

Florida Hard-to-Measure Content Areas

Visual Arts

Test Item Specifications

Portfolio Development Drawing Honors



Florida Department of Education

www.fldoe.org

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

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INTRODUCTION

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

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

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

Mission Statement

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

Origin and Purpose of the *Specifications*

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

Scope of This Document

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

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

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

Overall Considerations

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

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

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

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

REVIEW PROCEDURES FOR THE FLORIDA VISUAL ARTS ITEM BANK

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

Review of Graphics

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

Review of Test Items

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

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

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

Review for Potential Bias and Sensitivity Issues

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

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

UNIVERSAL DESIGN

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

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

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

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

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

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

CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

Types

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

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

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

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

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

Sources

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

Characteristics

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

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

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

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

Content

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

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

Modifications

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

Graphic Features

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

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

Diversity

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

Length of Video Clip

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

EVIDENCE-CENTERED DESIGN

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

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

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

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

CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

Item Style and Format

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

General Guidelines

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

Multiple-Choice Items

Definition

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

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

Terminology

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

Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.

Stimulus



Stem

What statement describes how this artwork might be used in literature?

Option

- 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 for a graphic novel.

Distractors

Key

Criteria

- Multiple-choice items should take approximately 1 minute of testing time per item to answer.
- Multiple-choice items are worth 1 point each.
- Multiple-choice items should have three answer choices (grades K–2) or four answer choices (grades 3–12).
- Multiple-choice items should have only one correct answer.
- Multiple-choice items should have directed stems, not undirected stems (e.g., Which of the following statements is true?). That is, students should be able to answer the question without first looking at the answer choices.
- One-word answer choices should be arranged alphabetically and be balanced in the use of words beginning with a vowel or a consonant. Answer choices should be parallel in reference to parts of speech (i.e., options may all be the same part of speech or may all be different parts of speech). Answer choices of more than one word should be arranged by length: short to long or long to short, depending on the position of the correct answer.
- Answer keys should **not** be the only options to contain words or phrases used in the item stem.
- Answer keys should **not** be the only positively or negatively worded options.
- Distractors should relate to the context of the question. Distractors should be incorrect but plausible based on the topic of the question.
- Outliers should be avoided because they are answer choices that clue the student or draw the student’s attention away from the other answer choices. Outliers often contain grammatical clues and may involve answer choices that are longer or more specific than other answer choices. A common type of outlier occurs when a date or a proper noun appears in only one of the options, or not in one of the options and in all the other options, in which case the option without the date or noun is the outlier.
- Answer choices that are the opposite of correct answer choices should **not** be used as distractors.
- Answer choices should **not** include *No change needed*, *Correct as is*, *None of the above*, *All of the above*, etc.
- Answer choices such as *Not enough information* or *Cannot be determined* should **not** be used.

Constructed-Response Items

Definition

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

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

Terminology

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

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

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

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

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

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

Prompt:

Describe how water-soluble color pencils are used to create a “watercolor” look.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student uses water-soluble color pencils to create a “watercolor” look. Methods may include, but are not limited to: <ul style="list-style-type: none">• Draw on dry paper, then brush over the markings with a wet brush• Wet the paper and then draw on the wet paper with the pencils• Use a wet brush to pick up color from the pencils and then use it to paint on paper• Dampen the tip of the watercolor pencil, and then draw on dry paper with it
1 point	The student describes how the water-soluble pencils can be used to draw on paper but does not explain that they require the application of water to create the “watercolor” look.
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: <ul style="list-style-type: none">• 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 “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 sheet of paper and a pencil

Set Up:

- 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	
Score Points	Score Point Descriptors
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.

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 26) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

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

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.

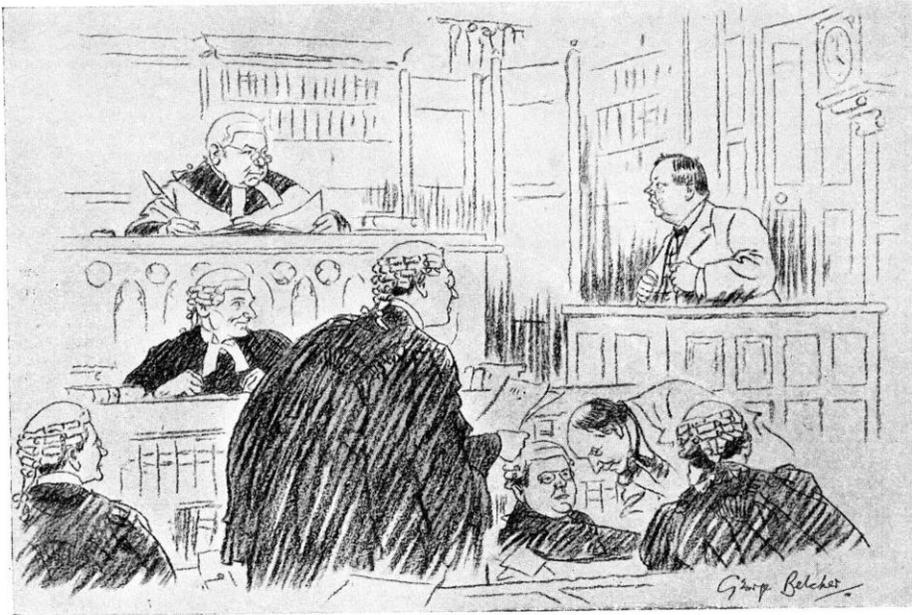
Which type of paper should be stored in a dark place?

