Florida Hard-to-Measure Content Areas

Visual Arts

Test Item Specifications

Portfolio Development Two-Dimensional Design Honors

Table of Contents

INTRODUCTION

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

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

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

Mission Statement

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

Origin and Purpose of the *Specifications*

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

Scope of This Document

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

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

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

Overall Considerations

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

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

- Each multiple-choice item should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item content.

- Constructed-response items, technology-enhanced items, and performance tasks may be written to reflect more than one benchmark.

- All items, regardless of the item format, should be grade-level appropriate in terms of cognitive demands and reading level.

- At a given grade, the items should exhibit a varied range of difficulty.

- The reading level of the items should be on or below the grade level of the students for whom they are intended. Items intended for kindergarten and first-grade students should contain pictures for the multiple-choice options and provide for teachers and/or test administrators explicit directions that explain how the item stem and options should be read aloud.

- Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

- Items should require students to apply skills previously taught in lower grades. Therefore, these skills will continue to be tested at higher grade levels.

- Some items may include an excerpt from stimulus material associated with several items in addition to the item stem.

- Items should provide clear, concise, and complete instructions to students.

- Each item should be written clearly and unambiguously to elicit the desired response.

REVIEW PROCEDURES FOR THE FLORIDA VISUAL ARTS ITEM BANK

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

Review of Graphics

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

Review of Test Items

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

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

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

Review for Potential Bias and Sensitivity Issues

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

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

UNIVERSAL DESIGN

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

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

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

- Reduction of wordiness

- Avoidance of ambiguity

- Selection of reader-friendly construction and terminology

- Consistently applied concept names and graphic conventions

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

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

CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

Types

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

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

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

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

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

Sources

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

Characteristics

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

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

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

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

Content

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

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

Modifications

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

Graphic Features

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

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

Diversity

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

Length of Video Clip

Video clips should be a maximum of 1 minute long. Because video clips will increase the testing time for an item, having students watch a 2- or 3-minute video clip to answer one multiple-choice question is not an effective use of testing time. In addition, younger students may become inattentive and thus miss the salient features of the clip. Therefore, video clips should last no longer than 1 minute for kindergarten, first-grade, and second-grade students.

EVIDENCE-CENTERED DESIGN

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

- Begin from a clear statement of the proficiencies to be measured.

- Identify the student responses that provide evidence of those proficiencies.

- Define the constructed-response items and/or performance tasks that require the types of student responses identified in step 2.

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

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

CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

Item Style and Format

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

General Guidelines

- Items should be clear and concise, using vocabulary and sentence structure appropriate for the assessed grade level.

- Items should be written in the active voice and **not** the passive voice (e.g., instead of *The picture was painted by the student*…, use *The student painted the picture*…).

- Items should **not** contain negative stems; therefore, stems should **not** include the words NOT, EXCEPT, or LEAST.

- Masculine pronouns should **not** be used to refer to both sexes. Plural forms should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he*…, use *The students will make changes so that they*…).

- As needed, item stems may be constructed using more than one sentence.

Multiple-Choice Items

Definition

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

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

Terminology

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

Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.

Stimulus

Stem

What political issue is this logo dealing with?

Option
A. Environmental protection
B. Freedom of speech ← **Key**
C. Immigration laws
D. Voting rights

Distractors

Criteria

- Multiple-choice items should take approximately 1 minute of testing time per item to answer.

- Multiple-choice items are worth 1 point each.

- Multiple-choice items should have three answer choices (grades K–2) or four answer choices (grades 3–12).

- Multiple-choice items should have only one correct answer.

- Multiple-choice items should have directed stems, not undirected stems (e.g., Which of the following statements is true?). That is, students should be able to answer the question without first looking at the answer choices.

- One-word answer choices should be arranged alphabetically and be balanced in the use of words beginning with a vowel or a consonant. Answer choices should be parallel in reference to parts of speech (i.e., options may all be the same part of speech or may all be different parts of speech). Answer choices of more than one word should be arranged by length: short to long or long to short, depending on the position of the correct answer.

