

# Florida Hard-to-Measure Content Areas

## Visual Arts Test Item Specifications Ceramics/Pottery 1



Florida Department of Education

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## INTRODUCTION

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

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

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

### **Mission Statement**

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

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

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

## **Scope of This Document**

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

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

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

## **Overall Considerations**

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

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

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

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

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

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

### **Review of Graphics**

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

### **Review of Test Items**

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

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

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



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

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

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

## UNIVERSAL DESIGN

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

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



An artist wants to use a hand-building technique to create a vase out of clay. What hand-building technique should the artist use?

Option

- A. Shaping the clay with a ribbon tool
- B. Spinning the clay on a pottery wheel
- C. Rolling the clay into a coil and piling it up
- D. Pushing the clay down to form a bowl shape

Distractors

Key



## 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:**

The title of this ceramic work is “Hands of Misery.” Describe two features of the work that support the title.

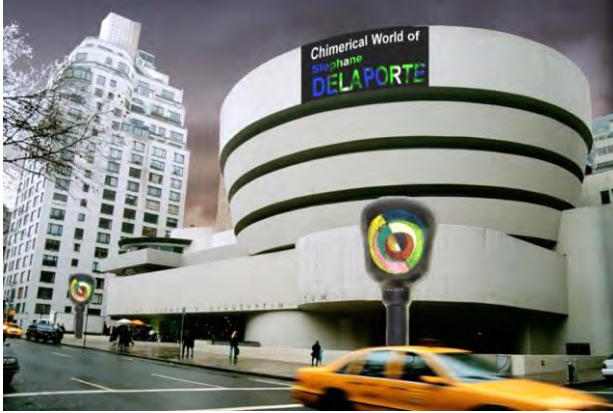


Item Rubric	
Score Points	Score Point Descriptors
2 points	The student gives two correct supporting details that tell how the artwork conveys a feeling of misery. Correct responses include, but are not limited to: <ul style="list-style-type: none"> <li>• Worn texture</li> <li>• Drooping shapes</li> <li>• Dull colors</li> <li>• Matte finish</li> </ul>
1 point	The student gives one correct supporting detail that tells how the artwork conveys a feeling of misery and one incorrect or missing detail.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## Short Constructed-Response Item

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

### Prompt:



Frank Lloyd Wright was an architect who designed the Guggenheim Museum in New York, pictured above. Describe two reasons why he might also be considered a sculptor.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student correctly describes two reasons why Wright might be considered a sculptor as well as an architect.
1 point	The student correctly describes one reason why Wright might be considered a sculptor as well as an architect and one incorrect or missing reason.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## Criteria

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

## Performance Tasks

### Definition

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

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

### Terminology

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

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

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

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

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

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

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

**Materials:**

- A piece of clay and a selection of modeling tools

**Set Up:**

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

**Prompt:**

- Say: –Shape the clay into a piece of pottery and choose a tool from the ones provided. Then, use the modeling tool to create an incised design on the clay.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student shapes the clay and uses the correct modeling tool to create an incised design.
1 point	The student shapes the clay but uses a modeling tool that is less effective for an incised design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

## Criteria

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

## Scope of Items

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



## COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

### Cognitive Complexity

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

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

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Visual Arts Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 28) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

Item writers are expected to evaluate their items in terms of cognitive complexity and include this on the item template. Items should generally be targeted to the highest level of complexity as appropriate to the assessed benchmark, although some benchmarks

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

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

## **Low Complexity**

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

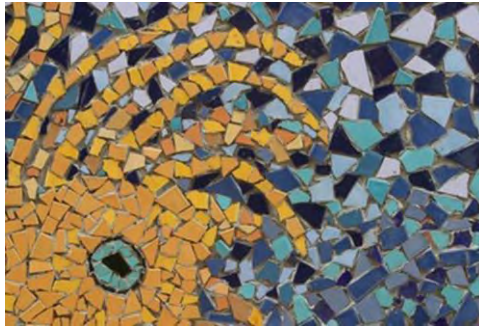
Below is an example of a low-complexity item.

Which ceramic work has radial symmetry?

A.



B.



\*C.



D.



## **Moderate Complexity**

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

Below is an example of a moderate-complexity item.

Which ceramic work of art could also serve a functional purpose?



\*A.



B.



C.



D.

## High Complexity

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

Below is an example of a high-complexity item.