- A. Construction paper
- *B. Cyanotype paper
- C. Printer paper
- D. Watercolor paper

Moderate Complexity

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

Below is an example of a moderate-complexity item.



Which resource would provide information about the subject of this drawing?

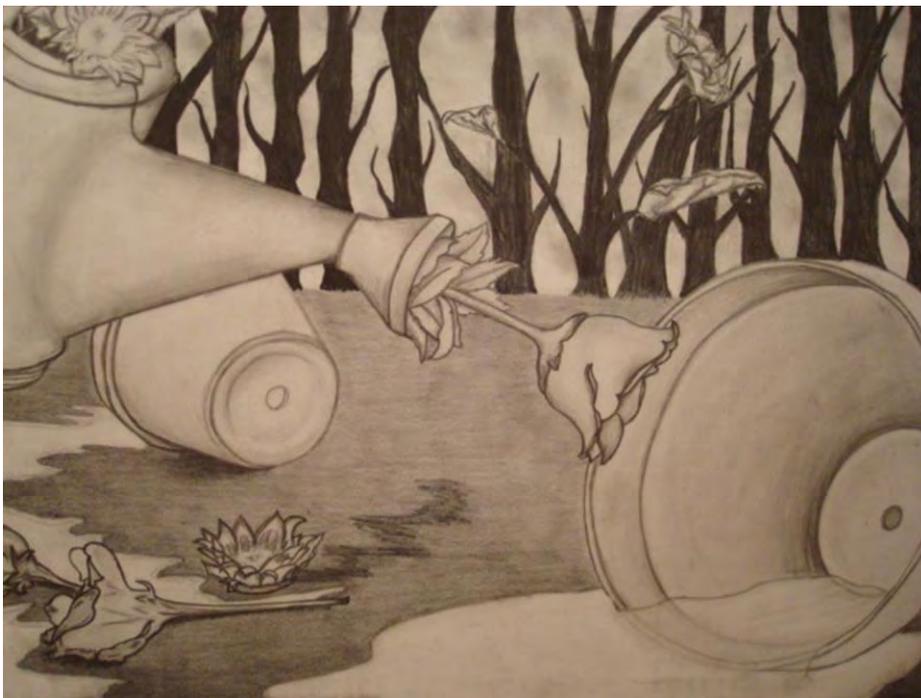
- A. Almanac
- *B. History textbook
- C. Magazine or newspaper
- D. Map of the United States

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.

A student created the following drawing to demonstrate depth.



Which factors contribute to creating the illusion of depth on this composition?

- A. Repetition, texture, and contrast
- B. Balance, emphasis, and line types
- *C. Overlapping, decreasing size, and value
- D. Color scheme, shallow space, and pattern

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

Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels		
Low Complexity	Moderate Complexity	High Complexity
<p>Which statement describes how this artwork might be used in literature?</p> <p>Which tool would you use to blend charcoal?</p> <p>Which items are required in all studio classrooms for safety reasons?</p> <p>What is it called if you copy another artist’s work and sell it as the original work of art?</p>	<p>What is the probable theme of this artwork?</p> <p>Which statement is an example of constructive criticism?</p> <p>An artist is presenting her portfolio to a company that needs a logo. Which item should she include in her portfolio?</p> <p>What concern does the artist express in this work of art?</p>	<p>Draw a cone. Add shading and a shadow by using a cross-hatching technique.</p> <p>Create a composition that combines three objects/subjects that inspire you.</p> <p>Why is charcoal often chosen to create drawings with a dark mood?</p> <p>Create a diptych that expresses your concern about water pollution.</p>

GUIDELINES FOR ITEM WRITERS

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

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

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

Cognitive Complexity

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

Submission of Items

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

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

Electronic Submission

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

GUIDE TO THE GRADE LEVEL SPECIFICATIONS

Benchmark Classification System

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

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

VA.912.C.2.5

Subject Area

Visual Arts

Grade

9-12

Big Idea

Critical Thinking and Reflection

Enduring Understanding

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

Benchmark

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

Visual Arts	
Grade 9-12	
Big Idea 1	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 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.

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: Use a drawing portfolio to create a piece of artwork integrating personal interests in order to demonstrate self expression and meaning.

