the election of a president.”

Item Rubric	
2 points	The student designs a series of at least three tiles that communicate the events or issues relating to the election of a president.
1 point	The student designs one or two tiles that communicate the events or issues relating to the election of a president. OR The student designs a series of at least three tiles, but that series does not communicate the events or issues related to the election of a president.
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.1.1

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Clarification: Describe and analyze the social, ecological, economic, religious, and/or political issues represented in works of art.

Performance Level Descriptor: To demonstrate proficiency, students will describe and analyze the social, ecological, economic, religious, and/or political issues represented in a work of art.

Content Focus: The impact of global issues in works of art

Content Limits: Content is limited to social, ecological, economic, religious, and/or political issues.

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:



Many people in Japan use tea bowls such as this one for important religious and cultural ceremonies.

How does the use of this ceramic work likely affect its meaning in Japanese culture?

- A. It makes the bowl an everyday object in people's homes.
- B. It ensures that factories make bowls in mass quantities.
- *C. It makes the bowl a prized and valuable possession.
- D. It means that only the rich can afford the bowl.

Benchmark: VA.912.H.1.9

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.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.

Clarification: Discuss the importance of well-known ceramic medium artists and masterworks, including relation to artistic movements and how they influenced the works of others.

Performance Level Descriptor: To demonstrate proficiency, students will describe the significance of art movements and artists in art history.

Content Focus: History of art

Content Limits: Content includes, but is not limited to, sculptors whose works will be familiar to the student.

Recommended DOK Level: High

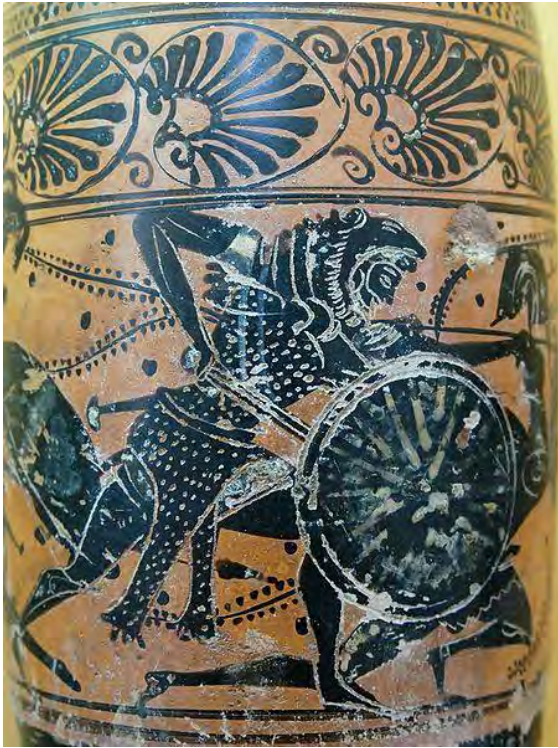
Item Types:

- 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 the historical significance of this work of art?

- A. It led to mass manufacturing.
- *B. It tells a story about Greek culture.
- C. It brought the Greek people wealth.
- D. It was the first utilitarian piece of pottery.

Sample Constructed-Response Item:

Prompt:



Parthenon, completed 432 BC



Lincoln Memorial, completed 1922

Based on the pictures above, give two examples of how the Parthenon influenced the Lincoln Memorial.

Exemplar Response:

The Lincoln Memorial has Doric columns like the Parthenon does. Also, both structures are made from the same material.

Item Rubric	
2 points	The student gives two examples of how the Parthenon influenced the Lincoln Memorial. Examples: <ul style="list-style-type: none">• Doric columns• Atrium• Steps• Material
1 point	The student gives one example of how the Parthenon influenced the Lincoln Memorial.
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.2.3

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.2.3 Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

Clarification: Evaluates and explains historical and cultural references used in art as well as how the depiction of events communicates its significance.

Performance Level Descriptor: To demonstrate proficiency, students will describe and explain historical references in commemorative works of art or will explain how the depiction of an event or person affects the significance.

Content Focus: Commemorative art history

Content Limits: Content includes, but is not limited to, statuary, mosaics, monuments, sculptures, and other commemorative works.

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:



This Roman mosaic from Pompeii depicts the academy of Plato.

What references did the artist include within the work to convey the notion of learning?

- A. The men are near a city.
- B. The men are wearing togas.
- *C. The men are deep in thought.
- D. The men are seated outdoors.

