

Florida Hard-to-Measure Content Areas

Visual Arts

Test Item Specifications

Two-Dimensional Studio Art 2



Florida Department of Education

www.fldoe.org

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

Table of Contents

Introduction	1
Mission Statement	1
Origin and Purpose of the <i>Specifications</i>	2
Scope of This Document	2
Overall Considerations	2
Review Procedures for the Florida Visual Arts Item Bank	4
Review of Graphics	4
Review of Test Items	4
Review for Potential Bias and Sensitivity Issues	5
Universal Design	6
Criteria for Selecting Graphic Stimulus Materials	7
Types.....	7
Sources	8
Characteristics.....	8
Content.....	8
Modifications.....	9
Graphic Features.....	9
Diversity.....	9
Length of Video Clip	9
Evidence-Centered Design	10
Criteria for the Florida Visual Arts Items.....	11
Item Style and Format	11
Scope of Items.....	19
Cognitive Complexity of the Florida Visual Arts Items	20
Cognitive Complexity	20
Guidelines for Item Writers.....	26

Guide to the Grade Level Specifications	28
Benchmark Classification System	28
Definitions of Benchmark Specifications.....	30
Elements of Art and Principles of Design.....	31

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.

What style is this image portraying?

Stem



Stimulus

Option

A.

Realism

B.

Abstract

C.

Surrealism

D.

Contemporary

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:	
What are two objects in the art room that could cause you to get a bad cut if you don't follow safety procedures?	
Item Rubric	
Score Points	Score Point Descriptors
2 points	The student lists two objects in an art room that could cause a bad cut. Examples: paper cutter, carving chisel, scissors, and razor blade.
1 point	The student lists one thing in an art room that could cause a bad cut.
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:

How does the artist use line to express tension and energy? Was the artist successful? Explain your answer.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student describes how the artist used line in the artwork AND explains whether the artist was successful.
1 point	The student describes how the artist used line in the artwork OR the student explains whether the artist was successful.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

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:

- Sheet of white paper, pencils, or colored pencils

Set Up:

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

Prompt:

- Say: –A company that leads bicycle tours through a city needs a logo. Create a logo that is simple and expresses the purpose of the company.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student creates a logo that is simple and communicates the purpose of a bicycle touring company.
1 point	The student creates a logo for a bicycle touring company, but it is too complex to be a logo. OR The student creates a simple logo, but it does not communicate the purpose of a bicycle touring company.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

Criteria

- Performance tasks should take no more than 15 minutes of testing time to answer and require the production of a work of art. They are worth from 1 to 4 points each.
- Performance tasks should permit multiple solutions to the task presented in the prompt.
- Performance tasks should refer to and use materials, tools, and techniques that are appropriate classroom activities for students.
- Performance tasks must be accompanied by a rubric or scoring guideline that lists descriptions of anticipated responses and the point value for each of the responses.

- After performance tasks are field-tested, sample student papers should be included in the rubrics to provide student-generated exemplars for each score point.
- Performance tasks should adhere to all the general guidelines and the constructed-response guidelines listed above.

Scope of Items

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

COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

Cognitive Complexity

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

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

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Visual Arts Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 25) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

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

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

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

Low Complexity

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

Below is an example of a low-complexity item.



What do you think this piece of art is trying to communicate to an audience?

- *A. Leisure time in industrialized Europe
- B. A realistic depiction of a warm afternoon
- C. The attractiveness of people in casual situations
- D. The importance of a good work ethic in America

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.



Why do you think the artist chose to paint the eye yellow and green?

- A. To add texture
- B. To add rhythm
- *C. To add emphasis
- D. To add movement

High Complexity

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

Below is an example of a high-complexity item.

What style is this image portraying?