Examine this piece of pottery. And then describe two ways that you could use emphasis to create a focal point.



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

<b>Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<p>Where should unused clay be stored so it does not dry out?</p> <p>What is considered proper etiquette when visiting a museum?</p> <p>Which product would a ceramicist most likely sell?</p> <p>Which is most important for creating artwork?</p>	<p>Why is it significant that Nampeyo revived an ancient form of pottery making?</p> <p>During the Renaissance, why were patrons of public art important?</p> <p>Which fact is important to include in all citations for works of art?</p> <p>What should you do before creating a hard-slab construction?</p>	<p>Which mosaic was inspired by nature?</p> <p>Which work of art was created to look ancient?</p> <p>Which tool should you use to level out the top edge of wheel-thrown pottery piece?</p> <p>Demonstrate how to form a piece of pottery using hand-building and the rib to create a small form shaped like the one in the picture.</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.

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

**Cognitive Complexity**

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

**Submission of Items**

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

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

**Electronic Submission**

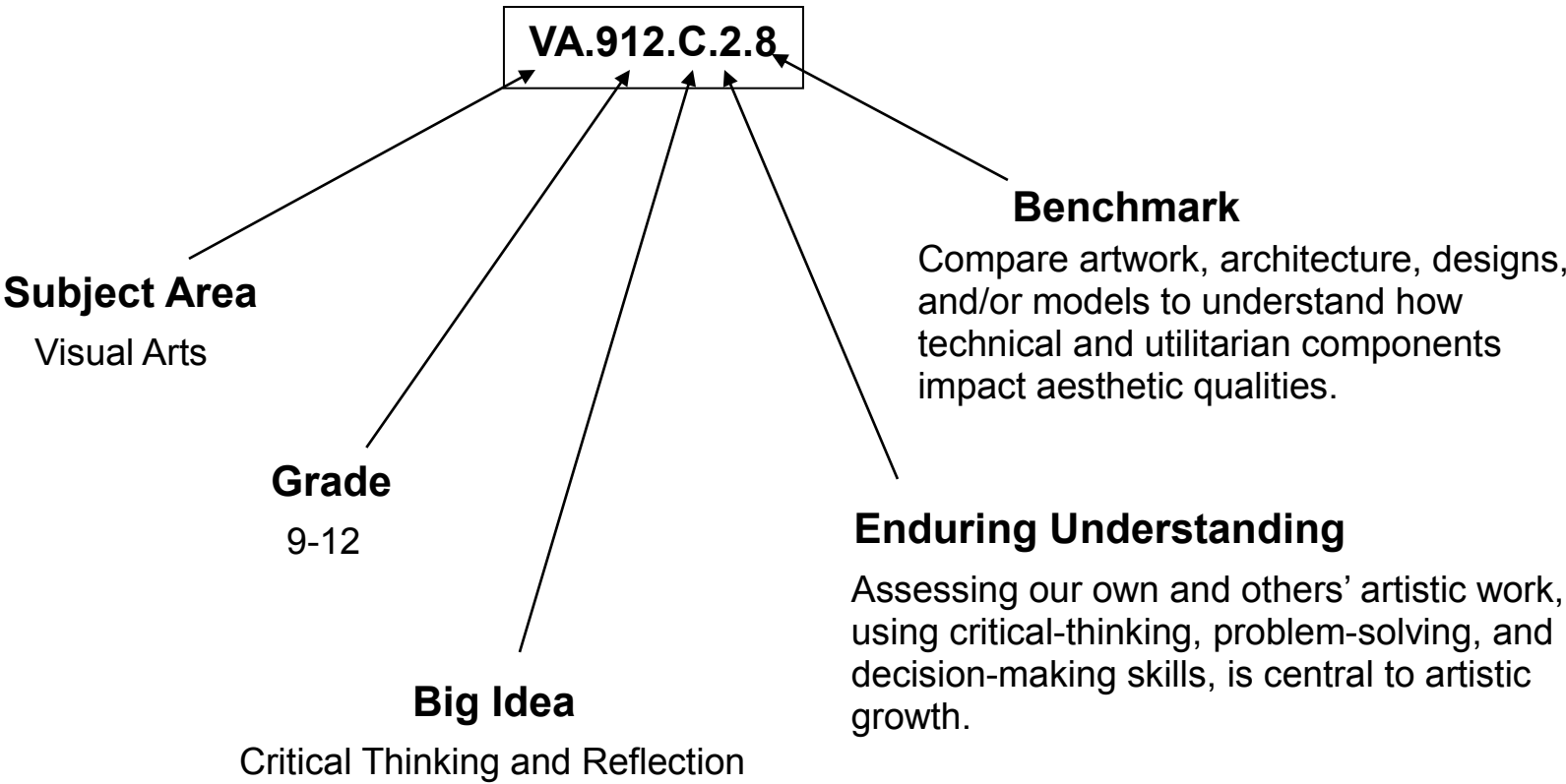
Items will be submitted directly into the Florida State Item Banking Platform.