- Answer keys should **not** be the only options to contain words or phrases used in the item stem.

- Answer keys should **not** be the only positively or negatively worded options.

- Distractors should relate to the context of the question. Distractors should be incorrect but plausible based on the topic of the question.

- Outliers should be avoided because they are answer choices that clue the student or draw the student's attention away from the other answer choices. Outliers often contain grammatical clues and may involve answer choices that are longer or more specific than other answer choices. A common type of outlier occurs when a date or a proper noun appears in only one of the options, or not in one of the options and in all the other options, in which case the option without the date or noun is the outlier.

- Answer choices that are the opposite of correct answer choices should **not** be used as distractors.

- Answer choices should **not** include *No change needed, Correct as is, None of the above, All of the above*, etc.

- Answer choices such as *Not enough information* or *Cannot be determined* should **not** be used.

Constructed-Response Items

Definition

Constructed-response items require students to provide an oral or written response. These questions typically ask students to describe, discuss, explain, or critique a work of art, the procedures used, or the choice of media. Constructed-response items have multiple ways in which students can respond correctly. These items can be worth 2 or 4 points depending on the complexity required for a complete response.

Constructed-response items can assess one or more benchmarks and can range from low to high complexity. A constructed-response item takes approximately 3 to 7 minutes of testing time to answer, and each item is worth 2 or 4 score points.

Terminology

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

Prompt: The written statement of the question the student must answer

Rubric: A description of how to score the student's response

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

Score Point Descriptors: The student response that is required for each score point

The following item sample illustrates the appropriate format for a short constructed-response item for grades K–12.

Prompt:

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

Item Rubric	
Score Points	**Score Point Descriptors**
2 points	The student lists two objects in an art room that could cause a bad cut. Examples: paper cutter, carving chisel, scissors, razor blade, lacing tool, boxcutter
1 point	The student lists one thing in an art room that could cause a bad cut.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written ─don't know."

Short Constructed-Response Item

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

Prompt:

Describe two choices the artist made during the creation of this work of art to create depth.

Item Rubric	
Score Points	**Score Point Descriptors**
2 points	The student describes two choices the artist made during the creation of this artwork to create depth: Choices include: • Using different colors for the cliffs in the foreground and background • Increasing/decreasing the value from the foreground and background • Adding small objects (boats) • Creating a source of light that shines on the background
1 point	The student describes one choice the artist made during the creation of this artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

Criteria

- SCR items take approximately 3 minutes of testing time to answer and require a phrase or a sentence as a response. They are worth 2 points each.

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

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

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

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

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

- SCR items with two parts should **not** include score point dependencies, that is, achieving points on the second part of the item should not depend on a correct response to the first part of the item.

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

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

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

- SCR items must be accompanied by a rubric or scoring guideline that lists the anticipated responses and the point value for each of the responses.

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

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

- SCR item rubrics should contain unambiguous response exemplars.

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

Performance Tasks

Definition

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

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

Terminology

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

Materials: The materials that must be provided for the student

Setup: The setup for the presentation of the task

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

Rubric: The scoring guidelines for a student's response

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

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

Materials:

- A computer with Internet access, a sheet of paper, and pencils

Set Up:

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

Prompt:

- Say: ~~Use~~ the computer to search for a museum collection of sculptures. Create thumbnail sketches of multiple structures that would be inspired by the whole exhibit. Choose the desired media and technique that would best present one thumbnail."

Item Rubric	
Score Points	**Score Point Descriptors**
2 points	The student chooses an exhibit and creates thumbnails that are inspired by the exhibit, along with desired media and techniques.
1 point	The student chooses an exhibit, but the described composition does not have the thumbnails or the desired media and techniques inspired by the exhibit. OR The student chooses an exhibit, but the thumbnails are incomplete or lack desired media and techniques.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

Criteria

- Performance tasks should take no more than 15 minutes of testing time to answer and require the production of a work of art. They are worth from 1 to 4 points each.