- A. Realism
- B. Abstract
- *C. Surrealism
- D. Contemporary

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

Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<p>What is the difference between a snapshot and a photograph?</p> <p>What is one of the most important steps in printmaking?</p> <p>What should you do with almost-empty paint cans?</p> <p>Which art-related career improves the appearance, safety, and quality of manufactured products?</p>	<p>What does inkwash consist of?</p> <p>How does this artist demonstrate the use of depth in this painting?</p> <p>Which statement is an example of constructive criticism?</p> <p>How did the Fauves influence art?</p>	<p>This painting is not visually balanced. What is one thing the artist could have done to make it more balanced?</p> <p>Describe two qualities that were achieved by using a computer to generate this piece of art.</p> <p>Create a box design for a new breakfast cereal. Describe what you drew and why you chose certain colors.</p> <p>Describe a portrait that you would create to be included in an exhibit with the reference images. Explain why your portrait would be included in the exhibit.</p>

GUIDELINES FOR ITEM WRITERS

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

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

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

Cognitive Complexity

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

Submission of Items

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

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

Electronic Submission

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

GUIDE TO THE GRADE LEVEL SPECIFICATIONS

Benchmark Classification System

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

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

VA.912.S.3.3

Subject Area

Visual Arts

Grade

9-12

Big Idea

Skills, Techniques, and Processes

Enduring Understanding

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

Benchmark

Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

Visual Arts	
Grade 9-12	
Big Idea 2	Skills, Techniques, and Processes
Enduring Understanding 3	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
Benchmark 3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

Definitions of Benchmark Specifications

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

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

Elements of Art and Principles of Design

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

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

Elements of art:

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

Principles of design:

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

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

- Contrast
- Repetition
- Figure/ground

Benchmark: VA.912.C.1.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Describes or explains various contexts to develop, refine, and reflect on an artistic theme using critical-thinking skills.

Performance Level Descriptor: To demonstrate proficiency, students will use critical-thinking skills to describe or identify various contexts to develop, refine, and reflect on an artistic theme.

Content Focus: Reflect on themes of art

Content Limits: Content includes, but is not limited to, themes in paintings, photographs, drawings, prints, and collages.

Recommended DOK Level: Low/Moderate

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.

Sample Multiple-Choice Item:



What is the theme of this composition?

- A. Sorrow
- *B. Patriotism
- C. Celebration
- D. Remembrance

Sample Performance Task:

Materials:

- Sheets of white paper, a pencil, or colored pencils

Setup:

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

Prompt:

- Say: –Create a work of art with a summer theme. Describe what you drew and why you chose certain colors.”

Item Rubric	
2 points	The student draws a picture with the theme of summer AND describes the work of art and explains why he or she chose certain colors.
1 point	The student draws a picture with the theme of summer, but does not explain their color choices. OR The student describes the work of art and explains why he or she chose certain colors, but it's not about summer.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.1.3

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.1.3 Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.

Clarification: Describes the technical skill, aesthetic appeal, and/or the social implication of artwork.

Performance Level Descriptor: To demonstrate proficiency, students will describe the technical skill, aesthetic appeal, and/or social implication of artwork in order to formulate criteria for assessing personal work.

Content Focus: Evaluating artwork

Content Limits: Content includes, but is not limited to, drawings, paintings, collage, printmaking, collage, and design.

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What technical skill is used in this painting?



- A. Glazing
- B. Hatching
- *C. Impasto
- D. Sfumato

Benchmark: VA.912.C.1.6

Big Idea: Critical Thinking and Reflection

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

Clarification: Determine, analyze, and evaluate why artists have made particular aesthetic choices in creating visual media.

Performance Level Descriptor: To demonstrate proficiency, students will determine and analyze why an artist made a particular aesthetic choice in a visual work of art.

Content Focus: Aesthetic choices

Content Limits: Content includes, but is not limited to, two-dimensional media, or multimedia.

Recommended DOK Level: Moderate/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 Constructed-Response Item:



Prompt:

What are two reasons the artist used fragmented pieces in the photo collage?

Exemplar Response:

To show visual rhythm and to create a sense of motion.

Item Rubric	
2 points	The student explains two reasons the artist could have chosen to use fragments in the images including, but not limited to: <ul style="list-style-type: none"> • To show visual rhythm • To express multiple viewpoints • To create motion
1 point	The student explains one reason the artist could have chosen fragments for the image.
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.2.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Uses given criteria to critique or draw conclusions about works of art.