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

Content Focus: Art exploration

Content Limits: Students must be asked to create a work of art in which they can demonstrate a variety of subjects (i.e., do not ask students to draw a specific subject).

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- One sheet of paper and a pencil

Setup:

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

Prompt:

- Say: -Create a composition that combines three objects/subjects that inspire you.”

Item Rubric	
2 points	The student creates a composition with three objects/subjects.
1 point	The student creates a composition with one or two objects/subjects.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.1.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Reflect on artworks by identifying the theme or making suggestions to develop or refine the theme.

Performance Level Descriptor: To demonstrate proficiency, students will identify a theme or describe how to develop or refine an artistic theme.

Content Focus: Reflect on themes of art

Content Limits: Limit to compositions with recognizable objects and symbols, and avoid abstraction.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Constructed-Response Item:

Prompt:

Students are asked to create a work of art with the theme of dreams. Describe what you would draw and what details you would include to refine your drawing.

Exemplar Response:

I would draw images that relate to each other, similar to a collage. The scene would be imaginary, with different aspects of my life all fused together, like a surreal painting.

Item Rubric	
2 points	The student describes a drawing that he or she would create with details that would indicate a theme of dreams.
1 point	The student describes a drawing and some details, but there is no indication that it would have a theme of dreams.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.912.C.1.8

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 a choice 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 intentions.

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:

Why is charcoal often chosen to create drawings with a dark mood?

- A. It makes many line types.
- B. It is easily modified to correct mistakes.
- *C. It creates a range from light to dark in value.
- D. It is messy and so it is difficult to keep artwork clean.

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 a background by creating a source of light that only shines on the cliff in the background. The artist also made a gradient that increases in value toward the foreground.

Item Rubric	
2 points	<p>The student describes two choices the artist made during the creation of this artwork to create depth:</p> <p>Choices include:</p> <ul style="list-style-type: none"> • 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 “don’t know.”

Benchmark: VA.912.C.2.2

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Art critique

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

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

A student created the following drawing to demonstrate depth.



Which factors contribute to creating the illusion of depth on this composition?

- A. Repetition, texture, and contrast
- B. Balance, emphasis, and line types
- *C. Overlapping, decreasing size, and value
- D. Color scheme, shallow space, and pattern

Sample Constructed-Response Item:



Prompt:

A student created this artwork. Name two elements or principles used to convey a sense of tension. Explain your answer.

Exemplar Response:

Yes, the student used bold colors and strong lines that present a lot of energy. The expression is well established as a focal point.

Item Rubric	
2 points	The student describes the tension in the artwork by using two or more phrases suggested as follows: <ul style="list-style-type: none">• Principles and elements• Strong use of line• Warm color• Shape• Focal point• Emphasis
1 point	The student describes the tension in the artwork by using only one of the above phrases OR The student uses two or more of the above phrases but does not clearly describe the tension in the artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.C.2.3

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Apply constructive criticism.

Performance Level Descriptor: To demonstrate proficiency, students will identify constructive criticism during a critique.

Content Focus: Art critique

Content Limits: Content is limited to helpful suggestions versus negative criticism.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which statement is an example of constructive criticism?

- A. –This reminds me of an artist I like.”
- B. –I don't like the way it makes me feel.”
- C. –I would have chosen another subject.”
- *D. –The artwork would have unity with heavier contour lines.”

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 defend 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.

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: 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:

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

- A. A photograph
- *B. A graphic design
- C. A landscape painting
- D. A mixed-media work of art

Sample Constructed-Response Item:

Prompt:

An artist wants to be selected to paint or draw a patriotic mural for a community park. He selects the following works of art to present to the community in his portfolio.



Describe why at least two of the artworks are good selections.

Exemplar Response:

The painting or drawing is a good selection because it demonstrates that he has the skill to paint. The drawing of Mount Rushmore is a good selection because it shows that he is familiar with patriotic themes.

Item Rubric	
2 points	The student describes why at least two of the artworks are good selections. Reasons include: <ul style="list-style-type: none">• The painting/drawing demonstrates painting skills.• The painting/drawing demonstrates familiarity with the subject.• The sculpture demonstrates experience with creating artworks for community parks.
1 point	The student describes why one of the artworks is a good selection.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.912.C.2.6

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: Develop a plan or concept for a work of art – 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: –Greate 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 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

Content Limits: All references must be recognizable at or below the grade level. Items are limited to multiple choice to reduce relying on the prior knowledge of students.

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 statement describes how this artwork might be used in 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 for 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 materials to achieve the intended technique or goal.

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

Content Focus: Art technology

Content Limits: Students will use tools such as various pencils, colored pencils, soft pastels, oil pastels, chalk and conté crayon, charcoal, silverpoint, scratchboard, pen and ink, and brush and ink to achieve various techniques. Drawing aids may include tracing paper, acetate, matte drafting film and light boxes for tracing, and grids, tracing frames, and digital projectors.