## GUIDE TO THE GRADE LEVEL SPECIFICATIONS

### Benchmark Classification System

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

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



<b>Visual Arts</b>	
<b>Grade 9-12</b>	
<b>Big Idea 1</b>	<b>Critical Thinking and Reflection</b>
<b>Enduring Understanding 2</b>	<b>Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</b>
<b>Benchmark 8</b>	<b>Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.</b>

## Definitions of Benchmark Specifications

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

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

## Elements of Art and Principles of Design

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

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

### Elements of art:

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

### Principles of design:

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

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

- Contrast
- Repetition
- Figure/ground

## **Benchmark: VA.912.C.1.4**

**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.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

**Clarification:** Determines how ideas or concepts have influenced a ceramic work.

**Performance Level Descriptor:** To demonstrate proficiency, students will determine, explain, and analyze how ideas or concepts are used in a particular ceramic artwork.

**Content Focus:** Apply art knowledge and contextual information

**Content Limits:** Content includes, but is not limited to, ideas and content related to the creation, purpose, and meaning of ceramics and pottery with which the student will be familiar. Works include, but are not limited to, pottery, mosaics, sculptures, and tiles.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which mosaic was inspired by nature?

A.



B.



C.



\*D.

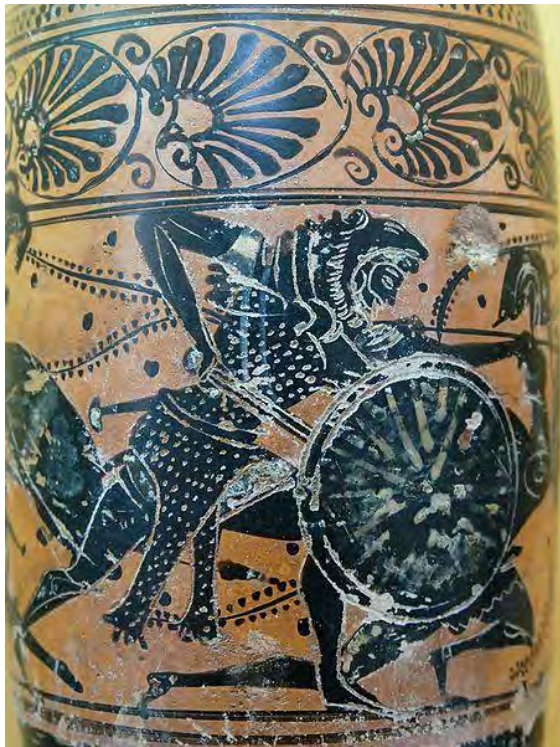




**Sample Constructed-Response Item:**

**Prompt:**

Here is a piece of pottery. Describe what is happening in the image on the pottery and give two details that explain why you know it is happening.



**Exemplar Response:**

The image depicts a battle. There are two people fighting. One of them is holding a sword and a shield.

Item Rubric	
2 points	The student interprets the pottery and gives two details that support his or her answer.
1 point	The student interprets the pottery and gives one or no details that support his or her answer.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.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 a three-dimensional work of art to find solutions.

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

**Content Focus:** Analyze structural problems

**Content Limits:** Content includes 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:** 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:**

An artist wants to use a hand-building technique to create a vase out of clay.



What hand-building technique should the artist use?

- A. Shaping the clay with a ribbon tool
- B. Spinning the clay on a pottery wheel
- \*C. Rolling the clay into a coil and piling it up
- D. Pushing the clay down to form a bowl shape

**Sample Performance Task:**

**Materials:**

- Two pieces of clay (early leather hard) and slip and scoring tools

**Setup:**

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

**Prompt:**

- Say: –Join these two pieces of clay together using the slip and score method.”