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

Content Focus: Art critique

Content Limits: Criteria for judgment must be provided to the student.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



How does this artist demonstrate the use of depth in this painting?

- A. By using warm colors
- *B. By having a horizon line
- C. By painting a realistic scene
- D. By cutting off the buildings on the right

Sample Constructed-Response Item:



Prompt:

How does the artist use line to express tension and energy? Was the artist successful? Explain your answer.

Exemplar Response:

The artist was successful in expressing tension and energy by using directional line. The artist uses alternating color lines dependant on the background color to create tension and energy.

Item Rubric	
2 points	The student describes how the artist used line in the artwork AND explains whether the artist was successful.
1 point	The student describes how the artist used line in the artwork OR the student explains whether the artist was successful.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don't know.”

Benchmark: VA.912.C.2.3

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Describes and applies the standards to include in order to meet personal expectations of art.

Performance Level Descriptor: To demonstrate proficiency, students will describe what standards they include when creating art to meet their own personal expectations.

Content Focus: Art critique

Content Limits: Content focuses on using helpful suggestions rather than negative criticism.

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 statement is an example of constructive criticism?

- A. +would have chosen another subject.”
- B. +don't like the use of color in this artwork.”
- C. -The theme of the artwork is related to the environment.”
- *D. -The artwork would have unity with heavier contour lines.”

Benchmark: VA.912.C.3.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Describes and applies the standards to include in order to meet expectations of personal art.

Performance Level Descriptor: To demonstrate proficiency, students will describe what standards they include when creating art to meet their own expectations of personal art.

Content Focus: Personal expectations in art

Content Limits: Content is limited to explanations of students' personal expectations; do not assess others' expectations.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- White paper, a pencil, and colored pencils

Setup:

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

Prompt:

- Say: “Use a specific lettering style incorporating texture to write a word that describes your view of art.”

Item Rubric	
2 points	The student draws a word that uses texture and describes their view of art.
1 point	The student draws a word that uses texture, but does not describe their view of art. OR The student writes a word that describes their view of art, but does not use texture.
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.3.5

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.3.5 Make connections between timelines in other content areas and timelines in the visual arts.

Clarification: Analyze and evaluate connections between art and other content areas throughout history.

Performance Level Descriptor: To demonstrate proficiency, students will find connections between art and other content areas throughout history.

Content Focus: Art history connections with timelines in other content areas

Content Limits: Content includes, but is not limited to, timelines in literature, history, and science.

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What style is this image portraying?



- A. Realism
- B. Abstract
- *C. Surrealism
- D. Contemporary

Benchmark: VA.912.S.1.1

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Describes or identifies innovative means and understanding to communicate through varied content, media, and art techniques.

Performance Level Descriptor: To demonstrate proficiency, students will describe or identify innovative means and perceived understanding to communicate through varied content, media, and art technologies.

Content Focus: Art techniques

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

Recommended DOK Level: Low

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:

Describe two things the artist did in this artwork to communicate through varied media.



Exemplar Response:

The artist used the contrast of a grayscale portrait drawn in pencil with vibrant colors and use of texture.

Item Rubric	
2 points	The student describes two things the artist did in this artwork to communicate through varied media. Techniques may include, but are not limited to: <ul style="list-style-type: none">• Contrast using pencil as one medium• Shading with the pencil• Using paint and texture on the lollipop• Using bright colors on the lollipop• Using the red for the flower in the hair• Grayscale portrait
1 point	The student describes only ONE thing the artist did in this artwork to communicate through varied media.
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.1.5

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Describes or explains the aesthetic impact of art created with different types of media to evaluate advantages and disadvantages of the different processes.

Performance Level Descriptor: To demonstrate proficiency, students will describe or explain advantages or disadvantages of art created with different media.

Content Focus: Difference in processes

Content Limits: Content includes, but is not limited to, snapshots vs. photographs and drawing vs. digital mark-making.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is the difference between a snapshot and a photograph?