- Performance tasks should permit multiple solutions to the task presented in the prompt.

- Performance tasks should refer to and use materials, tools, and techniques that are appropriate classroom activities for students.

- Performance tasks must be accompanied by a rubric or scoring guideline that lists descriptions of anticipated responses and the point value for each of the responses.

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

- Performance tasks should adhere to all the general guidelines and the constructed-response guidelines listed above.

Scope of Items

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

COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

Cognitive Complexity

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

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

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

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

---

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

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

Low Complexity

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

Below is an example of a low-complexity item.

What culture is represented in this piece of artwork?

A.   Asian

B.   African

*C.   European

D.   Caribbean

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 kind of tool was used to create this piece of artwork?

A.   Paint

B.   Chalk

C.   Charcoal

*D   Software

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.

Which statement describes how this artwork references literature?

A.   This artwork is a page from a website.

B.   This artwork is a page from a magazine.

C.   This artwork is a scene from an animation.

*D.   This artwork is an illustration from a graphic novel.

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

Examples of Florida's Visual Arts Items Across Cognitive Complexity Levels		
Low Complexity	**Moderate Complexity**	**High Complexity**
Why is clean water necessary when working with water colors? What should you do with your wet artwork and supplies at the end of the period? Which resources would provide information about the subject of architecture? Which group of people work together to create a public sculpture?	Which device do you use to create a graphic design? Draw a picture that shows two people showing emotion based on a situation. Which object could burn you in the art room? What is it called if you copy another artist's work and try to pass it off as your own?	Which statement explains why charcoal is often chosen to create drawings with a dark mood? An artist is presenting her portfolio to a company that needs a logo. Which should she include in her portfolio? Create four different thumbnails that have variations on a theme. Create artwork that shows your feelings about your country. Explain why you used the techniques and colors you chose.

GUIDELINES FOR ITEM WRITERS

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

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

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

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

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

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

GUIDE TO THE GRADE LEVEL SPECIFICATIONS

Benchmark Classification System

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

- The two letters in the *first position* of the code identify the **Subject Area** (e.g., VA for Visual Arts).

- The number in the *second position* (first number) represents the **Grade Level**.

- The letter in the *third position* represents the **Big Idea**, or category of knowledge, to which the benchmark belongs. In Visual Arts, the Florida Visual Arts Item Bank includes five categories for the Big Idea.
    - Big Idea 1: Critical Thinking and Reflection
    - Big Idea 2: Skills, Techniques, and Processes
    - Big Idea 3: Organizational Structure
    - Big Idea 4: Historic and Global Connections
    - Big Idea 5: Innovation, Technology, and the Future

- The number in the *fourth position* of the code represents the **Enduring Understanding** for the benchmark.

- The number in the *fifth position* shows the specific **Benchmark** that falls under the specified Big Idea and within the Enduring Understanding.

VA.912.H.1.1

Subject Area

Visual Arts

Grade

9-12

Big Idea

Historic and Global Connections

Enduring Understanding

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

Benchmark

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Visual Arts	
Grade 9-12	
Big Idea 4	Historic 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 1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Definitions of Benchmark Specifications

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

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

Elements of Art and Principles of Design

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

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

Elements of art:

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

Principles of design:

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

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

- Contrast
- Repetition
- Figure/ground

Benchmark: VA.912.C.1.1

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Create a piece of artwork integrating the students' interests to demonstrate self-expression and meaning.

Performance Level Descriptor: To demonstrate proficiency, students will create a piece of art that demonstrates meaning based on emotion.

Content Focus: Express meaning based on emotion.

Content Limits: Content includes, but is not limited to, content in drawings, paintings, printmaking, mixed media, photography, and media.

Recommended DOK Level: Moderate

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheets of paper, pencils, crayons, markers, or colored pencils

Setup:

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

Prompt:

- Draw a picture that shows two people showing emotion based on a situation.