Item Rubric	
2 points	The student successfully puts the two pieces together using the score and slip method.
1 point	The student puts the two pieces together, but they do not adhere or stay together when picked up.
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.2.1**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

**Clarification:** Analyzes and critically evaluates artwork to work toward a specific artistic objective, revising and reworking as necessary.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze and evaluate their own and others' artwork to ensure that it achieves a particular artistic goal.

**Content Focus:** Revise artwork

**Content Limits:** Content includes, but is not limited to, reworking and revising already-created artwork. Works include, but are not limited to, pottery, mosaics, sculptures, and tiles.

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Examine this piece of pottery. And then describe two ways that you could use emphasis to create a focal point.



**Exemplar Response:**

A focal point could be created if one flower had color. The artists could also add texture to create a focal point.

<b>Item Rubric</b>	
2 points	The student lists two ways that he or she could use emphasis to create a focal point.
1 point	The student lists one way that he or she could use emphasis to create a focal point, along with one incorrect way OR a missing way.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.912.C.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:** Identifies the style, materials, and technique used by an artist, as well as the era to which an artwork belongs.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify when an artwork was created and which styles, materials, and techniques the artists used to create them.

**Content Focus:** Classify artworks

**Content Limits:** Content includes, but is not limited to, artistic movements, techniques, and tools with which students are familiar. Works include, but are not limited to, pottery, mosaics, sculptures, and tiles.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

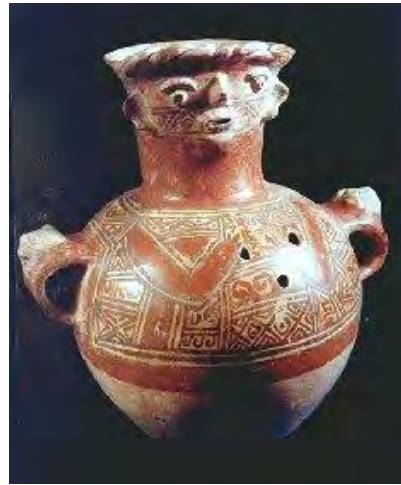
- Each item will have four options.
- Options can appear as photographs, illustrations, single words, or short phrases and sentences.
- When a stimulus is used, options will be ordered as they appear in the stimulus.

**Sample Multiple-Choice Item:**

Which pottery piece 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:** Compares and analyzes works of art to determine how functional aspects of artwork affect design qualities.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze one or more works of art to determine how functional aspects can change the aesthetics of artwork.

**Content Focus:** Impact of utilitarian component on design

**Content Limits:** Content includes, but is not limited to, ceramic works of art that can be used for everyday purposes. Works include, but are not limited to, pottery, mosaics, sculptures, and tiles.

**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 ceramic work of art could also serve a functional purpose?

\*A.



B.



C.



D.



## **Benchmark: VA.912.C.3.1**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

**Clarification:** Analyzes and interprets a work of art and determines its meaning using descriptive vocabulary and processes as well as different methods of art criticism.

**Performance Level Descriptor:** To demonstrate proficiency, students will determine the meaning or purpose of a work of art and describe the artwork using descriptive vocabulary and processes as well as different methods of art criticism.

**Content Focus:** Explain meaning or purpose of artwork

**Content Limits:** Content includes, but is not limited to, the four-step method of art criticism, visual-thinking skills, and aesthetic scanning. Works include, but are not limited to, pottery, sculpture, tile, and mosaics.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which work of art was created to look ancient?



\*A.



B.



C.



D.

**Sample Constructed-Response Item:**

**Prompt:**

The title of this ceramic work is “Hands of Misery.” Describe two features of the work that support the title.



**Exemplar Response:**

The work of art uses a rough, worn texture. Also, the drooping shapes convey a feeling of sadness.

Item Rubric	
2 points	The student gives two correct supporting details that tell how the artwork conveys a feeling of misery. Correct responses include, but are not limited to: <ul style="list-style-type: none"><li>• Worn texture</li><li>• Drooping shapes</li><li>• Dull colors</li><li>• Matte finish</li></ul>
1 point	The student gives one correct supporting detail that tells how the artwork conveys a feeling of misery and one incorrect or missing detail.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.912.S.1.4**

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

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

**Benchmark:** VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

**Clarification:** Uses and identifies art vocabulary to describe artwork and creative processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will use art vocabulary to describe works of art or identify the correct use of art vocabulary.