- A. A snapshot is technically perfect and a photograph is not.
- B. A snapshot is usually not focused very well and a photograph is.
- C. A snapshot needs to have a person in it and a photograph does not.
- *D. A snapshot is taken spontaneously and a photograph is carefully planned.

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: Identifies or describes the organizational skills needed when creating artwork that has a sequential process.

Performance Level Descriptor: To demonstrate proficiency, students will describe organizational skills and how they influence the sequential process when creating artwork.

Content Focus: Organizational Skills

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



What was the last step in making this collage?

- A. Cutting out the motorcycle
- *B. Gluing the motorcycle to the paper
- C. Splattering paint on the white paper
- D. Gluing the white paper to the black background

Benchmark: VA.912.S.2.4

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Using information resources

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

Recommended DOK Level: High

Item Types:

- Constructed Response
- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper, a pencil, colored pencils, and the following reference images:



Setup:

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

Prompt:

- Say: –Describe a portrait that you would create to be included in an exhibit with the reference images. Explain why your portrait would be included in the exhibit.”

Item Rubric	
2 points	The student describes a portrait making reference to the given images and gives an explanation of why their portrait fits into the exhibit.
1 point	The student’s description of his or her portrait makes reference to the given images. OR The student explains why his or her portrait fits into the exhibit.
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.2.5

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.2.5 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

Clarification: Demonstrates artistic skills to produce representational, figurative, or abstract imagery.

Performance Level Descriptor: To demonstrate proficiency, students will create a work of art that produces representational, figurative, or abstract imagery.

Content Focus: Art technique

Content Limits: Elements of art and principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, pattern, texture, balance, asymmetry, radial symmetry, emphasis, focal point, unity, space, depth, and perspective.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheet of white paper, a pencil, and colored pencils

Setup:

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

Prompt:

- Say: “Draw a corner of this room from observation.”

Item Rubric	
2 points	The student draws a picture that shows a corner of the room and he or she shows details alluding to observation.
1 point	The student draws a picture, but it does NOT show a corner of the room. OR The student draws a picture, but it does not demonstrate observation.
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: Understand, describe or explain the proper applications and safety procedures when using hazardous chemicals and/or equipment when making art.

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

Content Focus: Safety procedures

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is the proper use of a linoleum gouge?

- A. Cut straight down
- *B. Cut away from you
- C. Cut with a hand guide
- D. Cut towards your anchoring hand

Sample Constructed-Response Item:

Prompt:

What are two objects in the art room that could cause you to get a bad cut if you don't follow safety procedures?

Exemplar Response:

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

Item Rubric	
2 points	The student lists two objects in an art room that could cause a bad cut. Examples: paper cutter, carving chisel, scissors, and razor blade.
1 point	The student lists one thing in an art room that could cause a bad cut.
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.3.4

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: Explain personal responsibilities, ethics, integrity, and respect for intellectual property when gathering information and creating works of art.

Performance Level Descriptor: To demonstrate proficiency, students will be responsible, ethical, and respectful of intellectual property when gathering information about art and creating works of art.

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: Low/Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which of these is a form of forgery?

- A. Copying an image from your sketchbook
- B. Making a parody out of a famous painting
- C. Referencing a photograph for your image
- *D. Using an internet image without change

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: Use art tools properly, including using proper storage and clean-up procedures.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe the correct use and process for maintaining tools and equipment.

Content Focus: Maintain tools

Content Limits: Content includes, but is not limited to, technology, hand tools, and sketching tools.

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is one of the most important steps in printmaking?

- *A. Inking the plate
- B. Choosing an ink color
- C. Using your hands to turn the press
- D. Sitting straight while creating the image

Benchmark: VA.912.S.3.8

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.3.8 Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

Clarification: Describe and identify color-mixing skills and techniques by using color relationships.

Performance Level Descriptor: To demonstrate proficiency, students will describe and identify color-mixing skills and techniques using color relationships.

Content Focus: Color and light theory

Content Limits: Content includes, but is not limited to, wet, dry, and digital media.

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What are complimentary colors?