Item Rubric	
2 points	The student draws a picture of two people and they have expressions on their faces based on a situation.
1 point	The student draws two people, but they both do not share expressions.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.1.8

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.1.8 Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

Clarification: Identify or explain why choices were made throughout the creative process and how these choices aided the development of meaning and intention in an artwork.

Performance Level Descriptor: To demonstrate proficiency, students will identify or explain how choices during the procedure contributed to the development of meaning and intention in an artwork.

Content Focus: Art process

Content Limits: Students must be able to understand how choices (i.e. materials, tools, and techniques) affect artistic intention.

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 statement explains why charcoal is often chosen to create drawings with a dark mood?

A.   Charcoal is easily modified to correct mistakes.

B.   Charcoal can be used to make many line types.

C.   Charcoal is messy, so it is difficult to keep atwork clean.

*D.   Charcoal can quickly create a range from light to dark in value.

Sample Constructed-Response Item:

Prompt:

Describe two choices the artist made during the creation of this work of art to create depth.

Exemplar Response:

The artist created a foreground and background by creating a source of light that only shines on the cliff in the background. The artist also made a gradient that decreases in clarity and value as space moves back.

Item Rubric	
2 points	The student describes two choices the artist made during the creation of this artwork to create depth: Choices include: - Using different colors for the cliffs in the foreground and background - Increasing/decreasing value from the foreground and background - Adding small objects (boats) - Creating a source of light that shines on the background
1 point	The student describes one choice the artist made during the creation of this artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written ⊥don't know."

Benchmark: VA.912.C.2.5

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.2.5 Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.

Clarification: Develop criteria or select artworks based on chosen criteria to assemble a portfolio and defends the aesthetic decisions.

Performance Level Descriptor: To demonstrate proficiency, students will develop criteria or select artworks based on a chosen criteria to assemble a portfolio for a specific audience and defend the aesthetic decisions.

Content Focus: Portfolio selection

Content Limits: Students must be provided a scenario for developing criteria, or they must be given criteria to assemble a portfolio.

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:

An artist is presenting her portfolio to a company that needs a logo. Which should she include in her portfolio?

A.   Works that are copied work

B.   Works that have the same pallette

C.   Works that show her favorite medium

*D.   Works that reflect her growth as an artist

Sample Constructed Response Item:

Prompt:

An artist wants to be selected to paint a mural for a community. He or she selects the following pictures to present to the community in his portfolio. Provide two reasons why he or she made good selections.

Exemplar Response:

The artist made good selections because he or she shows a variety of styles he or she works in. In one there is little space with a lot of overlapping. In the other piece it's more subdued and there is a lot of space.

Item Rubric	
2 points	The student gives two reasons for the aesthetic choices in selection of painting as representing potential work for the community. Reasons include: • The top painting uses bright colors. • An explanation of how the painting could relate to the community. • The bottom painting is more abstract. • They show different styles of the artist's work.
1 point	The student provides one reason why one of the selections picked is a good choice.
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.2.6

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.2.6 Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.

Clarification: Understand the development of work in a series.

Performance Level Descriptor: To demonstrate proficiency, students will develop a plan for a body of work or series.

Content Focus: Art concept development

Content Limits: Students are not expected to complete a work of art, but rather to understand that planning and development are an important part of the process.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper and a pencil

Setup:

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

Prompt:

- Say: "Create a mind map for a composition based on the word 'Surrealism.' "

Item Rubric	
2 points	The student creates a mind map with "Surrealism" in the center and related concepts branching out from the center.
1 point	The student creates a mind map, but it does not have "Surrealism" at the center. OR The student creates a mind map with "Surrealism" in the center, but the branching concepts are unrelated.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.3.3

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Identify or describe the social, historical, literary, and/or other references in artworks.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe the social, historical, literary, and/or other references in artworks.

Content Focus: References in artworks

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which statement describes how this artwork references literature?

A.   This artwork is a page from a website.

B.   This artwork is a page from a magazine.

C.   This artwork is a scene from an animation.

*D.   This artwork is an illustration from a graphic novel.