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which tool would you use to blend charcoal?

- A. Conté crayon
- *B. Paper stump
- C. Tracing paper
- D. Watercolor pencil

Sample Performance Task:

Materials:

- A sheet of paper, a set of graphite pencils, charcoal, and several erasers

Setup:

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

Prompt:

- Say: “Choose the drawing tool needed to effectively create a value scale.”

Item Rubric	
2 points	The student chooses an appropriate tool and creates a value scale.
1 point	The student chooses correct tool but does not effectively demonstrate the value scale.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.2.4

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: Using a sketchbook or journal, develop concepts and select media inspired by information resources.

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

Content Focus: Using information resources

Content Limits: Informational resources 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 an Internet connection, a sheet of paper, and pencils

Setup:

- 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 sculptures that would be inspired by the whole exhibition. Be sure to list materials required to create the drawing. Chose the desired media and technique that would best present the thumbnail.”

Item Rubric	
2 points	The student chooses an exhibit and creates thumbnails that are inspired by the exhibit along with designed media and techniques.
1 point	The student chooses an exhibit, but the described thumbnails do not have the 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: Identify the proper safety procedures when using hazardous chemicals and/or equipment when making art.

Performance Level Descriptor: To demonstrate proficiency, students will identify 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, the storage and disposal of dangerous materials and an understanding of Material Safety Data Sheets (MSDS) labels.

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 items are required in all studio classrooms for safety reasons?

- A. Easels and ink
- *B. Fire extinguishers
- C. Multiple paint sets
- D. Soap and paper towels

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: Understand the issue of plagiarism

Performance Level Descriptor: To demonstrate proficiency, students will identify ethics issues or the ethical and/or responsible choice in scenarios.

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: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is it called if you copy another artist's work and sell it as the original work of art?

- A. Copy
- *B. Forgery
- C. Plagerism
- 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 a series of works.

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

Content Focus: Themes in art

Content Limits: Students must be given a theme or subject. Content includes, but is not limited to drawing and/or mark-making 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: -Greate four different thumbnails that have variations of a theme.

Item Rubric	
2 points	The student creates thumbnails that show four variations of a theme.
1 point	The student creates four different thumbnails, but only one to three have a 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: Develop their own voice or vision to the best of their ability.

Performance Level Descriptor: To demonstrate proficiency, students will choose tools that will allow them to create a work of art that allows personal visions to be revealed.

Content Focus: Personal vision in art

Content Limits: Students must be given a choice of tools that will allow them to effectively voice their personality in artworks.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

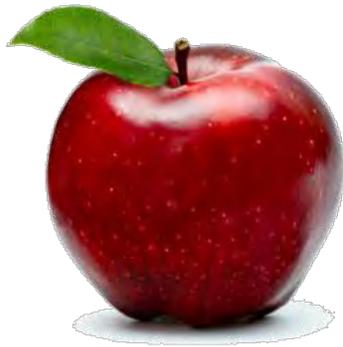
Materials:

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

Setup:

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

Prompt:



- Say: “Using an apple as a subject, create a composition that demonstrates **your personal style.**”

Item Rubric	
2 points	The student chooses media and draws from the apple to demonstrate personal style . Personal style should demonstrate some form of personalization.
1 point	The student chooses media and replicates the apple (without demonstrating any personal style).
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 or identify the correct use of tools and equipment to create works of art.

Performance Level Descriptor: To demonstrate proficiency, students will identify the correct use of tools and equipment to facilitate art making.

Content Focus: Art tools and equipment

Content Limits: Students will use tools such as various pencils, colored pencils, soft pastels, oil pastels, chalk and conté crayon, charcoal, silverpoint, scratchboard, pen and ink, and brush and ink to achieve various techniques. Drawing aids may include tracing paper, acetate, matte drafting film and light boxes for tracing, and grids, tracing frames, and digital projectors.

Recommended DOK Level: High

Item Types:

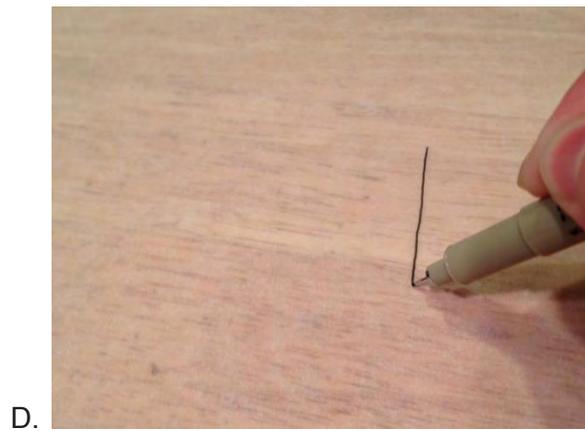
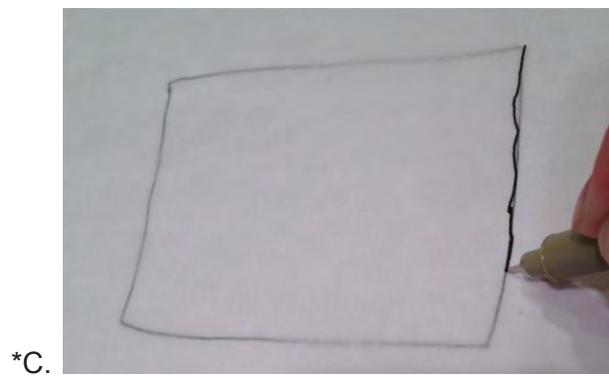
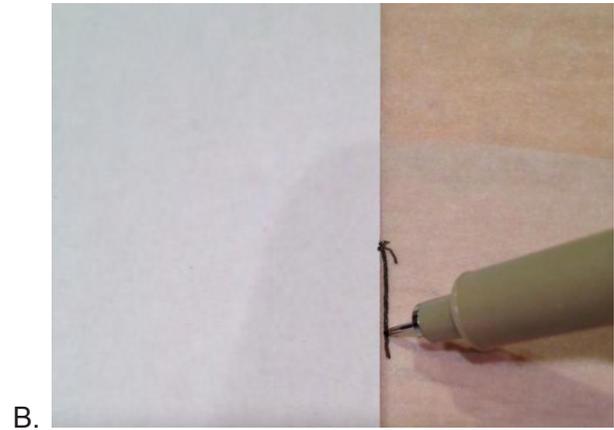
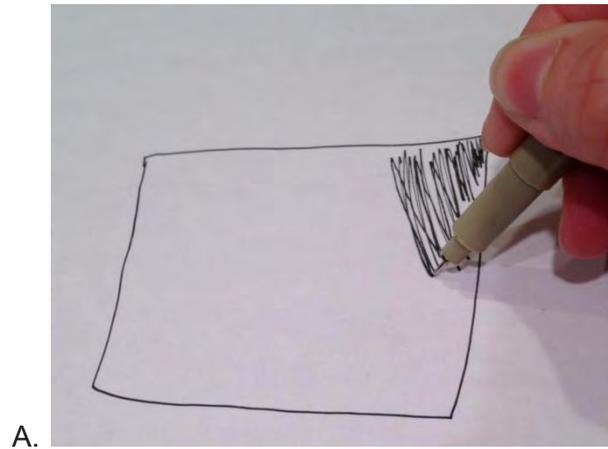
- Multiple Choice
- Performance Task
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which picture shows the correct use of tracing paper?



Sample Performance Task:

Materials:

- A sheet of paper, pen, charcoal, and/or blending tools

Setup:

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

Prompt:

- Say: “Create a drawing of a sphere with a light source and a cast shadow.”

Item Rubric	
2 points	The student creates a drawing that shows a three dimensional sphere with high lights and a cast shadow.
1 point	The student creates a drawing that shows a three dimensional sphere with high lights and a cast shadow, but with minimal contrast in value.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Sample Constructed-Response Item:

Prompt:

Describe how water-soluble color pencils are used to create a “watercolor” look.

Exemplar Response:

The pencils are used to draw on dry paper. Then, a brush with water is used to blend the water-soluble color from the pencils.

Item Rubric	
2 points	The student uses water-soluble color pencils to create a “watercolor” look. Methods may include, but are not limited to: <ul style="list-style-type: none">• Draw on dry paper, then brush over the markings with a wet brush• Wet the paper and then draw on the wet paper with the pencils• Use a wet brush to pick up color from the pencils and then use it to paint on paper• Dampen the tip of the watercolor pencil, and then draw on dry paper with it
1 point	The student describes how the water-soluble pencils can be used to draw on paper but does not explain that they require the application of water to create the “watercolor” look.
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.3.11

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: Maintain and store materials, tools, and artwork in a safe and responsible manner.

Performance Level Descriptor: To demonstrate proficiency, students will identify 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: Students will use tools such as various pencils, colored pencils, soft pastels, oil pastels, chalk and conté crayon, charcoal, silverpoint, scratchboard, pen and ink, and brush and ink to achieve various techniques. Drawing aids may include tracing paper, acetate, matte drafting film and light boxes for tracing, and 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:

Which type of paper should be stored in a dark place?