- *A. Opposite on a color wheel
- B. Colors that make light when mixed
- C. Bordering each other on a color wheel
- D. Colors that make pigments when mixed

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: Organize and plan 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, complex composition.

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Why is it important for an artist to create a sketch prior to a final composition?

- A. To determine who will be involved in the process
- B. To know how much material to purchase
- *C. To formulate a plan for the final image
- D. To provide a conclusion to the work

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: Explains or describes the process of storing and maintaining equipment and materials in the art studio.

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

Content Focus: Storage of art materials

Content Limits: Materials include, but are not limited to, paint, paper cutters, chisels, and chemicals used in art.

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 should you do with almost-empty paint cans?

- A. Immediately toss them in the trash
- B. Fill them with another color of paint
- C. Put them on the shelf for future use
- *D. Let them dry up before you throw them away

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: Describes the processes, tools, and techniques for various art media to develop competence and dexterity.

Performance Level Descriptor: To demonstrate proficiency, students will describe and explain the processes, tools, and techniques for various art media to develop competence and dexterity.

Content Focus: Art skills

Content Limits: Content includes, but is not limited to, printmaking, drawing, painting, and technology.

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 does inkwash consist of?

- A. Straight ink
- B. Straight water
- C. Equal strengths of ink and water
- *D. Different strengths of ink and water

Sample Constructed-Response Item:

Prompt:

What are two techniques you can use when drawing with charcoal?

Exemplar Response:

You can use charcoal for shading and for sweeping strokes to capture a gesture.

Item Rubric	
2 points	The student lists two techniques to use charcoal. These include, but are not limited to, the following: <ul style="list-style-type: none">• Shading techniques• Sweeping strokes• Gesture drawings• Preliminary drawing/sketch of a painting
1 point	The student lists only ONE technique to use charcoal.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.912.O.1.2

Big Idea: Organizational Structure

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

Benchmark: VA.912.O.1.2 Use and defend the choice of creative and technical skills to produce artworks.

Clarification: Describes and explains why certain creative and technical skills were chosen to produce artworks.

Performance Level Descriptor: To demonstrate proficiency, students will be able to explain and describe why certain creative and technical skills were chosen to produce artwork.

Content Focus: Reasons for organization of art processes

Content Limits: Content includes, but is not limited to, two-dimensional compositions with a variety of media in drawing, painting, printmaking, collage, and design.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



Why do you think the artist chose to paint the eye yellow and green?

- A. To add texture
- B. To add rhythm
- *C. To add emphasis
- D. To add movement

Benchmark: VA.912.O.2.2

Big Idea: Organizational Structure

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

Benchmark: VA.912.O.2.2 Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.

Clarification: Use creative thinking skills to solve aesthetic problems and to see artwork from a new perspective.

Performance Level Descriptor: To demonstrate proficiency, students will think creatively to solve artistic problems and understand an artwork from a different viewpoint.

Content Focus: Solve aesthetic problems

Content Limits: Content includes wet and dry media and time constraints for divergent thinking as well as an intended goal for the work of art produced.

Recommended DOK Level: Moderate/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:



This painting is not visually balanced. What is one thing the artist could have done to make it more balanced?

- A. The artist should have used warm colors for the sky.
- *B. The artist should have made the trees larger and more detailed.
- C. The artist should have painted the people white rather than black.
- D. The artist should have made the people larger and in the foreground.

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: Use symbolism, personal experience, or philosophical views in art creation to convey a message to an audience.

Performance Level Descriptor: To demonstrate proficiency, students will create works of art that utilize symbolism, personal experience, or philosophical views to communicate with audience.

Content Focus: Use symbolism, personal experience or philosophy

Content Limits: Content includes two-dimensional artworks. Materials include, but are not limited to, wet and dry media, access to art making software, multi-media, and the Internet.

Recommended DOK Level: Low

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.

Sample Multiple-Choice Item:



What do you think this piece of art is trying to communicate to an audience?

