

# Florida Hard-to-Measure Content Areas

## Visual Arts

### Test Item Specifications

#### Two-Dimensional Studio Art 1



Florida Department of Education

[www.fldoe.org](http://www.fldoe.org)

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

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## INTRODUCTION

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

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

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

### **Mission Statement**

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

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

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

## **Scope of This Document**

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

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

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

## **Overall Considerations**

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

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

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

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

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

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

### **Review of Graphics**

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

### **Review of Test Items**

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

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

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



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

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

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

## UNIVERSAL DESIGN

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

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

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

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

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

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

## CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

### Types

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

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

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

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

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

## **Sources**

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

## **Characteristics**

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

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

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

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

## **Content**

Graphics should be interesting and appealing to students at the grades for which the graphics are intended. Graphics at a given grade level should include a range of age-appropriate artworks that are representative of the art that students may be expected to view and produce in their art classes. Also, graphics should contain conceptually appropriate and relevant subjects. Artworks with controversial or offensive content should not be included in the item bank. Confusing or emotionally charged subjects

should also be avoided. References to trademarks, commercial products, and brand names should not be included.

## **Modifications**

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

## **Graphic Features**

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

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

## **Diversity**

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

## **Length of Video Clip**

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

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

## EVIDENCE-CENTERED DESIGN

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

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

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

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

## CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

### Item Style and Format

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

### General Guidelines

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

### Multiple-Choice Items

#### Definition

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

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

## Terminology

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

Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.

Stimulus



Stem

Why does the artist repeat circular shapes?

Option

- A.
- B.
- C.
- D.

To fill shape

To add color

To increase value

To create movement

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.

|  |  |
|--|--|
| <b>Prompt:</b><br><br>Why is Jackson Pollock a significant figure in Modern art? Explain what impact his work has had on Modern art. |  |
| <b>Item Rubric</b>   |  |
| <b>Score Points</b>  | <b>Score Point Descriptors</b>   |
| 2 points   | The student explains why Pollock is a significant figure and explains the impact his work had on Modern art.   |
| 1 point  | The student explains why Pollock is a significant figure.<br>OR<br>The student explains the impact his work had but does not do both of these things.                      |
| 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:

What are two ways the artist establishes contrast in this painting?

| Item Rubric  |  |
|--------------|--|
| Score Points | Score Point Descriptors  |
| 2 points     | The student describes two ways the artist created contrast in the painting.  |
| 1 point      | The student describes one way the artist created contrast 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.” |

## 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, a pencil and colored pencils

**Set Up:**

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

**Prompt:**

- Say: –Create a logo for new type of soda. The logo must contain balance. Explain how the image captures the product.”

| Item Rubric  |  |
|--------------|--|
| Score Points | Score Point Descriptors  |
| 2 points     | The student creates a logo that is balanced and explains the image.  |
| 1 point      | The student creates a logo that is balanced but does not explain the image.<br>OR<br>The student creates a logo that is imbalanced and explains the image. |
| 0 points     | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.                             |

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

**Criteria**

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

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

## **Scope of Items**

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

## COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

### Cognitive Complexity

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

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

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Visual Arts Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 26) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

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

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

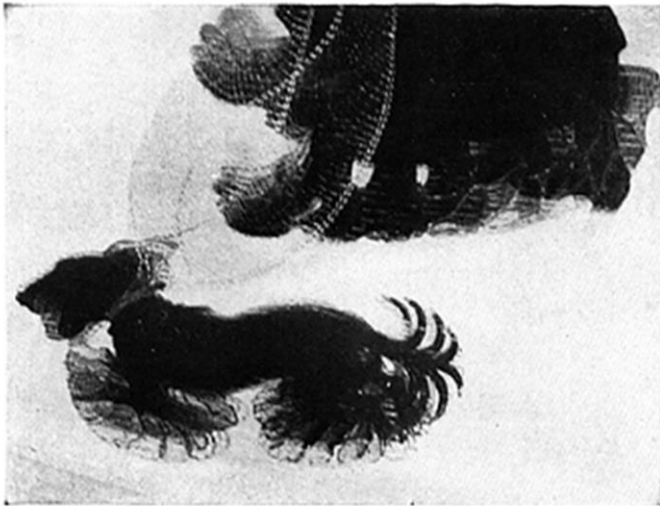


call for items at varying levels. When this is the case, writers should take care to cover the range of levels that are appropriate and not create items only at the lower ranges.

## Low Complexity

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

Below is an example of a low-complexity item.



How does the artist create a sense of motion in the drawing?

- A. By shifting perspective
- \*B. By blurring the dog's legs
- C. By increasing the contrast between the dog and background
- D. By setting the man outside of the main focal point of the drawing

## **Moderate Complexity**

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

Below is an example of a moderate-complexity item.



What does this image suggest about the subject of the work of art?

- \*A. She is constantly changing.
- B. She is athletic.
- C. She enjoys nature.
- D. She has a lot of patience.

## High Complexity

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

Below is an example of a high-complexity item.



How did this artist show her investment in African American History?