**Content Focus:** Art vocabulary

**Content Limits:** Content includes, but is not limited to, vocabulary specific to ceramic works such as pottery, sculptures, mosaics, and tiles. Works include, but are not limited to, ceramics/pottery, sculptures, and tiles.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

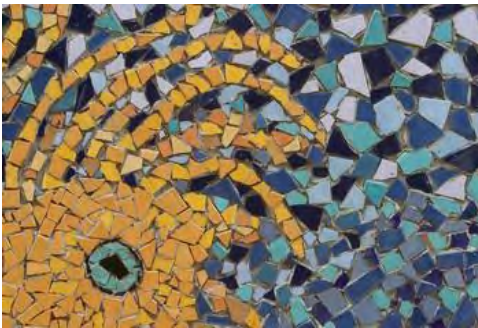
**Sample Multiple-Choice Item:**

Which ceramic work has radial symmetry?

A.



B.



\*C.



D.



**Sample Constructed-Response Item:**

**Prompt:**

Here is a mosaic. Describe two details from the mosaic that show that the image has depth.



**Exemplar Response:**

The trees in the background are smaller than the trees in the foreground. The road also gets smaller as it gets closer to the top of the artwork, which makes it look like it is getting farther away.

<b>Item Rubric</b>	
2 points	The student gives two correct supporting details that show that the mosaic has depth.
1 point	The student gives one correct supporting detail that shows that the mosaic has depth and one incorrect or missing detail.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”



## **Benchmark: VA.912.S.2.1**

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

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

**Benchmark:** VA.912.S.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

**Clarification:** Understands sequential processes in art and uses these processes to create artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will organize creation of artwork using sequential processes.

**Content Focus:** Sequential process

**Content Limits:** Content includes, but is not limited to, common steps in creating ceramic artwork. Works include, but are not limited to, sculpture, pottery, tile, and mosaics.

**Recommended DOK Level:** Low

### **Item Types:**

- Multiple Choice

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

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

### **Sample Multiple-Choice Item:**

What is the last step in creating a clay pot?

- \*A. Firing the clay pot
- B. Wedging the clay pot
- C. Shaping the clay into a pot
- D. Carving designs into the pot

## **Benchmark: VA.912.S.3.1**

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

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

**Benchmark:** VA.912.S.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

**Clarification:** Identifies how to use specific tools, techniques, and processes to create works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art using specific tools and techniques to reach a particular result.

**Content Focus:** Manipulate materials to achieve a desired result

**Content Limits:** Content includes, but is not limited to, tools and processes frequently used in the art classroom. Media and tools include, but are not limited to, clay, plaster, paint, glaze, and shaping and carving tools.

**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 tool should you use to level out the top edge of wheel-thrown pottery piece?

- A. Loop tool
- \*B. Needle tool
- C. Potter's rib
- D. Ribbon tool

**Sample Performance Task:**

**Materials:**

- A piece of clay and a selection of modeling tools

**Setup:**

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

**Prompt:**

- Say: “Shape the clay into a piece of pottery and choose a tool from the ones provided. Then, use the modeling tool to create an incised design on the clay.”

<b>Item Rubric</b>	
2 points	The student shapes the clay and uses the correct modeling tool to create an incised design.
1 point	The student shapes the clay but uses a modeling tool that is less effective for an incised 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.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, tools, and equipment to ensure classroom safety.

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

**Content Focus:** Safety procedures

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

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

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

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

## **Benchmark: VA.912.S.3.4**

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

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

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

**Clarification:** Identifies copyrighted works and avoids plagiarism by seeking permission and citing works used.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and avoid instances of plagiarism by understanding copyright law and properly citing works owned by others.

**Content Focus:** Respect intellectual property

**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 forgery?

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

## **Benchmark: VA.912.S.3.7**

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

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

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

**Clarification:** Uses art tools properly, including using proper storage and cleanup procedures.

**Performance Level Descriptor:** To demonstrate proficiency, students will use and care for art tools in the correct manner.

**Content Focus:** Proper use and maintenance

**Content Limits:** Content includes, but is not limited to, proper use and maintenance of pottery wheels, kilns, and hand tools.

**Recommended DOK Level:** Low

### **Item Types:**

- Multiple Choice
- Performance Task
- Constructed Response

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

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

### **Sample Multiple-Choice Item:**

What should a chamois be used for?