- *A. Leisure time in industrialized Europe
- B. A realistic depiction of a warm afternoon
- C. The attractiveness of people in casual situations
- D. The importance of a good work ethic in America

Benchmark: VA.912.H.1.4

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.1.4 Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

Clarification: Describes or explains cross-cultural connections among different artworks and the people, groups, cultures, events, and/or traditions they reflect, using background knowledge and personal interpretation.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe the connection(s) shared between artworks reflecting the individuals, groups, cultures, events, and/or traditions of two different cultures.

Content Focus: Cross-cultural art

Content Limits: Content includes, but is not limited to, two-dimensional compositions with a variety of media in drawing, painting, printmaking, collage, and design.

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



What culture is represented in this piece of artwork?

- *A. Asian
- B. African
- C. Egyptian
- D. Native American

Benchmark: VA.912.H.1.5

Big Idea: Historical and Global Connections

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

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

Clarification: Analyze creative trends in visual culture through the integration and development of technology and design.

Performance Level Descriptor: To demonstrate proficiency, students will analyze the use of technology and modern techniques in art.

Content Focus: Creative trends and technology

Content Limits: Content includes, but is not limited to, advertisements, multimedia, brand design, and software integration in the field of two-dimensional arts.

Recommended DOK Level: Moderate/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 Constructed-Response Item:



Prompt:

Describe two qualities that were achieved by using a computer to generate this piece of art.

Exemplar Response:

The artist was able to create a sense of motion through color blending, blurring and contrast.

Item Rubric	
2 points	The student describes at least two qualities that were achieved by using a computer to generate this piece of art. Qualities may include but are not limited to: <ul style="list-style-type: none">• Motion• Color blending• Blurring• Contrast• Rhythm• Futuristic sense
1 point	The student describes at least ONE quality that was achieved by using a computer to generate this piece of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.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: Analyze and evaluate the contributions and influences of well-known artists, architects, or masterworks.

Performance Level Descriptor: To demonstrate proficiency, students will demonstrate understanding of historical impact made by significant figures and masterworks.

Content Focus: Impact of significant figures and masterworks

Content Limits: Content includes only artists whose work made lasting impressions on the field and artworks in two dimensions.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

How did the Fauves influence art?

- A. They increased depth perception in drawing.
- B. They increased the use of visual movement.
- *C. They introduced bold color used in new ways.
- D. They introduced multiple viewpoints in drawing.

Sample Constructed-Response Item:

Prompt:

Frank Lloyd Wright was an architect. Describe why he might also be considered a two-dimensional artist.

Exemplar Response:

Frank Lloyd Wright had to render, layout and create plans prior to building structures.

Item Rubric	
2 points	The student correctly describes why Wright might be considered a two-dimensional artist as well as an architect.
1 point	The student correctly identifies some of Wright's work but does not describe why he might be considered a two-dimensional artist.
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.2.2

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.2.2 Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

Clarification: Describes or identifies how visual arts fulfill aesthetic needs through artwork and utilitarian artwork.

Performance Level Descriptor: To demonstrate proficiency, students will identify how artwork fulfills aesthetic need and utilitarian objects.

Content Focus: Aesthetic and utilitarian artwork

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:

How does the aesthetics of this piece of artwork portray cold? List two things that the artist does in this piece of art to evoke coldness.



Exemplar Response:

The aesthetics of this artwork create a feeling of cold. This feeling is evoked because of the use of the cool color purple and having a picture of a tree with ice on it.

Item Rubric	
2 points	The student lists two things the artist does in terms of aesthetics to create a cold feel to this artwork. These include, but are not limited to, the following: <ul style="list-style-type: none">• Color purple—a cool color• Lack of any warm colors such as orange, red, or yellow• Picture of a tree with ice frozen on it• Use of few colors
1 point	The student lists only ONE thing the artist does in terms of aesthetics to create a cold feel to this artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.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: Identifies materials, ideas, or equipment used in other content areas to create ideas and processes in works of art.

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

Content Focus: Art in other disciplines

Content Limits: Content includes, but is not limited to, microscopes, skeletons, Fibonacci sequence, Golden Mean, and measurement (pica, inches, and points).