- \*A. Through the use of images and text in the background
- B. Through the expression contained in the self portrait
- C. Through the circular matting of the image
- D. Through the use of line and contrast

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

| <b>Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels</b>   |  |  |
|---|--|--|
| <b>Low Complexity</b>   | <b>Moderate Complexity</b>   | <b>High Complexity</b>   |
| <p>When using an exacto knife, how should you prepare your work area?</p> <p>What is it called if you copy another artist’s work and try to pass it off as your own?</p> <p>In bookbinding, what tool would you use if you wanted to make a hole in a very heavy sheet of paper?</p> <p>What do you end up with when you mix two secondary colors together?</p> | <p>You are creating a tempera landscape and intend to capture a daytime scene. You accidentally create a sky that is too dark. What is one possible way to fix this?</p> <p>To which art movement does this painting belong?</p> <p>Which element of art creates unity within this artwork?</p> <p>Which principle of art is most prevalent in this drawing?</p> | <p>Which technological development helped lead to the Impressionist movement?</p> <p>Using the image provided, change, distort, or abstract it to create something new.</p> <p>How did this artist show her investment in African American History?</p> <p>Identify the element of art that Renoir uses to create unity within this painting and explain how this element works to unify the painting.</p> |

## GUIDELINES FOR ITEM WRITERS

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

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

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

**Cognitive Complexity**

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

**Submission of Items**

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

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

**Electronic Submission**

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



## GUIDE TO THE GRADE LEVEL SPECIFICATIONS

### Benchmark Classification System

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

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

**VA.912.S.2.2**

**Subject Area**

Visual Arts

**Grade**

9-12

**Big Idea**

Skills, Techniques, and Processes

**Benchmark**

Focus on visual information and processes to complete the artistic concept.

**Enduring**

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

|                                 |   |
|---------------------------------|---|
| <b>Visual Arts</b>              |   |
| <b>Grade 9-12</b>               |   |
| <b>Big Idea 2</b>               | <b>Skills, Techniques, and Processes</b>  |
| <b>Enduring Understanding 2</b> | <b>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</b> |
| <b>Benchmark 2</b>              | <b>Focus on visual information and processes to complete the artistic concept.</b>  |

## Definitions of Benchmark Specifications

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

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

## Elements of Art and Principles of Design

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

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

### Elements of art:

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

### Principles of design:

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

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

- Contrast
- Repetition
- Figure/ground

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

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

**Clarification:** Analyze content and ideas in artworks through the use of art knowledge and contextual information.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze and interpret the content and ideas used in artworks by applying art knowledge and contextual information.

**Content Focus:** Art analysis

**Content Limits:** Content includes, but is not limited to, different aspects of two-dimensional artworks, including symbolism and spatial relationship.

**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 Multiple-Choice Item:**



H:\share\Floida HTMPE.HE.VA\Test Development\Visual Arts\Item Specifications\Floida Kids Art\High Ex Cabrera\_Enrique Color Photography Montage Lakshmi.jpg

What does this image suggest about the subject of the work of art?

- \*A. She is constantly changing.
- B. She is athletic.
- C. She enjoys nature.
- D. She has a lot of patience.

**Sample Constructed-Response Item:**

**Prompt:**

The title of this artwork is “Bath Time.”



H:\share\Florida HTM\PE.HE.VA\Test Development\Visual Arts\Item Specifications\Florida Kids Art\High Ex Campbell\_Katie Watercolor Bath Time.JPG

Describe with at least two details from the painting how the artist establishes an atmosphere that fits the title in this painting.

**Exemplar Response:**

The image depicts bubbles and a robe, both of which are elements people associate with baths.

| Item Rubric |  |
|-------------|--|
| 2 points    | The student describes the connection using at least two details from the painting.   |
| 1 point     | The student describes the connection with one detail.  |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.” |

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

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** 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:**

The title of this artwork is Lakshmi:

Here is an image of the Hindu goddess Lakshmi:



What are two reasons the artist may have chosen to assemble so many versions of the subject in the photographic artwork?

**Exemplar Response:**

To capture the multiple arms of the goddess and to replicate the multiple leaves in the image of the goddess.

| Item Rubric |  |
|-------------|--|
| 2 points    | The student gives two relevant reasons why the artist could have chosen to record so many images.  |
| 1 point     | The student gives one relevant reason.   |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.” |

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

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Observe and make revisions to artwork in order to improve work and achieve goals.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify potential revisions and apply changes in order to refine artwork and reach preset goals.

**Content Focus:** Art revision

**Content Limits:** Content includes two-dimensional media.

**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:**

You are creating a tempera landscape and intend to capture a daytime scene. You accidentally create a sky that is too dark.

What is one possible way to fix this?