- A. To keep clay moist
- B. To paint designs on clay
- \*C. To smooth edges of clay
- D. To carve designs into clay

**Sample Performance Task:****Materials:**

- A piece of clay and a loop tool

**Setup:**

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

**Prompt:**

- Say: “Demonstrate how to use the loop tool to hollow out a ball of clay.”

Item Rubric	
2 points	The student hollows out the ball of clay with consistent wall thickness.
1 point	The student hollows out the ball of clay but it does not have consistent wall thickness.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Sample Constructed-Response Item:****Prompt:**

Describe what a metal rib is used for. Then, tell when you would usually use it.

**Exemplar Response:**

A metal rib is for smoothing out and shaping clay pots. An artist usually uses it when shaping a pot on a wheel.

Item Rubric	
2 points	The student explains what a metal rib is for and the correct scenario in which to use it.
1 point	The student explains what a metal rib is for but does not give a correct scenario. OR The student gives a correct scenario but does not explain what a metal rib does.
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.3.10**

**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.3.10 Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

**Clarification:** Organizes and plans artwork before beginning in order to ensure the achievement of a desired result.

**Performance Level Descriptor:** To demonstrate proficiency, students will organize and plan works of art before beginning a project in order to execute it properly.

**Content Focus:** Plan artwork

**Content Limits:** Content includes, but is not limited to, sketching and mark-making.

**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 should you do before creating a hard-slab construction?

- A. Decide where you are going to put it
- B. Determine how much time it will take
- \*C. Create a sketch of the intended design
- D. Choose which colors you want to be in it



**Sample Constructed-Response Item:**

**Prompt:**

Tell one thing you should do before shaping a piece of clay into pottery if you want it to look a particular way. Then, tell why it is important to do it.

**Exemplar Response:**

You should always carefully sketch out what you want the clay to look like. That way, you will know what steps you have to take when you begin shaping the clay.

<b>Item Rubric</b>	
2 points	The student correctly states one thing a person should do before starting to shape clay and tells why it is important to do that.
1 point	The student correctly states one thing a person should do before starting to shape clay but does not tell why it is important.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.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

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

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

### **Sample Multiple-Choice Item:**

Where should unused clay be stored so it does not dry out?

- A. In the trashcan
- \*B. In a sealed container
- C. On a high shelf
- D. On a work table

## **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:** Demonstrates growth in competence and dexterity by proper utilization of skills, tools, and techniques for ceramics while practicing with various materials.

**Performance Level Descriptor:** To demonstrate proficiency, students will use a wide variety of skills, tools, and techniques on various ceramic media.

**Content Focus:** Develop competence

**Content Limits:** Content includes, but is not limited to, wheel-throwing, hand-building, painting, glazing, and various surface decoration techniques.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A piece of clay, a rib, and this picture:



**Setup:**

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

**Prompt:**

- Say: –Demonstrate how to form a piece of pottery using hand-building and the rib to create a small form shaped like the one in the picture.”

Item Rubric	
2 points	The student uses hand-building and the rib to create a piece of pottery shaped like the one in the picture.
1 point	The student uses hand-building and the rib to create a piece of pottery, but it does not look like the one in the picture. OR The student creates a piece of pottery that looks like the one in the picture, but he or she does not use hand-building and/or the rib.
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.1.1**

**Big Idea:** Organizational Structure

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

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

**Clarification:** Develops a complex work of art using structural elements and organizational principles of design.

**Performance Level Descriptor:** To demonstrate proficiency, students will develop a complex and coherent work of art demonstrating the use of elements of art and principles of design effectively.

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

**Content Limits:** Content includes elements of art and principles of design. 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 clay and at least one carving tool

**Setup:**

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

**Prompt:**

- Say: –Greate a piece of pottery that has a design emphasizing line as the main artistic element.”

Item Rubric	
2 points	The student creates a piece of pottery that clearly emphasizes line, such as a coil pattern or another pattern that features line.
1 point	The student creates a piece of pottery that has lines, but they are not emphasized as a main design in the 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.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 clay and at least one carving tool

**Setup:**

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

**Prompt:**

- Say: -Greate a piece of pottery that has negative space.”

Item Rubric	
2 points	The student creates a piece of pottery that clearly uses negative space.
1 point	The student creates a piece of pottery that has space, but the negative space is not featured in the 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.O.2.1**

**Big Idea:** Organizational Structure

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

**Benchmark:** VA.912.O.2.1 Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.

**Clarification:** Uses expressive content and language to create art that expresses a clear meaning.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art that use language and other forms of expression to convey new meaning.