Recommended DOK Level: Moderate

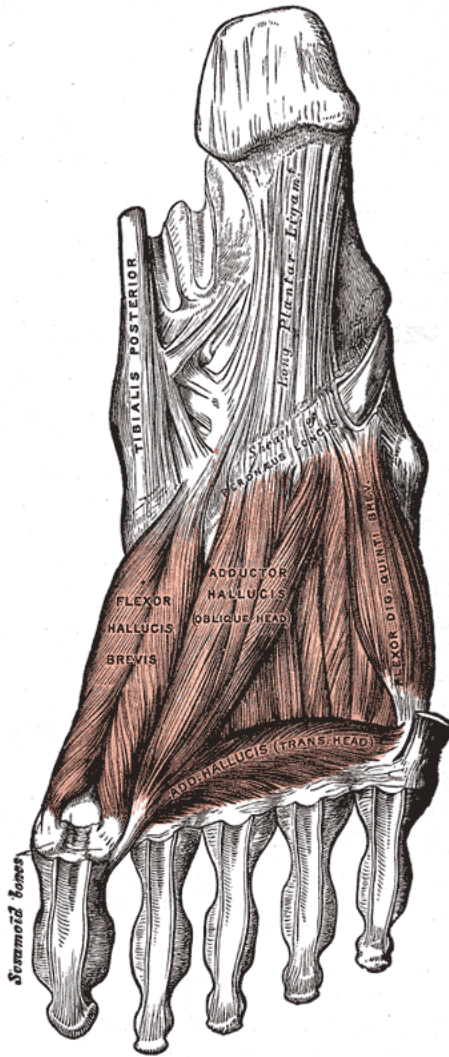
Item Types:

- 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 this image?

- A. A social parody
- *B. A scientific diagram
- C. A historical document
- D. A mathematical model

Benchmark: VA.912.F.1.1

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.1.1 Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

Clarification: Solves art problems with innovative solutions.

Performance Level Descriptor: To demonstrate proficiency, students will solve an art problem by using an innovative solution.

Content Focus: Art creation

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

Recommended DOK Level: Moderate/High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheet of white paper, pencils, or colored pencils

Setup:

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

Prompt:

- Say: –A company that leads bicycle tours through a city needs a logo. Create a logo that is simple and expresses the purpose of the company.”

Item Rubric	
2 points	The student creates a logo that is simple and communicates the purpose of a bicycle touring company.
1 point	The student creates a logo for a bicycle touring company, but it is too complex to be a logo. OR The student creates a simple logo, but it does not communicate the purpose of a bicycle touring company.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.1.3

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.1.3 Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

Clarification: Develop multiple approaches and pursue creative avenues in order to establish innovation and creative thinking and risk taking.

Performance Level Descriptor: To demonstrate proficiency, students will develop multiple approaches within the creative process to establish and develop an idea while focusing on innovation and creative risk-taking.

Content Focus: Artistic innovation and brainstorming

Content Limits: Content includes, but is not limited to, wet and dry media, multimedia, magazines, Internet, text, and photographs.

Recommended DOK Level: High

Item Types:

- Constructed Response
- Performance Task

Sample Performance Task:

Materials:

- Sheets of white paper, pencils, and colored pencils

Setup:

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

Prompt:

- Say: –Create a box design for a new breakfast cereal. Describe what you drew and why you chose certain colors.”

Item Rubric	
2 points	The student draws a picture of a new breakfast cereal box AND describes what he or she drew and why he or she chose certain colors.
1 point	The student draws a picture of a new breakfast cereal box OR describes what he or she drew and why he or she chose certain colors.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.2.2

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.2.2 Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.

Clarification: Identifies art-related careers for potential employment opportunities.

Performance Level Descriptor: To demonstrate proficiency, students will identify art-related careers for employment opportunities in different fields.

Content Focus: Art careers and the economy

Content Limits: Content includes, but is not limited to, exhibition, sale of art products, manufacture of art equipment, industrial design, and architectural and interior design.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which art-related career improves the appearance, safety, and quality of manufactured products?