- A. Paint the land lighter
- B. Add an image of the moon
- \*C. Mix lighter colors into the sky
- D. Paint a very fuzzy horizon line

**Sample Performance Task:**

**Materials:**

- A sheet of paper, a pencil, and colored pencils

**Setup:**

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

**Prompt:**

- Create a drawing of an imaginary animal that is mainly one type of animal, but that has parts of another animal incorporated into it. Explain how you were able to incorporate the details of the second animal into the first.

| <b>Item Rubric</b> |   |
|--------------------|---|
| 2 points           | The student draws a picture of a hybrid animal and explains how he or she was able to incorporate the second animal's details.  |
| 1 point            | The student draws a picture of a hybrid animal and fails to explain his or her process.<br>OR<br>The student draws a picture of a single animal and explains how he or she would incorporate the details of another animal. |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.  |

## **Benchmark: VA.912.C.2.4**

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Analyze and evaluate works of art to determine style and technique used by the artist, as well as the relation to a specific movement or style.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze works of art to determine a style or movement and what techniques the artists used to create them.

**Content Focus:** Art history and methodology

**Content Limits:** Content includes, but is not limited to, art movements, styles, techniques, and media used in two-dimensional art.

**Recommended DOK Level:** Moderate

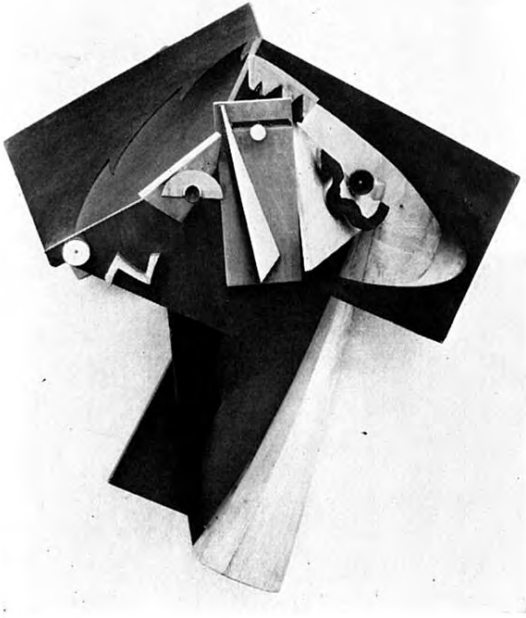
**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



To which art movement does this painting belong?

- \*A. Cubism
- B. Fauvism
- C. Surrealism
- D. Impressionism

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

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Explain the meaning or purpose of an artwork by using various analytical approaches and descriptive terms.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze artworks using descriptive terms and varied approaches to explain meaning and purpose.

**Content Focus:** Art analysis

**Content Limits:** Content includes, but is not limited to, the four-step method of art criticism, visual-thinking skills, and aesthetic scanning.

**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 ways the artist establishes contrast in this painting?

**Exemplar Response:**

Through the use of dark color on the background and clothing and light color on the men's faces and shirt collars and by using white dogs in the foreground.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student describes two ways the artist created contrast in the painting.  |
| 1 point            | The student describes one way the artist created contrast 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 "I don't know." |

**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:**

Which technological development helped lead to the Impressionist movement?

- A. The cash register
- B. The steam engine
- \*C. The still photograph
- D. The sewing machine



## **Benchmark: VA.912.C.3.6**

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Analyze and evaluate major changes in how society views artwork and utilitarian objects throughout history.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and explain how societal views on aesthetic changes in art have changed throughout history.

**Content Focus:** Aesthetics changed over time

**Content Limits:** Content includes, but is not limited to, images of utilitarian objects that have become art objects over time, as well as aesthetic changes within art and design.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

Sample Constructed-Response Item:





**Prompt:**

Describe two significant aesthetic differences between these two posters.

**Exemplar Response:**

The poster from 1966 has text that is printed at an angle and uses images and color, while the poster from 1890 is straightforward and only uses black ink.

| Item Rubric |  |
|-------------|--|
| 2 points    | The student describes at least two aesthetic differences, which may include font choice, border use, inclusion of images, and other recognizable aesthetic choices.        |
| 1 point     | The student describes only one difference.   |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.” |

## **Benchmark: VA.912.S.1.3**

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

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

**Benchmark:** VA.912.S.1.3 Interpret and reflect on cultural and historical events to create art.

**Clarification:** Create art using cultural and historical events as inspiration.

**Performance Level Descriptor:** To demonstrate proficiency, students will utilize cultural and historical events to inspire art creation.

**Content Focus:** Using culture and history to influence art creation

**Content Limits:** Content includes, but is not limited to, texts, visual media, Internet, museums, Florida history, the Holocaust, and African American history.

