

Florida Hard-to-Measure Content Areas

Visual Arts Test Item Specifications Drawing 1



Florida Department of Education
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INTRODUCTION

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

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

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

Mission Statement

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

Origin and Purpose of the *Specifications*

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

Scope of This Document

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

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

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

Overall Considerations

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

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

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

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

REVIEW PROCEDURES FOR THE FLORIDA VISUAL ARTS ITEM BANK

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

Review of Graphics

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

Review of Test Items

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

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

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

Review for Potential Bias and Sensitivity Issues

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

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

UNIVERSAL DESIGN

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

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

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

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

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

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

CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

Types

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

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

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

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

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

Sources

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

Characteristics

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

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

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

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

Content

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

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

Modifications

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

Graphic Features

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

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

Diversity

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

Length of Video Clip

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

EVIDENCE-CENTERED DESIGN

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

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

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

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

CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

Item Style and Format

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

General Guidelines

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

Multiple-Choice Items

Definition

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

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

Terminology

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

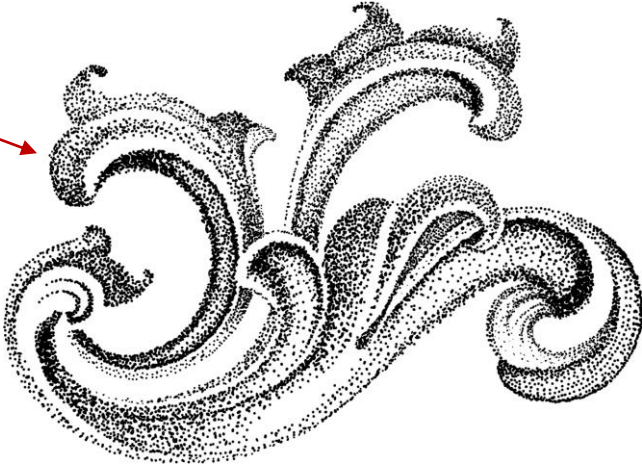
Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.



Stimulus

Stem

Here is a drawing. Which technique did the artist use?

Option

- A. Impasto
- B. Shading
- C. Stippling
- D. Perspective

Distractors

Key

The diagram illustrates the components of a multiple-choice question. A red arrow labeled 'Stimulus' points to a stippled drawing of a decorative scrollwork design. A blue arrow labeled 'Stem' points to the question text: 'Here is a drawing. Which technique did the artist use?'. Below the question, four options are listed: A. Impasto, B. Shading, C. Stippling, and D. Perspective. A green arrow labeled 'Key' points to option C. Three pink arrows labeled 'Distractors' point to options A, B, and D.

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 what gestural drawing is and why charcoal is a useful tool for doing it.	
Item Rubric	
Score Points	Score Point Descriptors
2 points	The student correctly explains what gestural drawing is and why charcoal is a good tool for it.
1 point	The student explains what gestural drawing is but not why charcoal is good for it.
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:

This drawing conveys a feeling of hope. Describe two details from the drawing that support this assertion.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student gives two correct details that show how the drawing conveys hope.
1 point	The student gives one correct detail that shows how the drawing conveys hope and one incorrect or missing reason.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Criteria

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

Performance Tasks

Definition

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

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

Terminology

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

Materials: The materials that must be provided for the student

Setup: The setup for the presentation of the task

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

Rubric: The scoring guidelines for a student's response

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

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

Materials:

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

Set Up:

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

Prompt:

- Say: “Design a mask inspired by a particular culture or an historical event.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student successfully depicts a mask including facial features that represents a culture or an historical event.
1 point	The student depicts a mask including facial features but does not represent a culture or an historical event. OR The student depicts a culture or an historical event with no facial features present.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

Criteria

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

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

Scope of Items

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

COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

Cognitive Complexity

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

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

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

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

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

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

Low Complexity

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

Below is an example of a low-complexity item.

What is forgery?

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

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.

Here is a drawing.



Why did the artist include a person's head at the bottom of the drawing?

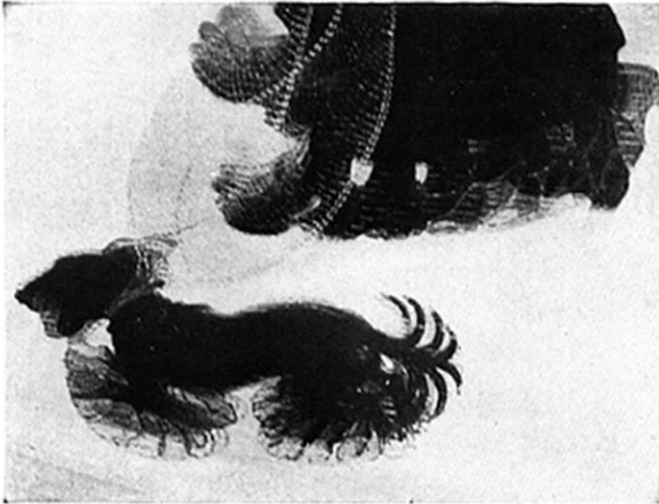
- A. To show that the scene has depth
- *B. To show that the scene is imagined
- C. To show that the person is in the scene
- D. To show that the person wants to draw the scene

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.

Here is a drawing that shows moving objects. Tell how you could revise the drawing to show more movement.