**Content Focus:** Construct new meaning

**Content Limits:** Content includes, but is not limited to, visual representations of expression in three-dimensional works of art. 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 clay, carving tools, and the following poem:

The Daffodils  
By William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them dances, but they  
Out-did the sparkling waves in glee:  
A Poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

#### Setup:

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

#### Prompt:

- Say: –Read the excerpt and then create a form that expresses the feeling expressed at the end of the poem. Write 1 – 2 sentences that explain how your form conveys the feeling.”



<b>Item Rubric</b>	
2 points	The student creates a clay form that expresses the feeling at the end of the poem and writes 1 – 2 sentences explaining how their form represents that feeling.
1 point	The student creates a clay form that expresses the feeling from the end of the poem but does not explain how their form does so. OR The student writes 1 – 2 sentences about how to express the feeling at the end of the poem but does not create a clay form.
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.3.1

**Big Idea:** Organizational Structure

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

**Benchmark:** VA.912.O.3.1 Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.

**Clarification:** Understands and uses symbolism to create a work of art that conveys a message to an audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will use symbolism and personal experiences to create art with a specific message or meaning.

**Content Focus:** Use symbolism to communicate

**Content Limits:** Content includes, but is not limited to, symbols and experiences. 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 tile, carving tools, paint, glaze, and a paintbrush

**Setup:**

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

**Prompt:**

- Say: –Greate a ceramic tile using symbolism to present a message.”

Item Rubric	
2 points	The student creates a ceramic tile that uses symbolism to convey a particular message to an audience.
1 point	The student creates a ceramic tile that uses symbolism, but it does not convey a message.
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.1.2**

**Big Idea:** Historical and Global Connections

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

**Benchmark:** VA.912.H.1.2 Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.

**Clarification:** Understands and follows guidelines for viewing and handling art in a public space.

**Performance Level Descriptor:** To demonstrate proficiency, students will follow instructions for viewing art in a given venue.

**Content Focus:** Audience etiquette

**Content Limits:** Content includes, but is not limited to, audience etiquette for viewing art in museums, galleries, outdoor galleries, and the classroom.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

What is considered proper etiquette when visiting a museum?

- \*A. Speaking to others in a soft voice
- B. Leaning on the walls while viewing art
- C. Using flash photography to document art
- D. Touching a sculpture to examine the texture

## **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:** Describes the contributions and influences of well-known artists, architects, or masterworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will recognize artistic contributions made by a particular artist.

**Content Focus:** Significance of major artists

**Content Limits:** Content includes, but is not limited to, noted artists throughout history.

**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 is it significant that Nampeyo revived an ancient form of pottery making?

- A. She started a new trend.
- B. She saved her family money.
- \*C. She preserved her cultural heritage.
- D. She helped to protect the environment.

**Sample Constructed-Response Item:**

**Prompt:**



Frank Lloyd Wright was an architect who design the Guggenheim Museum in New York, pictured above. Describe two reasons why he might also be considered a sculptor.

**Exemplar Response:**

Frank Lloyd Wright incorporated artistic elements and principles like space, balance, and movement into his buildings. He also used circles and geometric form.

Item Rubric	
2 points	The student correctly describes two reasons why Wright might be considered a sculptor as well as an architect.
1 point	The student correctly describes one reason why Wright might be considered a sculptor as well as an architect and one incorrect or missing reason.
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.H.2.4**

**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.2.4 Research the history of art in public places to examine the significance of the artwork and its legacy for the future.

**Clarification:** Researches and evaluates how the public accessibility of works of art has influenced art over time, as well as how it may influence art in the future.

**Performance Level Descriptor:** To demonstrate proficiency, students will explain how the public presence of art has influenced artwork.

**Content Focus:** Art in public places

**Content Limits:** Content includes, but is not limited to, patrons, corporate collections, museums, and outdoor galleries.

**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:**

During the Renaissance, why were patrons of public art important?

- A. They supplied museums with works of art.
- \*B. They provided financial support for artists.
- C. They wrote critiques on works of art.
- D. They bought and sold artwork.

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

**Big Idea:** Historical and Global Connections

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

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

**Clarification:** Creates artwork influenced by ideas and materials related to reading, writing, math, science, history, and other content areas.

**Performance Level Descriptor:** To demonstrate proficiency, students will create works of art using ideas and/or materials from a given content area.