**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:



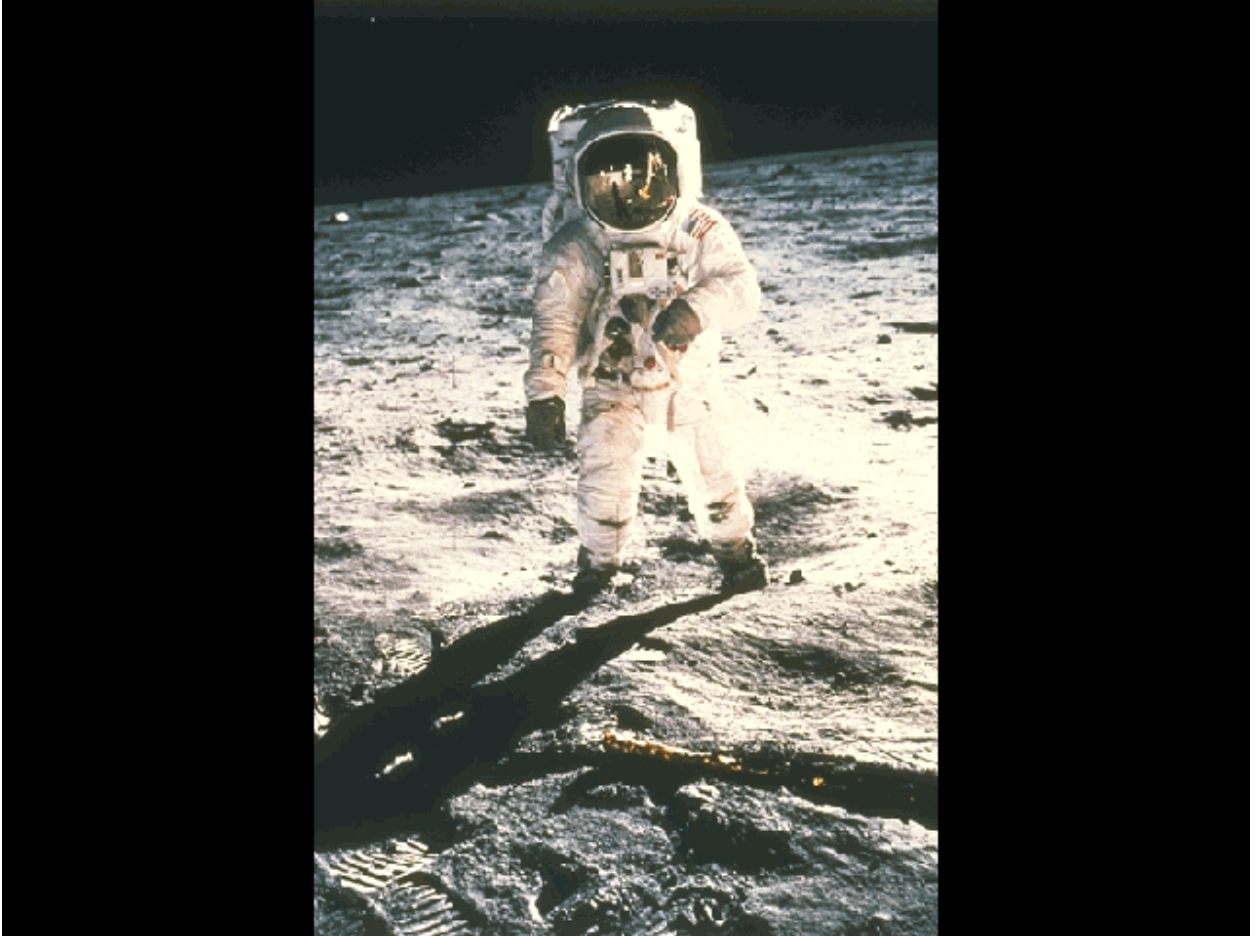
How did this artist show her investment in African American History?

- \*A. Through the use of images and text in the background
- B. Through the expression contained in the self portrait
- C. Through the circular matting of the image
- D. Through the use of line and contrast

**Sample Performance Task:**

**Materials:**

- White paper, a pencil, colored pencils, and the following images:





**Setup:**

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

**Prompt:**

- Using the reference images as inspiration, create a drawing that shows an important moment in history.

| Item Rubric |   |
|-------------|---|
| 2 points    | The student creates a drawing that shows an important historical moment that is different from those depicted in the reference images.  |
| 1 point     | The student creates an artwork that shows an important historical moment that repeats what is seen in the reference images.<br>OR<br>The student creates an artwork that depicts something that is personal or mundane. |
| 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.1.4**

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

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

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

**Clarification:** Accurately and effectively use art vocabulary throughout the process of making art.

**Performance Level Descriptor:** To demonstrate proficiency, students will effectively utilize art vocabulary throughout the art-making process.

**Content Focus:** Use art vocabulary

**Content Limits:** Content includes, but is not limited to, media, technique, and other methodological terminology specific to art creation.

**Recommended DOK Level:** Low/Moderate

**Item Types:**

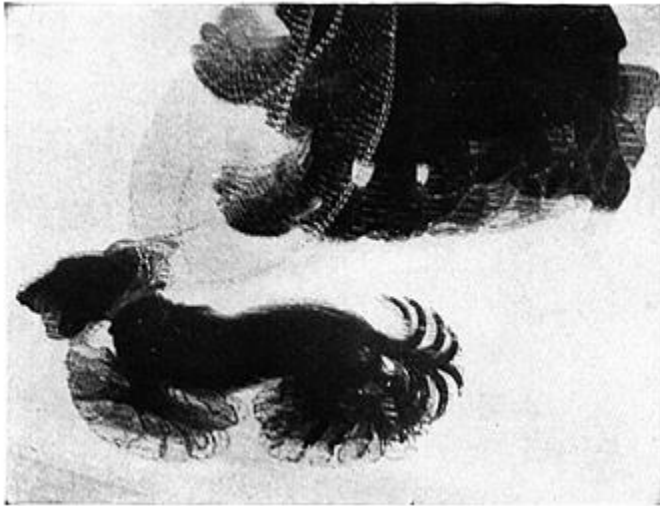
- Multiple Choice

**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:**



How does the artist create a sense of motion in the drawing?