Benchmark: VA.912.S.1.8

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.1.8 Use technology to simulate art-making processes and techniques.

Clarification: Use or identify the appropriate tools or technology to achieve the intended technique or goal.

Performance Level Descriptor: To demonstrate proficiency, students will identify or use the tool or technology that is appropriate for achieving the intended technique or goal.

Content Focus: Art technology

Content Limits: Content includes, but is not limited to, drawing subtleties and watercolor painting techniques.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What kind of tool was used to create this piece of artwork?

A.   Paint

B.   Chalk

C.   Charcoal

*D   Software

Benchmark: VA.912.S.2.4

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Develop concepts and select media inspired by information resources by using a sketchbook or journal.

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

Content Focus: Using information resources

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

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A computer with Internet access, a sheet of paper, and pencils

Setup:

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

Prompt:

- Say: ~~U~~se the computer to search for a museum collection of sculptures. Create thumbnail sketches of multiple structures that would be inspired by the whole exhibit. Choose the desired media and technique that would best present one thumbnail."

Item Rubric	
2 points	The student chooses an exhibit and creates thumbnails that are inspired by the exhibit, along with desired media and techniques.
1 point	The student chooses an exhibit, but the described composition does not have the thumbnails or the desired media and techniques inspired by the exhibit. OR The student chooses an exhibit, but the thumbnails are incomplete or lack desired media and techniques.
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: 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 describe safety procedures when dealing with hazardous chemicals or equipment in the art room.

Content Focus: Safety procedures

Content Limits: Content includes, but is not limited to, electric drill, carving and cutting tools, paper cutter, kiln, Material Safety Data Sheets (MSDS) labels, glazes, chemicals, and etching solutions.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which object could burn you in the art room?

*A.   Kiln

B.   Sander

C.   Electric drill

D.   Potter's wheel

Sample Constructed-Response Item:

Prompt:

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

Exemplar Response:

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

Item Rubric	
2 points	The student lists two objects in an art room that could cause a bad cut. Examples: paper cutter, carving chisel, scissors, razor blade, lacing tool, boxcutter
1 point	The student lists one thing in an art room that could cause a bad cut.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written ⊣don't know."

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: Develop 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: Personal responsibility

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

Recommended DOK Level: Moderate

Item Types:

- 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.   Forgery

*C.   Plagiarism

D.   Duplication

Benchmark: VA.912.S.3.5

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.3.5 Create multiple works that demonstrate thorough exploration of subject matter and themes.

Clarification: Create and describe two or more artworks that develop a theme and subject – series.

Performance Level Descriptor: To demonstrate proficiency, students will create artworks that develop a theme and explore subject matter.

Content Focus: Themes in art

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, mixed media, traditional photography, digital photography, as applied to two-dimensional works of art.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper, pencils, and an eraser

Setup:

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

Prompt:

- Say: ―Create four different thumbnails that have variations on a theme."

Item Rubric	
2 points	The student creates thumbnails that show four variations on a consistent theme.
1 point	The student creates four different thumbnails, but only one to three have a consistent 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.3.6

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.3.6 Develop works with prominent personal vision revealed through mastery of art tasks and tools.

Clarification: Create a work of art that shows a personal vision using mastery of art tasks and tools.

Performance Level Descriptor: To demonstrate proficiency, students will create a piece of artwork showing their personal vision revealed through a mastery of art tasks and tools.

Content Focus: Art with personal vision

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, mixed media, and traditional photography.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper or canvas, various pencils, colored pencils, soft pastels, oil pastels, chalk and conté crayon, charcoal, and marker set

Setup:

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

Prompt:

- Say: "Create artwork that shows your feelings about your country. Explain why you used the techniques and colors you chose."

Item Rubric	
2 points	The student created artwork having to do with his or her country AND explained the techniques he or she used.
1 point	The student created artwork having to do with his or her country OR explained the techniques he or she used.
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.3.7

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 and care for classroom tools and equipment.