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

**Content Limits:** Content areas include, but are not limited to, math, science, reading, and history.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which work of art has a literary theme?



A.



B.



\*C.



D.



**Sample Performance Task:**

**Materials:**

- A piece of clay and carving tools

**Setup:**

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

**Prompt:**

- Say: “Create a clay pot or sculpture that is also a musical instrument.”

<b>Item Rubric</b>	
2 points	The student creates a clay instrument that makes noise.
1 point	The student creates a clay instrument that does not make noise.
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.1.2**

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

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

**Benchmark:** VA.912.F.1.2 Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.

**Clarification:** Uses artistic techniques in new and innovative ways to create a unique style.

**Performance Level Descriptor:** To demonstrate proficiency, students will create art by manipulating one or more techniques to create a unique work.

**Content Focus:** Manipulated techniques

**Content Limits:** Content includes, but is not limited to, molding, shaping, painting, and carving.

**Recommended DOK Level:** High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A piece of clay and organic matter such as sand, seashells, leaves, etc.

**Setup:**

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

**Prompt:**

- Say: “Create a work of art that combines pottery and organic matter to change the outcome of a traditional process.”

Item Rubric	
2 points	The student uses traditional pottery techniques combined with organic matter.
1 point	The student uses traditional pottery techniques but does not use organic matter.
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.2.1**

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

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

**Benchmark:** VA.912.F.2.1 Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.

**Clarification:** Identifies the skills, qualifications, and potential earnings of careers in the visual arts.

**Performance Level Descriptor:** To demonstrate proficiency, students will research a particular art career to determine qualifications and possible career paths.

**Content Focus:** Career opportunities

**Content Limits:** Content includes, but is not limited to, skills and qualifications needed to become a sculptor or potter and the potential earnings of those positions.

**Recommended DOK Level:** Low

### **Item Types:**

- Multiple Choice

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

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

### **Sample Multiple-Choice Item:**

Which product would a ceramicist most likely sell?

- \*A. Dishes
- B. Food
- C. Furniture
- D. Toys

## **Benchmark: VA.912.F.3.4**

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

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

**Benchmark:** VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

**Clarification:** Shows a strong work ethic and the time-management skills needed to create artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will show reliability and effective organizational skills in the creation of artwork.

**Content Focus:** 21st-century skills (Collaboration, Communication, Creativity, and Critical Thinking)

**Content Limits:** Content includes, but is not limited to, time management, diligence, and positive work ethic.

**Recommended DOK Level:** Low

### **Item Types:**

- Multiple Choice

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

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

### **Sample Multiple-Choice Item:**

Which is most important for creating artwork?

- A. Being a leader
- B. Being powerful
- \*C. Being dedicated
- D. Being understanding

## **Benchmark: VA.912.F.3.5**

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

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

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

**Clarification:** Understands and follows procedures for documenting research and creating visual presentations.

**Performance Level Descriptor:** To demonstrate proficiency, students will cite sources from research on visual art.

**Content Focus:** Cite sources

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

**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 fact is important to include in all citations for works of art?

- \*A. Artist's name
- B. Artist's website
- C. Current location
- D. Date of creation

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

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LACC.910.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 9–10 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.910.W.2.4**

**Strand:** Writing Standards

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

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

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

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

**Content Focus:** Writing in art

**Content Limits:** Students must be instructed to write a short essay in the prompt of the item. Art-related content is limited to glass, plaster, and clay per course description.

**Recommended DOK Level: Moderate**

**Item Types:**

- Constructed Response

## **Standard: LAFS.910.W.3.9**

**Strand:** Writing Standards

**Cluster:** 3. Research to Build and Present Knowledge

**Standard:** LACC.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Clarification:** Analyzes a literary or informational text to create a description, analysis, or original artwork based on the details or evidence provided by the text.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a description, analysis, or an original artwork that is a literal representation of a text by analyzing the evidence or details describe in a literary or informational text.

**Content Focus:** Creating art from text

**Content Limits:** Texts may include but are not limited to stories, myths, passages from stories, biographies, poems, quotes, articles, and other non-fictional texts. Prior knowledge in other subject areas should not be required by the student. Texts should allow for art-related responses. Art-related content is limited to glass, plaster, and clay per course description.

**Recommended DOK Level: High**

**Item Types:**

- Multiple Choice
- Constructed Response
- 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.