- A. Construction paper
- *B. Cyanotype paper
- C. Printer paper
- D. Watercolor paper

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:

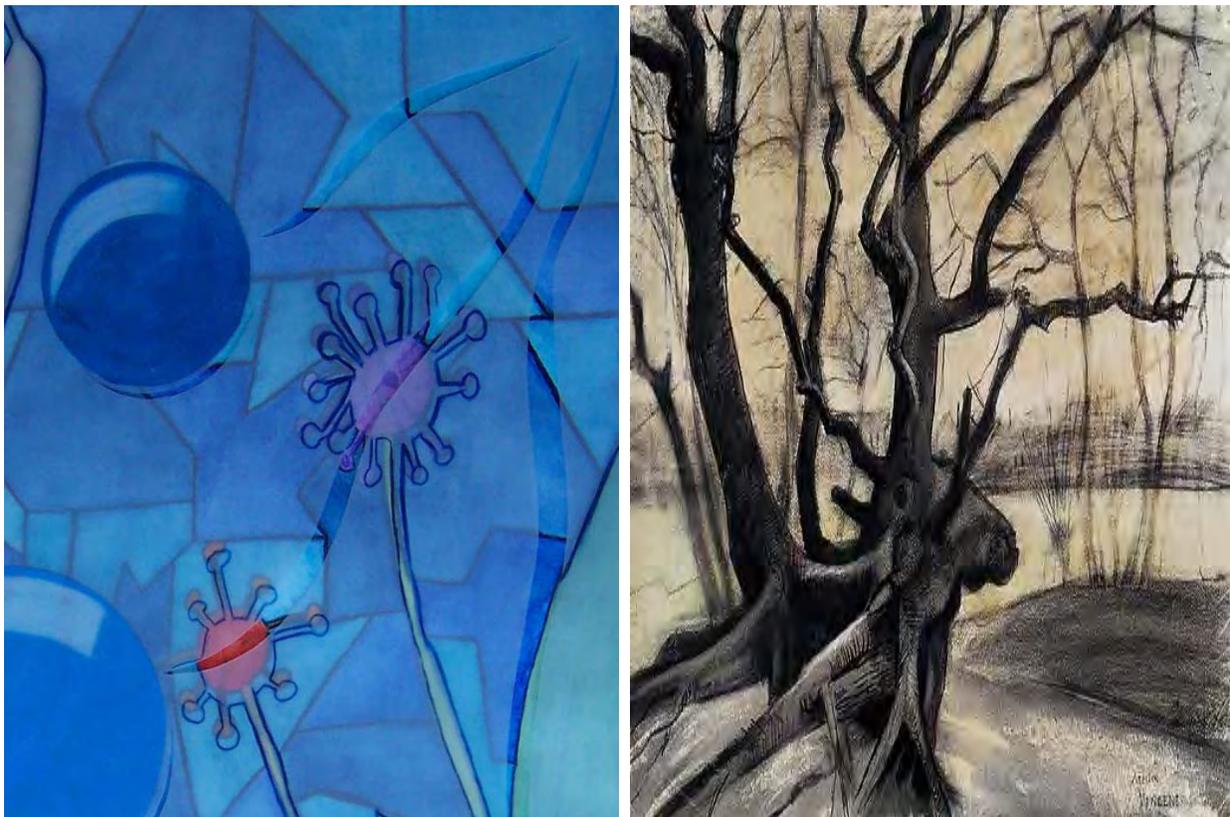
- The following image, a sheet of white paper, a sheet of tracing paper, pens or markers, pencils, colored pencils, tape, a cutting mat, and a utility knife

Setup:

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

Prompt:

- Say: “Look closely at these artworks, and think about how they were created. Create a work of art using the same technique and process.”



Item Rubric	
2 points	The student creates a work of art by using any two of the following steps: <ul style="list-style-type: none">• Draws forms on the white paper• Colors them in with colored pencils• Outlines them with the pens or markers• Makes cut-outs in the tracing paper• Places the tracing paper over the artwork• Traces the objects with the pens or markers
1 point	The student creates the artwork but uses only one of the steps.
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: Recognize where their artwork fits within the context of the art world.

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: Moderate

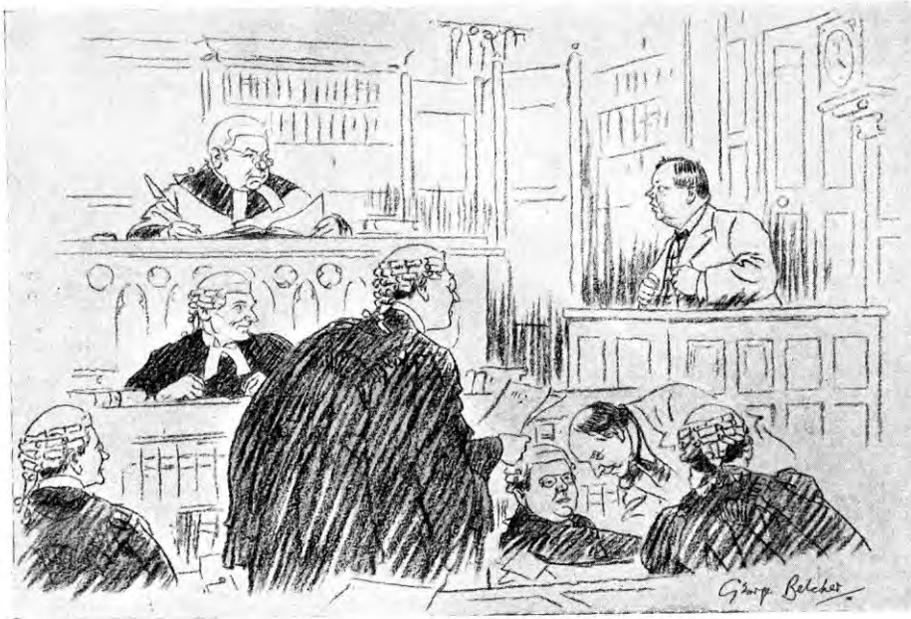
Item Types:

- 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 resource would provide information about the subject of this drawing?

- A. Almanac
- *B. History textbook
- C. Magazine or newspaper
- D. Map of the United States

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 white paper, pencils, an eraser, and chalk, conté crayons, or oil pastels

Setup:

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

Prompt:

- Say: “Use your materials to create a composition expressing your opinion about technology that could be included in an exhibit about technology.”

Item Rubric	
2 points	The student creates a composition that expresses an opinion and could be displayed in an exhibit about technology.
1 point	The student creates a composition, but it is unrelated to technology or does not express an 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.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 a pen or pencil

Setup:

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

Prompt:

- Say: -Greate a diptych that expresses your concern about water pollution.”

Item Rubric	
2 points	The student creates a composition that expresses his or her concern about water pollution by utilizing two picture planes.
1 point	The student creates a composition, but the subject is not related to the effects of water pollution or the student did not use two picture planes.
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: Identify the social, ecological, economic, religious, and/or political issues represented in works of art.

Performance Level Descriptor: To demonstrate proficiency, students will identify 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 concern does the artist express in this work of art?

- A. Prohibition
- *B. Voting rights
- C. Environmental protection
- D. Taxation without representation

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: Identify or describe the connections and similarities between the artworks of various subject matter.

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

Content Focus: Cross-cultural art

Content Limits: Cultural representation of subject matter.

Recommended DOK Level: Moderate

Item Types:

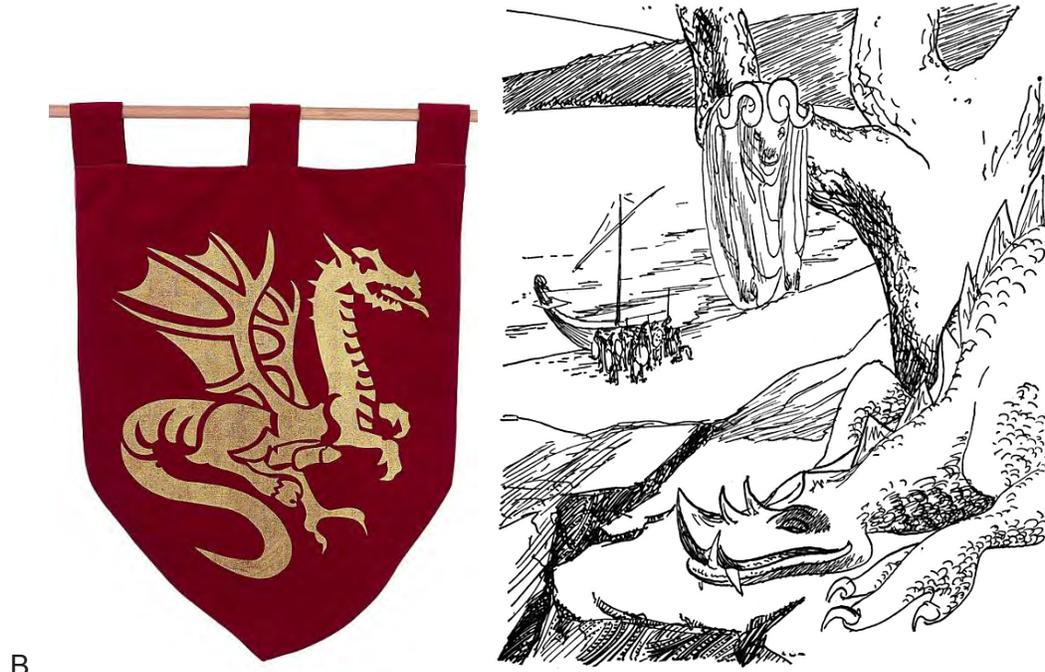
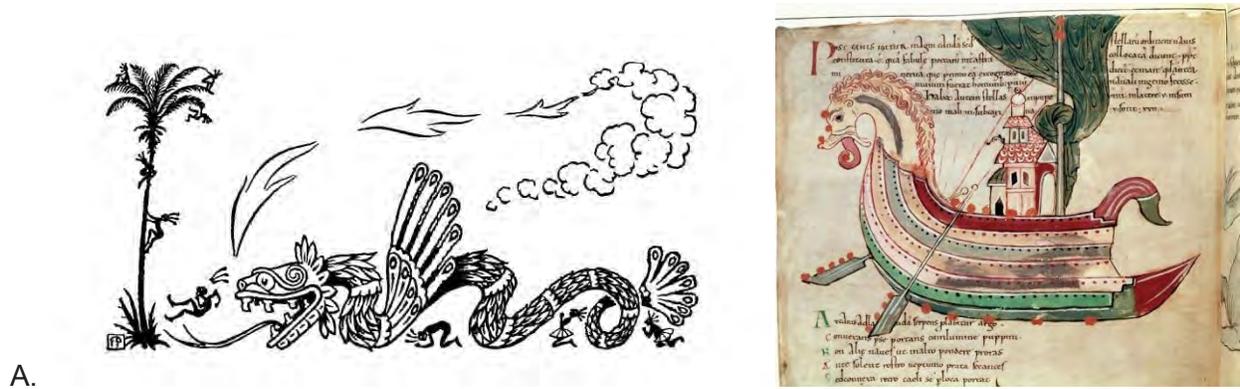
- Multiple Choice
- Constructed Response