Performance Level Descriptor: To demonstrate proficiency, students will describe skills needed to master and refine their art techniques.

Content Focus: Improving art skills

Content Limits: Content includes, but is not limited to tools, such as; various pencils, colored pencils, soft pastels, oil pastels, chalk and conté crayon, charcoal, silverpoint, scratchboard, pen and ink, brush and ink, tracing paper, acetate, matte drafting film and light boxes, grids, tracing frames, and digital projectors.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Why is clean water necessary when working with water colors?

A.   It muddies your colors

B.   It gives you the color white

C.   It makes your paint opaque

*D.   It makes colors more transparent

Benchmark: VA.912.S.3.11

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Explain or describe the process of storing and maintaining equipment and materials in the art studio.

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

Content Focus: Storage of art materials

Content Limits: Content includes, but is not limited to, paint, paper cutters, and chemicals used in art.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What should you do with your wet artwork and supplies at the end of the period?

*A.   Put it on the drying rack

B.   Leave everything on the table

C.   Put it in your neighbor's portfolio

D.   Ask the teacher to hold your work

Benchmark: VA.912.O.1.3

Big Idea: Organizational Structure

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

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

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

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

Content Focus: Art technique and processes

Content Limits: Students must be provided with an artist or artwork to observe or analyze technique before creating an artwork.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- The following image, sheets of paper, colored pencils, crayons, or markers

Setup:

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

Prompt:

- Say: "This is a self-portrait created using monochromatic colors. Draw a self-portrait using the monochromatic color scheme."

Item Rubric	
2 points	The student draws a self-portrait using the monochromatic color scheme.
1 point	The student draws a self-portrait but does not use the monochromatic color scheme. OR The student uses the monochromatic color scheme but does not draw a self-portrait.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.O.2.3

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.2.3 Investigate an idea in a coherent and focused manner to provide context in the visual arts.

Clarification: Identify the sources of information that would provide context for a work of art.

Performance Level Descriptor: To demonstrate proficiency, students will identify the source of information or research that would help others understand the context for a work of art.

Content Focus: Context in visual arts

Content Limits: Contexts for art should include subjects at or below the grade level.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which resources would provide information about the subject of architecture?

A.   Map

*B.   Website

C.   Almanac

D.   Newspaper

Benchmark: VA.912.O.2.4

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.2.4 Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

Clarification: Create a work of art with a particular style, theme, concept, or personal opinion for an audience.

Performance Level Descriptor: To demonstrate proficiency, students will create a work of art for a particular audience with a particular style, theme, concept, or personal opinion.

Content Focus: Creating for an audience

Content Limits: Students must be directed toward creating for a particular audience that might affect the creation of the artwork.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance-Task:

Materials:

- A sheet of paper and/or canvas, colored pencils, an eraser, and chalk, crayons, or oil pastels

Setup:

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

Prompt:

- Say: ―Use your materials to create a composition that represents the word: ‗broken‗.‖

Item Rubric	
2 points	The student creates a composition that represents the word: ―broken.‖
1 point	The student creates a composition, but it is unrelated to the word: ―broken.‖
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.3.2

Big Idea: Organizational Structure

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

Benchmark: VA.912.O.3.2 Create a series of artworks to inform viewers about personal opinions and/or current issues.

Clarification: Create a work of art that expresses personal opinions and/or current issues.

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

Content Focus: Art expression

Content Limits: Students must be provided with a subject to express a personal opinion or a current issue that is relevant to the student or community.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper and/or canvas, a set of watercolor pencils, and a paintbrush

Setup:

- Each student has his or her own materials and workspace, as well as a cup for water and paper towels for cleanup.

Prompt:

- Say: "Create a three or four panel storyboard that expresses a personal opinion about a high school issue and explain why it is important to you."