- A. Architecture
- B. Graphic design
- *C. Industrial design
- D. Interior decoration

Benchmark: VA.912.F.2.8

Big Idea: Innovation, Technology, and the Future

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

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

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

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

Content Focus: Community resources

Content Limits: Works of art include, but are not limited to, drawings, paintings, printmaking, collage, and design.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:

Name a career where computer generated designs are used and describe what people in this career do.

Exemplar Response:

One career is a graphic artist. A graphic designer creates images for companies to advertise or promote their business in ways that are memorable and visually pleasing.

Item Rubric	
2 points	The student lists one career that utilizes computer generated designs. These include, but are not limited to, the following: <ul style="list-style-type: none">• Architect – uses CAD to create renderings, architectural drawings and plans• Interior designer – uses CAD to design living spaces that are aesthetically pleasing• Animator – uses software to generate images and animate them for viewing• Advertising – uses digital imaging to promote and advertise through logos, commercials, etc.
1 point	The student identifies a career involving computer generated designs OR just describes the career.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.F.3.1

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Identifies and explains how technology applications and art skills can be used to promote social and cultural awareness about community initiatives and/or concerns.

Performance Level Descriptor: To demonstrate proficiency, students will identify and explain how technology is used to promote social and cultural awareness in the community.

Content Focus: Art used for community awareness

Content Limits: Content includes, but is not limited to, presentation software, video, sound, and open-access collaborative web applications.

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:

An artist wants to use technology to show his artwork about preserving nature. What would be a good way to promote his artwork to the largest number of people?

- A. Display his artwork at a local art show
- B. Hang artwork in his home for people to view
- C. Open up a small gallery and display his paintings
- *D. Create a website where people can view his paintings

Benchmark: VA.912.F.3.2

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.3.2 Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.

Clarification: Identifies reasons or describes why choices were made in designs that are meant to communicate to the general audience.

Performance Level Descriptor: To demonstrate proficiency, students will describe reasons for using procedural, analytical, and divergent thinking to achieve visual literacy.

Content Focus: Achieving visual literacy

Content Limits: Content includes, but is not limited to, information literacy and media.

Recommended DOK Level: Moderate/High

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



Describe two ways the artist created energy in this painting.

Exemplar Response:

The artist created energy by using bold colors and by creating lines where the fish comes out of the water.

Item Rubric	
2 points	The student describes two ways the artist created energy in the painting.
1 point	The student describes one way the artist created energy in the painting.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.F.3.5

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Identifies how to cite sources in research when presenting information on visual culture.

Performance Level Descriptor: To demonstrate proficiency, students will appropriately identify how to cite sources to document research and present information on visual culture.

Content Focus: Art citation skills

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. Current location
- B. Date accessed
- *C. Date of creation
- D. Website address

Benchmark: VA.912.F.3.10

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.3.10 Apply rules of convention to create purposeful design.

Clarification: Create or describe a purposeful design or art within society.

Performance Level Descriptor: To demonstrate proficiency, students will create or describe art with a purposeful design in relation to society and culture.

Content Focus: Creating purposeful design

Content Limits: Content includes, but is not limited to, exhibition guidelines, environmental concerns, required information, and digital application.

Recommended DOK Level: Moderate/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 Constructed-Response Item:

Prompt:

Explain two ways artwork could be damaged by visitors of a museum.

Exemplar Response:

Artwork can be damaged by visitors touching it and getting their skin oils on it, or by breathing on it and getting bacteria or germs on it.

Item Rubric	
2 points	The student explains two ways artwork could be damaged by visitors of a museum. These include, but are not limited to, the following: <ul style="list-style-type: none"> • Vandalism • Breathing (humidity, germs, saliva) • Touching (skin oils, marks)
1 point	The student describes only one way artwork could be damaged by visitors of a museum.
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.”

Standard: LAFS.910.SL.1.1

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

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

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

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

Content Focus: Writing in art

Content Limits: Students must be instructed to write a short essay in the prompt of the item. Art-related content is limited to two-dimensional design as 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: LAFS.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 two-dimensional design as 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.