- A. By shifting perspective
- \*B. By blurring the dog's legs
- C. By increasing the contrast between the dog and background
- D. By setting the man outside of the main focal point of the drawing

## **Benchmark: VA.912.S.2.2**

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

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

**Benchmark:** VA.912.S.2.2 Focus on visual information and processes to complete the artistic concept.

**Clarification:** Understand and use visual information and processes to achieve a desired result in a work of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will utilize visual information and visual processes to help complete an artistic concept.

**Content Focus:** Focus on visual information

**Content Limits:** Content includes, but is not limited to, the principles of art: balance, harmony, emphasis, movement, rhythm, unity, and variety.

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Constructed Response
- Performance Task

**Sample Constructed-Response Item:**



**Prompt:**

Identify the element of art that Renoir uses to create unity within this painting and explain how this element works to unify the painting.

**Exemplar Response:**

Renoir uses white to unify the painting. Most of the figures set around the table have some white in their clothing and this draws the image together and draws the viewer's eyes across the main focal points of the painting from top left to bottom right.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student identifies one element of art that Renoir uses to create unity and explains how it does so.  |
| 1 point            | The student explains how unity is created without identifying the element of art being used.<br>OR<br>The student identifies an element of art that is used in the painting but fails to explain how that element creates unity. |
| 0 points           | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don't know.”   |

**Sample Performance Task:**

**Materials:**

- Sheet of white paper, a pencil and colored pencils

**Setup:**

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

**Prompt:**

- Create a logo for new type of soda. The logo must contain balance. Explain how the image captures the product.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student creates a logo that is balanced and explains the image.  |
| 1 point            | The student creates a logo that is balanced but does not explain the image.<br>OR<br>The student creates a logo that is imbalanced and explains the image. |
| 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:** Show ability to use unique perceptions, visual focus, and compositional skills to create art.

**Performance Level Descriptor:** To demonstrate proficiency, students will utilize unique perceptions, visual focus, and compositional skills to create representational, figurative, or abstract images.

**Content Focus:** Using skills to create imagery

**Content Limits:** Content includes, but is not limited to, imagery that conveys an emotion or a message to an audience.

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheet of white paper, a pencil

**Setup:**

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

**Prompt:**

- Create a realistic drawing of your thumb.

| Item Rubric |  |
|-------------|--|
| 2 points    | The student creates a realistic drawing of his or her thumb.   |
| 1 point     | The student creates a drawing of his or her thumb but it is not realistic.   |
| 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.2.6**

**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.2.6 Incorporate skills, concepts, and media to create images from ideation to resolution.

**Clarification:** Develop and create artwork using numerous skills, concepts, and media.

**Performance Level Descriptor:** To demonstrate proficiency, students will synthesize numerous skills, concepts, and media in order to develop and create a work of art.

**Content Focus:** Understands concepts and tools.

**Content Limits:** Content includes, but is not limited to, structural elements of art, organizational principles of design, breadth, and various forms and styles of imagery in two dimensions.

**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:



Which principle of art is most prevalent in this drawing?

- \*A. Balance
- B. Emphasis
- C. Unity
- D. Variety

**Sample Performance Task:**

**Materials:**

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

**Setup:**

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

**Prompt:**

- Create a work of art depicting the idea of time passing.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student creates a work of art shows the theme of time passing.   |
| 1 point            | The student creates a work of art that shows another theme.  |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |



## **Benchmark: VA.912.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:**

When using an exacto knife, how should you prepare your work area?

- A. Wear safety gloves
- B. Wear safety goggles
- C. Size and cut your mats
- \*D. Cover the work surface

**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 scratch stylus, and a carving chisel could both lead to bad cuts if you do not follow safety procedures.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student lists two objects in an art room that could cause a bad cut, such as exacto knife, carving chisel, scissors, and scratch stylus.                                 |
| 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:**

What is it called if you copy another artist's work and try to pass it off as your own?

- A. Copy
- B. Duplication
- C. Flattery
- \*D. Forgery

## **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:**

In bookbinding, what tool would you use if you wanted to make a hole in a very heavy sheet of paper?

- \*A. An awl
- B. A needle
- C. A putty knife
- D. A pair of scissors

**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 do you end up with when you mix two secondary colors together?

- A. A tint
- B. A shade
- C. A complementary color
- \*D. A neutral gray or brown

**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:**

When you are drawing something that is three dimensional, which action would help add depth?

- A. Adding color
- \*B. Creating shadows
- C. Drawing heavy lines
- D. Folding the image

## **Benchmark: VA.912.O.1.1**

**Big Idea:** Organizational Structure

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

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

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

**Performance Level Descriptor:** To demonstrate proficiency, students will develop a complex and coherent work of art using a specific structural element or organizational principle of design.

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

**Content Limits:** Content includes, but is not limited to, line, shape, color, texture, balance, contrast, directional movement, and rhythm.