Item Rubric	
2 points	The student creates a storyboard and expresses his or her personal opinion about a high school issue and explains why it is important to him or her.
1 point	The student creates a storyboard and expresses a personal opinion not related to high school. OR The student creates a storyboard or expresses a personal opinion.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.H.1.1

Big Idea: Historical and Global Connections

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

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

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

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

Content Focus: The impact of social, ecological, economic, religious, and/or political issues in works of art

Content Limits: Social, ecological, economic, religious, and/or political issues should be familiar to students at or below the grade level.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What political issue is this logo dealing with?

A.   Environmental protection

*B.   Freedom of speech

C.   Immigration laws

D.   Voting rights

Benchmark: VA.912.H.1.4

Big Idea: Historical and Global Connections

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

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

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

Performance Level Descriptor: To demonstrate proficiency, students will describe and explain cross-cultural connections among different works of art.

Content Focus: Global art

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

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

DRESS OF ANCIENT PERIOD (see description following)

What culture is represented in this piece of artwork?

A.   Asian

B.   African

*C.   European

D.   Caribbean

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: Solve everyday issues using art skills.

Performance Level Descriptor: To demonstrate proficiency, students will solve an everyday, real-life issue by using art-related, problem-solving skills.

Content Focus: Problem solving

Content Limits: Content includes, but is not limited to, facts, ideas, solutions, brainstorming, and field testing.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which activity involves artistic decision making?

A.   Walking the dog

B.   Cleaning your room

C.   Weeding the garden

*D.   Selecting furniture for your home

Benchmark: VA.912.F.1.2

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Create works of art with individual style by using established techniques or variations of established techniques.

Performance Level Descriptor: To demonstrate proficiency, students will create a work of art by using an established technique or by manipulating a technique.

Content Focus: Art technique

Content Limits: Limit artworks to three-dimensional objects relevant to the course.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A piece of clay and pieces of dried clay, a piece of paper, scissors, tape, colored markers, glass, tile, or other material that could be used to create a mosaic

Setup:

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

Prompt:

- Say: ―Create a three-dimensional form. Decorate it with a two-dimensional design."

Item Rubric	
2 points	The student creates a work of art in the three-dimensional form and decorates with a two-dimensional design by using techniques for both pottery and mosaics.
1 point	The student creates a work of art in the three-dimensional form with no decorations.
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.2.4

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.2.4 Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.

Clarification: Describe ideas in which artwork can influence consumer beliefs and behaviors.

Performance Level Descriptor: To demonstrate proficiency, students will describe ways in which art influences consumer beliefs and behaviors

Content Focus: How art affects consumer beliefs and behaviors

Content Limits: Content includes, but is not limited to, drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

How does this piece of art influence a consumer's belief or behavior?

*A.   Makes people want to conserve energy

B.   Shows people that art can use different mediums

C.   Shows people that energy is important to our society

D.   Makes people want to buy art about types of electrical power

Benchmark: VA.912.F.2.5

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.2.5 Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.

Clarification: Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for a specified art-related position or exhibition.

Performance Level Descriptor: To demonstrate proficiency, students will create a personal artist statement, résumé, presentation, or digital portfolio to interview for job dealing with art.

Content Focus: Interviewing for art-related positions or exhibition

Content Limits: The art-related position or exhibition must be specified for the students to direct their answers to the audience.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:

Imagine that you are applying for a summer position as a photographer for your community newspaper. List at least two documents you would give the employer during the interview to reference your qualifications. Explain why your documents demonstrate a reason to be hired. Then, explain why you would be the best person for the position.

Exemplar Response:

My photographs show a range of styles. I have some impressionist style and abstract works. I would be the best person for the position because I know a lot about art history.

Item Rubric	
2 points	The student explains why his or her artwork demonstrates an understanding of the different styles of art and explains why he or she would be the best person for the position. The student lists at least two of the following, which include, but are not limited to: • Resume • Portfolio • Artist statement • Digital portfolio • Business card
1 point	The student explains why his or her artwork demonstrates an understanding of the different styles of art, but the student lists one of the above documents and does not explain why he or she would be the best person for the position. OR The student explains why he or she would be the best person for the position and the student lists one of the above documents, but does not explain why his or her artwork demonstrates an understanding of the different styles of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written ⊣don't know."