Sample Constructed-Response Item:

Prompt:



This Roman mosaic depicts the battle between Alexander the Great and the Persian Emperor Darius III at Issus. Explain two ways the depiction of the battle contributes to our understanding of what happened during this event.

Exemplar Response:

The artist depicted chaos in the center of the battle with a horse kneeling under its rider and soldiers clashing in many directions. However, the two major focal points are the two leaders. Alexander rides confidently in attack mode, while Darius reaches forward with a look of fear on his face. Portraying the two major players in this way conveys the result of the battle, which Alexander won.

Item Rubric	
2 points	The student explains two ways the depiction of the battle contributes to an understanding of what happened during the event.
1 point	The student explains one way the depiction of the battle contributes to an understanding of what happened during the event.
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.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: Incorporates materials, ideas, or equipment from other content areas to generate ideas to create art.

Performance Level Descriptor: To demonstrate proficiency, students will incorporate materials, ideas, or equipment from other content areas to generate ideas to create art.

Content Focus: Ideas or equipment from other content areas

Content Limits: Content includes, but is not limited to, math, science, reading, and history.

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

Sample Multiple-Choice Item:

Which work of art has a historical theme?

A.



B.



C.



*D.



Sample Performance Task:

Materials:

- A piece of paper and drawing utensils.

Setup:

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

Prompt:

- Design a ceramic vessel with a musical theme.

Item Rubric	
2 points	The student designs a ceramic vessel with a musical theme.
1 point	The student designs a ceramic vessel, but it does not have a musical theme.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.1.3

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.1.3 Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

Clarification: Revises a work of art throughout the art-making process, changing and reworking to achieve a desired result.

Performance Level Descriptor: To demonstrate proficiency, students will revisit and rework their own works of art to show creativity, innovation, and the ability to focus and re-focus on a particular idea.

Content Focus: Innovation and revision process

Content Limits: Content includes, but is not limited to, works the students have created.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A piece of paper, pencil or other drawing utensils, and copies of the following pictures:



Setup:

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

Prompt:

- Say: “Using this vessel as a starting point, design two new original pieces of pottery to create a unified set of three. They must complement each other but not be exactly alike.”

Item Rubric	
2 points	The student creates two new ceramic pieces that complement the vase.
1 point	The student creates one new ceramic piece that complements the vase and one missing or uncomplimentary piece.
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.2.3

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.2.3 Analyze the potential economic impact of arts entities to revitalize a community or region.

Clarification: Analyzes how arts organizations, such as museums, youth programs, and arts districts, play a positive role in the economic success of neighborhoods, cities, and states.

Performance Level Descriptor: To demonstrate proficiency, students will analyze ways in which arts organizations contribute to the economic development of a community, city, or state.

Content Focus: Economics of arts in the community

Content Limits: Content includes, but is not limited to, art museums, galleries, art districts, artist consortiums, youth arts programs, and learning centers.

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:

How can the development of a community arts district revitalize a city or neighborhood in need of economic development?

- A. By creating a park and better housing
- B. By attracting local entrepreneurs and nightlife
- *C. By employing local residents and attracting tourists
- D. By building new office space and attracting new businesses

Sample Constructed-Response Item:

Prompt:

Explain two ways that the opening of a youth arts center could positively influence a community without arts programming.

Exemplar Response:

A youth arts center would allow opportunities for children and young adults to explore artistic talents not nurtured in the existing school environment. Therefore, it could lead to the development of local talent as well as improve the quality of life for many young people.

Item Rubric	
2 points	The student explains two ways that the opening of a youth arts center could positively influence a community without arts programming.
1 point	The student explains one way that the opening of a youth arts center could positively influence a community without arts programming.
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.F.2.6

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.2.6 Research and discuss the potential of the visual arts to improve aesthetic living.

Clarification: Explains how artists contribute to the appeal of community spaces, products, homes, and other spaces in which people live, work, and enjoy their lives.

Performance Level Descriptor: To demonstrate proficiency, students will explain the benefits and purpose of involving artists in creating aesthetic spaces and objects.

Content Focus: Arts in the community

Content Limits: Content includes, but is not limited to, graphic, landscape, architectural, interior, and product design.

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:

Why are interior designers valuable?

- A. They create a calm aesthetic.
- B. They encourage consumer spending.
- *C. They improve the quality of aesthetic living.
- D. They oversee construction of living spaces.

Sample Constructed-Response Item:

Prompt:

Describe two ways that landscape and architectural designers contribute to the aesthetic success of parks.