**Recommended DOK Level:** Moderate/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.

**Sample Multiple-Choice Item:**

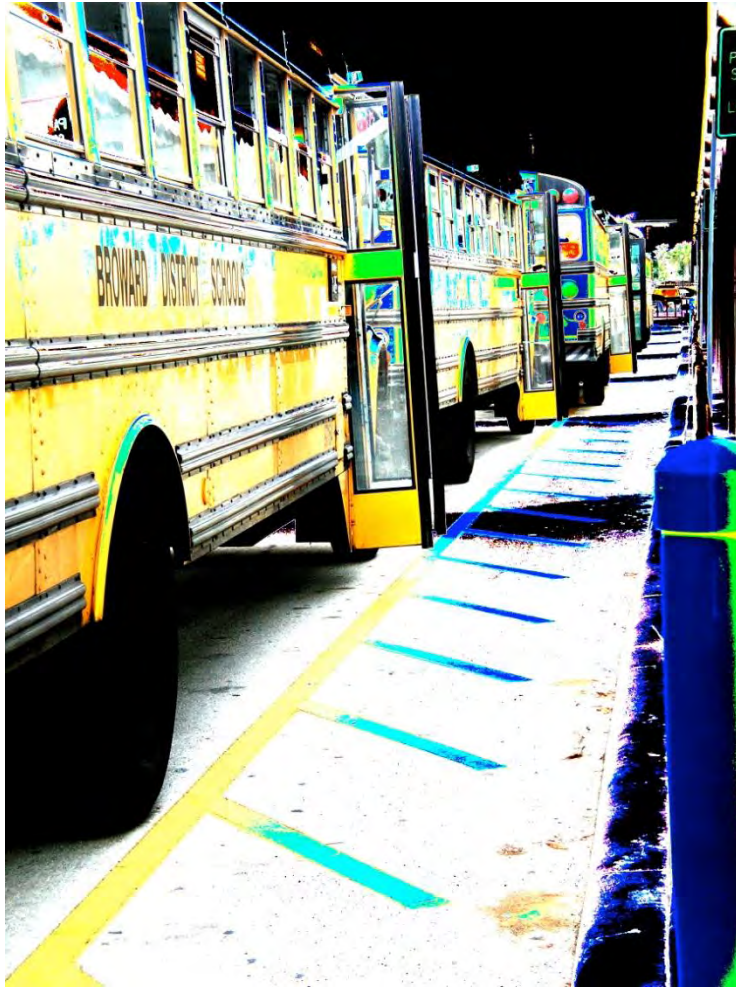


Which element of art creates unity within this artwork?

- \*A. Color
- B. Line
- C. Shape
- D. Space



**Sample Constructed-Response Item:**



**Prompt:**

Identify the focal point in this photograph and explain why it attracts the eye.

**Exemplar Response:**

The focal point in this photo is the first set of open doors on the first bus. This is the focal point because the viewer's eyes are drawn to it from the brightly colored lines and because it is in the center of the image.

| Item Rubric |  |
|-------------|--|
| 2 points    | The student identifies the focal point in the photo and explains why it is the focus of the image.   |
| 1 point     | The student identifies the focal point in the photo but does not explain why it is the focal point   |
| 0 points    | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don't know.” |

## **Benchmark: VA.912.O.2.2**

**Big Idea:** Organizational Structure

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

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

**Clarification:** 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 Performance Task:**

**Materials:**

- Sheet of paper, a pencil, and colored pencils

**Setup:**

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

**Prompt:**

- Sketch two different, small designs for a concert poster for your favorite band or musician.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student sketches two designs for the same band or musician that are distinctly different.  |
| 1 point            | The student sketches one design and fails to complete one.<br>OR<br>The student sketches two designs, each for a different musician or band. |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.               |