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:

Variations of dragons have appeared in artworks across many cultures. Which pair of artworks show the same myth involving dragons?





C.



*D.



Sample Constructed-Response Item:

Prompt:



Describe a similarity and a difference between these two cultures based on these works of art.

Exemplar Response:

Both cultures had livestock. The difference is the time periods. One is from ancient Egypt, and the other is more modern.

Item Rubric	
2 points	The student describes a similarity and a difference between the cultures based on the works of art. Similarities may include but are not limited to: <ul style="list-style-type: none">• Herding of cattle• Livestock• Agriculture Difference may include but are not limited to: <ul style="list-style-type: none">• Different time periods• Different clothes• Different art styles
1 point	The student describes either a similarity or a difference between the works 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.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: Problem-solving skills may include but are not limited to methods such as brainstorming, sketching, and creating thumbnails or mind maps.

Recommended DOK Level: Low

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: –A map needs to be created to show students the emergency exit for this room. Sketch a map that indicates the layout of this room as well as an emergency exit.”

Item Rubric	
2 points	The student sketches a layout of the room and indicates the emergency exit.
1 point	The student sketches a layout of the room but does not indicate the emergency exit. OR The student sketches a layout of the room and indicates the emergency exit, but it is inaccurate.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.1.2

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: 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 two-dimensional drawings relevant to the course.

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: –Draw a cone. Add shading and a shadow by using a cross-hatching technique.”

Item Rubric	
2 points	The student draws a cone and adds both shading and a shadow by using a cross-hatching technique.
1 point	The student draws a cone with shading by using a cross-hatching technique, but there is no shadow from the sphere. OR The student draws a cone and adds both shading and a shadow but uses a technique other than cross-hatching.
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.2.5

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

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 art school. Explain what drawings you would include in your portfolio and why?

Exemplar Response:

My artworks show a range of subject matter and technique. I have realistic drawings and abstract works. I believe I have a comprehensive portfolio.

Item Rubric	
2 points	The student explains why his or her artwork demonstrates an understanding of the different techniques of their drawings and explains why he or she would be a strong applicant
1 point	The student explains why his or her artwork demonstrates an understanding of the variety of drawing techniques of art but does not explain why he or she would be the best applicant. OR The student explains why he or she would be the best applicant but does not explain why his or her artwork demonstrates a variety of drawing techniques.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I 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: Ethically able to appreciate other's work into one's own.

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 is limited to 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:

Which symbol is used to indicate copyrighted materials?



A.



B.



*C.



D.

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: Content is limited 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 an art opening?

- A. Architects, engineers, and welders
- B. Textile designers, jewelers, and tutors
- *C. Painters, photographers, and sculptors
- D. Accountant, program manager, web designer

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 how digital equipment and peripheral devices are used to record, create, present, and/or share accurate visual images with others.

Performance Level Descriptor: To demonstrate proficiency, students will identify or describe how to use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Content Focus: Digital equipment

Content Limits: Digital equipment and peripheral devices include, but are not limited to, cameras, computers, scanners, printers, storage drives, screens/monitors. Students are not expected to understand specific software. Do not assume that the digital equipment and peripheral devices listed are available in the classroom.

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 enlarge a drawing?

- A. Paper cutter
- B. Display easel
- C. Printing press
- *D. Digital projector

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: <ul style="list-style-type: none">• 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 “I 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, or mixed media with a focus on mark-making 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, or mixed media with a focus on mark-making 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.