Exemplar Response:

Landscape and architectural designers can work together to create spaces that invite visitors to interact with the space and feel comfortable within it. Many parks require facilities that balance visual beauty with year-round accessibility, accessibility for individuals of all abilities, and security concerns. These designers can create spaces that satisfy all of these needs in ways that do not distract from the experience or make their use inconvenient.

Item Rubric	
2 points	The student describes two ways that landscape and architectural designers contribute to the aesthetic success of park spaces.
1 point	The student describes one way that landscape and architectural designers contribute to the aesthetic success of park spaces.
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.F.2.7

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.2.7 Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.

Clarification: Evaluate how art funds or supports a cause.

Performance Level Descriptor: To demonstrate proficiency, students will evaluate how art funds or supports a cause.

Content Focus: Art in the community

Content Limits: Content includes, but is not limited to, art for sale, collaborative art projects, and donated art.

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 would an artist impact a charitable organization by designing their logo?

- A. It would help the artist obtain gallery space.
- B. It would guarantee success for the organization.
- C. It would help the artist gain notoriety and respect.
- *D. It would generate funds and awareness for the organization.

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: Describes and explains resources in the community that are used to preserve, restore, exhibit, and view works of art.

Performance Level Descriptor: To demonstrate proficiency, students will describe and explain resources in the community used to preserve, restore, exhibit, and view works of art.

Content Focus: Arts in the community

Content Limits: Resources include, but are not limited to, historical societies, museums, curators, galleries, libraries, and local businesses.

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:

How can local commercial business become involved in the preservation of arts within a community?

- A. By asking employees to paint their offices
- B. By giving donations to a youth arts center
- C. By contributing volunteer hours to a local park
- *D. By displaying works of local artists in their offices

Sample Constructed-Response Item:

Prompt:

Describe two reasons why art preservation and restoration are important.

Exemplar Response:

Art preservation is important because it honors and recognizes the cultural value of art. It also makes more art available to the public.

Item Rubric	
2 points	The student gives two reasons why art preservation and restoration are important.
1 point	The student gives one reason why art preservation and restoration are important.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.F.3.6

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.3.6 Identify ethical ways to use appropriation in personal works of art.

Clarification: Identify the ethical approaches to incorporating others' artwork into one's own.

Performance Level Descriptor: To demonstrate proficiency, students will identify the ethical approaches to incorporating others' artwork into one's own.

Content Focus: Ethical appropriation

Content Limits: Content is limited to the ethical use of appropriation to avoid copyright issues.

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:

A student enjoys the works of Andy Warhol and wants to design a ceramic piece based on one of Warhol's works.

Which action would be an acceptable appropriation of Warhol's work by the student artist?

- A. Etching one of Warhol's works onto a thrown vase
- B. Sculpting a three-dimensional version of one of the works
- C. Creating a lithograph of a Warhol work directly on a series of tiles
- *D. Repeating a slightly altered image of an everyday object onto a series of tiles

Benchmark: VA.912.F.3.11

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.3.11 Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

Clarification: Creates individual artworks or a series of artworks in combination with music and sound as well as motion.

Performance Level Descriptor: To demonstrate proficiency, students will create one or more works of art to be included with multimedia.

Content Focus: Multimedia art

Content Limits: Content includes, but is not limited to, animations, sketches, videos, or a series of sculptures.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Pieces of paper, pencil or other drawing utensils

Setup:

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

Prompt:

- Say: –Draw a three-celled storyboard for a clay animation of your own design.”

Item Rubric	
2 points	The student draws a three-celled storyboard for a clay animation of his or her own design.
1 point	The student draws a one- or two-celled storyboard for a clay animation of his or her own design.
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.1112.W.2.5

Strand: Writing Standards

Cluster: 2. Production and Distribution of Writing

Standard: LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Clarification: Analyzes a literary or informational text related to ceramics/pottery and either edits, rewrites or offers a new approach.

Performance Level Descriptor: To demonstrate proficiency, students will analyze an artwork and/or related text and make appropriate revisions with justifications.

Content Focus: Analyzing art and related texts

Content Limits: Artworks and text may include but are not limited to ceramics, pottery, art criticism, observations, artist statements, and titles. Art-related content is limited to glass, plaster, and clay per course description.

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.

Standard: LAFS.1112.SL.1.1

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

Standard: LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Do Not Assess Benchmark: An individual score cannot be provided for students assessed on collaboration.

Standard: LAFS.1112.SL.1.1.d

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

Standard: LAFS.1112.SL.1.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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 glass, plaster, and clay per 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.