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

**Big Idea:** Organizational Structure

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

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

**Clarification:** 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:** Moderate/High

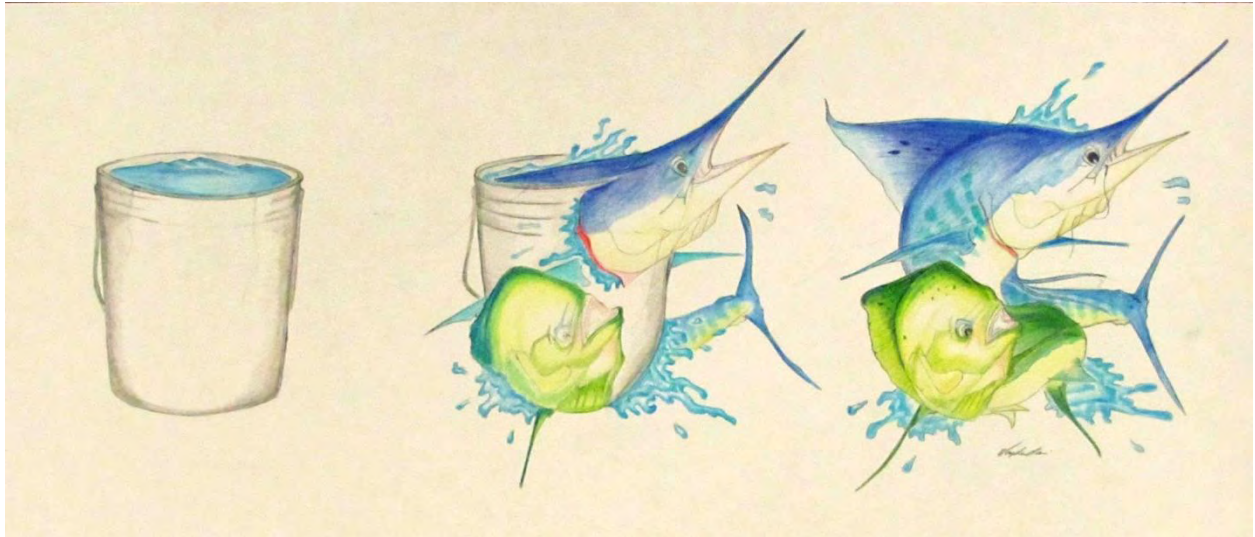
**Item Types:**

- 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.

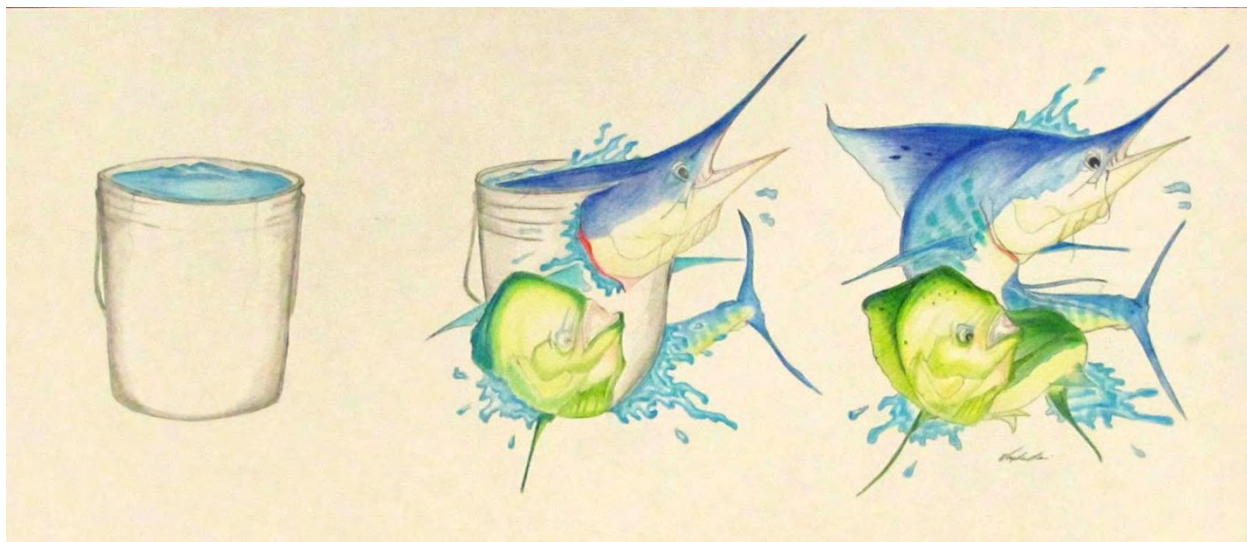
**Sample Multiple-Choice Item:**



How does the artist show the transformation that happens in this drawing?

- A. By focusing on the pail of water
- B. By using things that people could recognize
- C. By emphasizing the water through the use of color
- \*D. By setting the change up in a progression from left to right

**Sample Constructed-Response Item:**



**Prompt:**

Explain what the images presented in this drawing suggest and how the artist connects the subject matter in this drawing.

**Exemplar Response:**

The images seem to suggest that water can produce fish or life. The subject matter is connected through color and the fact that it is water and things that live in water are coming out of the pail.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student explains what the images suggest and how the artist connects the subject matter.   |
| 1 point            | The student explains the images.<br>OR<br>The student explains how the artist connects the subject matter.   |
| 0 points           | The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.” |

**Sample Performance Task:**

**Materials:**

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

**Setup:**

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

**Prompt:**

- Create a work of art using symbols that shows your personal outlook on a current event and explain how the symbols connect to your outlook.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student draws a picture that uses symbols and explains how those symbols connect to his or her outlook.  |
| 1 point            | The student draws a picture that does not use symbols and explains how this reflects his or her outlook.<br>OR<br>The student draws a picture that uses symbols but does not explain how this reflects his or her outlook. |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.   |



## **Benchmark: VA.912.H.1.2**

**Big Idea:** Historical and Global Connections

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

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

**Clarification:** Understand and follow guidelines for viewing art in a public space.

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

**Content Focus:** Audience etiquette

**Content Limits:** Content includes widely varied art venues and socially accepted norms.

**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 one action that would be frowned upon in a public art museum?

- A. Sketching a statue
- B. Looking at a painting
- \*C. Talking loudly on a cell phone
- D. Drinking from a water fountain



## **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 Multiple-Choice Item:**

How has the introduction of photo editing software positively impacted the creation of artwork?