Benchmark: VA.912.F.3.6

Big Idea: Innovation, Technology, and the Future

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

Benchmark: VA.912.F.3.6 Identify ethical ways to use appropriation in personal works of art.

Clarification: Identify the ethical appropriation to use in works of art.

Performance Level Descriptor: To demonstrate proficiency, students will identify the correct or ethical use of appropriation in works of art.

Content Focus: Ethical appropriation

Content Limits: Content includes the use of appropriation to avoid copyright issues.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

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

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

A. Etching one of Warhol's works onto a thrown vase

B. Sculpting a three-dimensional versions of a soup can out of clay

C. Creating a lithograph of a Warhol work directly onto a series of tiles

*D. Repeating a slightly altered image of an everyday object onto a series of tiles

Benchmark: VA.912.F.3.7

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.3.7 Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

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

Benchmark: VA.912.F.3.9

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.3.9 Identify and apply collaborative procedures to coordinate a student or community art event.

Clarification: Identify how collaboration procedures should be used to coordinate an art event.

Performance Level Descriptor: To demonstrate proficiency, students will identify how individuals collaborate to coordinate an art event.

Content Focus: Collaboration for art events

Content Limits: Limit content to art events that occur in or around the school and community.

Recommended DOK Level: Low

Item Types:

- Multiple choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which group of people work together to create a public sculpture?

*A.   Welders, engineers, architects

B.   Architects, interior designers, and curators

C.   Journalists, jewelers, and graphic designers

D.   Textile designers, jewelers, and printmakers

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

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Create a design by applying elements and principles of composition.

Performance Level Descriptor: To demonstrate proficiency, students will create a design that applies a given rule of convention.

Content Focus: Applies elements and principles of composition.

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

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- A sheet of paper and a pencil.

Setup:

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

Prompt:

- Say: "Develop a design that uses an element to create a pattern."

Item Rubric	
2 points	The student creates a design that utilizes shapes to create a pattern.
1 point	The student creates a design that does not show a pattern.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.3.12

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.3.12 Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Clarification: Identify or describe digital equipment that can be used to record, create, present, and/or share accurate visual images with others.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe visual images that are created using digital equipment.

Content Focus: Digital equipment used in art

Content Limits: Content includes, but is not limited to, digital photography, new media, and computer-rendered graphics.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which device do you use to create a graphic design?

A.   Display easel

B.   Printing press

*C.   Computer software

D.   Photographic enlarger

Sample Constructed-Response Item:

Prompt:

Describe two ways to share digital images with other people.

Exemplar Response:

One way to share digital images is to give others the digital files that the images are stored on. Another way to share digital images is to email them to people.

Item Rubric	
2 points	The student describes two ways to share digital images with other people. Ways to share digital images may include, but are not limited to: - Sharing SD cards - Using flash/jump/USB drives - Burning images onto CDs - Emailing - Posting to a photo sharing website - Facebook - Texting
1 point	The student describes one way to share digital images with other people.
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."

Standard: LAFS.1112.SL.1.1

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

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

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

Standard: LAFS.1112.SL.1.1.d

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

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

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

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

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

Content Limits: Content may include but is not limited to ceramics, pottery, art knowledge in general, observations or point of view of an artwork, and art related text. Students determine what additional information is needed without being required to conduct research. Art-related content is limited to drawing, painting, print-making, mixed media, photography—digital and traditional, and new media per state course description.

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Standard: LAFS.1112.W.2.5

Strand: Writing Standards

Cluster: 2. Production and Distribution of Writing

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

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

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

Content Focus: Analyzing art and related texts

Content Limits: Artworks and text may include but are not limited to ceramics, pottery, art criticism, observations, artist statements, and titles. Art-related content is limited to drawing, painting, print-making, mixed media, photography—digital and traditional, and new media per state course description.

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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