- A. Reduced the time it takes to develop film
- \*B. Increased artists' ability to manipulate images
- C. Created a reason for more education for artists
- D. Aided artists with conceptual framework for pieces

**Sample Constructed-Response Item:**



**Prompt:**

What is one technique the artist has done to this work of art with the aid of a computer program? Explain how or why this action would have been more challenging without access to that software.

**Exemplar Response:**

Created layers within the image. Without editing software, the artist would have had to draw all of this by hand and it would have taken many steps.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student lists one technique the artist did using software and explains how this makes the process easier.  |
| 1 point            | The student lists one technique that was done using software but does not explain.<br>OR<br>The student explains what made the process easier without naming what was done to the 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.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:**



What makes this painting by Georges Seurat important?

- A. The color use
- B. The perspective
- C. The subject matter
- \*D. The painting method

**Sample Constructed Response:**

**Prompt:**

Why is Jackson Pollock a significant figure in Modern art? Explain what impact his work has had on Modern art.

**Exemplar Response:**

He came up with a new way to paint. His painting style created a way to capture movement and gesture in a way that hadn't been done before.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student explains why Pollock is a significant figure and explains the impact his work had on Modern art.   |
| 1 point            | The student explains why Pollock is a significant figure.<br>OR<br>The student explains the impact his work had but does not do both of these things.                        |
| 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.2.1**

**Big Idea:** Historical and Global Connections

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

**Benchmark:** VA.912.H.2.1 Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

**Clarification:** Analyze and evaluate how technology has influenced art throughout history.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how technological advancements impacted art and how this connects with transitions in media, technique, and subject matter.

**Content Focus:** Art advancements and the effect of technology on art throughout history

**Content Limits:** Content includes, but is not limited to, transitional periods in art history (Renaissance to Baroque; Impressionism to Post-Impressionism, etc.) and advancements in technology (introduction of the camera, digital imagery, etc.).

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

How did the invention of the camera impact painting?

- A. It gave artists more time to work on landscape paintings.
- \*B. It freed artists to create works that were less realistic.
- C. It allowed painters to focus more on portraiture.
- D. It created another medium for painters to use.

## **Benchmark: VA.912.H.3.2**

**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.3.2 Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.

**Clarification:** Use artistic skill set to solve issues outside of the art classroom.

**Performance Level Descriptor:** To demonstrate proficiency, students will implement their artistic skill set to develop creative solutions to real-life issues.

**Content Focus:** Applying artistic thinking to the real world

**Content Limits:** Content includes, but is not limited to, issues facing students in the real world (i.e., facts, ideas, solutions, brainstorming, field testing).

**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 Multiple-Choice Item:**

What is one way art skills can aid you in an English class?

- A. Visualizing characters
- \*B. Designing a presentation
- C. Practicing a speech in a group
- D. Creating an outline for an essay



## **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, a pencil, and colored pencils, and the following image:



**Setup:**

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

**Prompt:**

- Using the image provided, change, distort, or abstract it to create something new.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student changes, distorts or abstracts the original image while keeping the original image recognizable.                   |
| 1 point            | The student changes, distorts or abstracts, but the original image is not recognizable.  |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task. |

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

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

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

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

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

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

**Content Focus:** Career opportunities

**Content Limits:** Content includes careers in two-dimensional art (e.g., graphic design, illustration, photography).

**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:**

When applying for a job as a graphic designer, which of the following is the most important things to present to a potential employer?

- \*A. An artist portfolio
- B. Interest in the field
- C. Your work philosophy
- D. A list of personal references

**Sample Constructed-Response Item:**

**Prompt:**

Read the following job posting:

Wanted: Book cover designer with at least 2 years of experience in the field of design. Education and a good portfolio will stand in for one year of experience. Must be proficient with current editing and design software, possess impeccable writing and communication skills and be a motivated self-starter who can also work well in a team environment.

If you were to apply for this position what are two skills outside of good artistic ability that you would need to possess? Why would a potential employer require these skills?

**Exemplar Response:**

Being able to work in a group, and being able to communicate well. Because a lot of jobs require that you write or communicate with others and it seems like there would be a creative team in place at this position.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student lists two skills and explains why they would be necessary.   |
| 1 point            | The student lists only one skill and explains it.<br>OR<br>The student lists two skills and fails to explain them.   |
| 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.3.4**

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

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

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

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

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

**Content Focus:** 21st-century skills

**Content Limits:** Content includes the skill-set associated with the 21st century (e.g., punctuality, reliability, diligence, positive work ethic) and problems involving multitasking and following directions.

**Recommended DOK Level:** Moderate/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.

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencils, and colored pencils

**Setup:**

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

**Prompt:**

- Create a drawing that is focused on your family heritage. When you have completed the work, write a short explanation of the piece.

| <b>Item Rubric</b> |  |
|--------------------|--|
| 2 points           | The student creates a drawing of their family heritage and writes a short explanation of the piece.  |
| 1 point            | The student creates a drawing of their family heritage, but does not write an explanation.<br>OR<br>The student writes an explanation, but does not complete a drawing of their family heritage. |
| 0 points           | The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.   |

**Standard: LAFS.910.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.