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>How should you speak when viewing art at a museum?</p> <p>For whom is drawing an important skill?</p> <p>Which best describes the correct use for tracing paper?</p> <p>Why is it important to work away from fans and open windows when working with chalk?</p>	<p>Which drawing uses value to create contrast?</p> <p>Which of these drawings is a still life?</p> <p>Which of these works of art conveys a sense of anger?</p> <p>Which of these images is representative of a movement once considered to be “unfinished art”?</p>	<p>What artistic movement was influenced by the Industrial Revolution?</p> <p>Create a drawing that uses a personal experience to convey a message about school.</p> <p>Which is most important for creating art?</p> <p>Which of these would help you to show an object in motion?</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.2.1

Subject Area
Visual Arts

Grade
9-12

Big Idea
Critical Thinking and

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

Benchmark
Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

Visual Arts	
Grade 6-8	
Big Idea 1	Critical Thinking and Reflection
Enduring Understanding 3	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
Benchmark 1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

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.1.4

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Art analysis

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which of these drawings is a still life?

A.



C.



*B.



http://commons.wikimedia.org/wiki/File:Fran%C3%A7ois_Bonvin_-_Still_life.jpg

D.



Sample Constructed-Response Item:

Prompt:

Here is a drawing. Describe what is happening in the drawing and give two details that support your idea.



Exemplar Response:

Someone very tired is sleeping on the couch, in the middle of the afternoon. The light coming in the window tells that it is afternoon, and the fact that the person still has their shoes on and isn't fully on the couch makes you think they just collapsed with tiredness.

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

Benchmark: VA.912.C.1.6

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Aesthetic choices

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Here is a drawing.



Why did the artist include a person's head at the bottom of the drawing?

- A. To show that the scene has depth
- *B. To show that the scene is imagined
- C. To show that the person is in the scene
- D. To show that the person wants to draw the scene

Sample Constructed-Response Item:

Prompt:

Here is a drawing. Describe how the artist used color to create a particular effect.



Exemplar Response:

The colors in the drawing are dark and shaded. This gives the impression of something sinister approaching.

Item Rubric	
2 points	The student tells how the artist uses colors and tells how this affects the drawing.
1 point	The student tells how the artist uses colors but does not tell how this affects the drawing.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.C.2.1

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Art revision

Content Limits: Content includes two-dimensional media.

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Performance Task

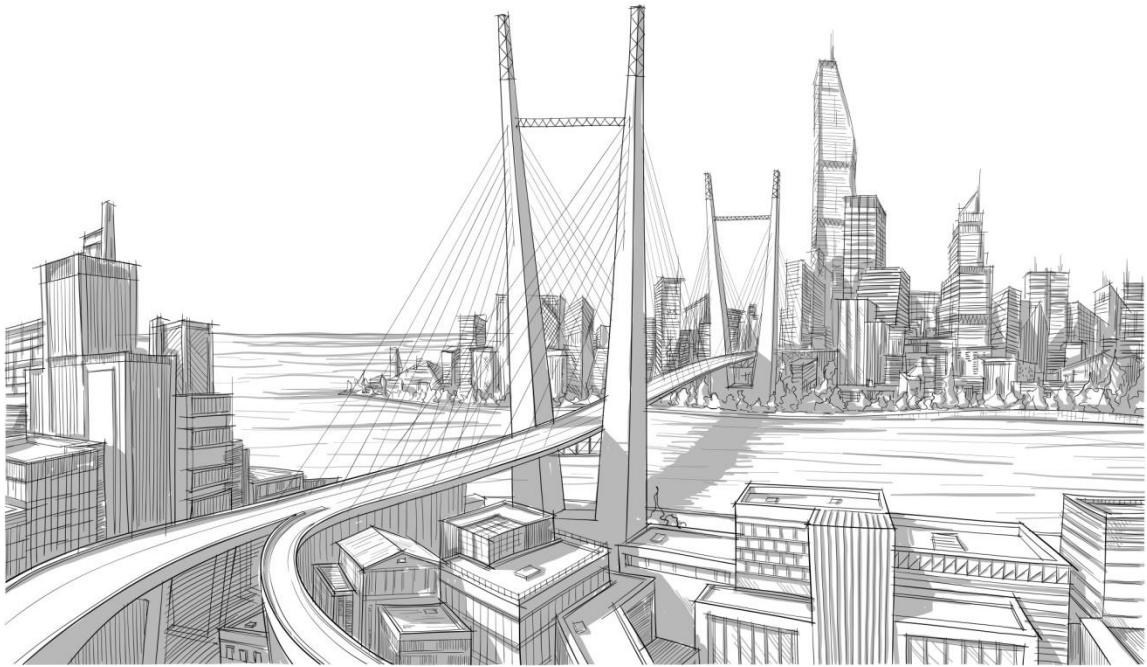
Multiple-Choice Attributes:

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

Sample Performance Task:

Materials:

- A piece of paper, a pencil, colored pencils, and the following picture:



Setup:

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

Prompt:

- Revise this picture to show that it is now threatening to rain, using value and adding other details to make it clear.

Item Rubric	
2 points	The student successfully shows that it will rain soon, including colors that look dull and other details.
1 point	The student shows that it will rain soon but does not include important details like color and shadow.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.2.4

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Art history and methodology

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

Recommended DOK Level: Moderate

Item Types:

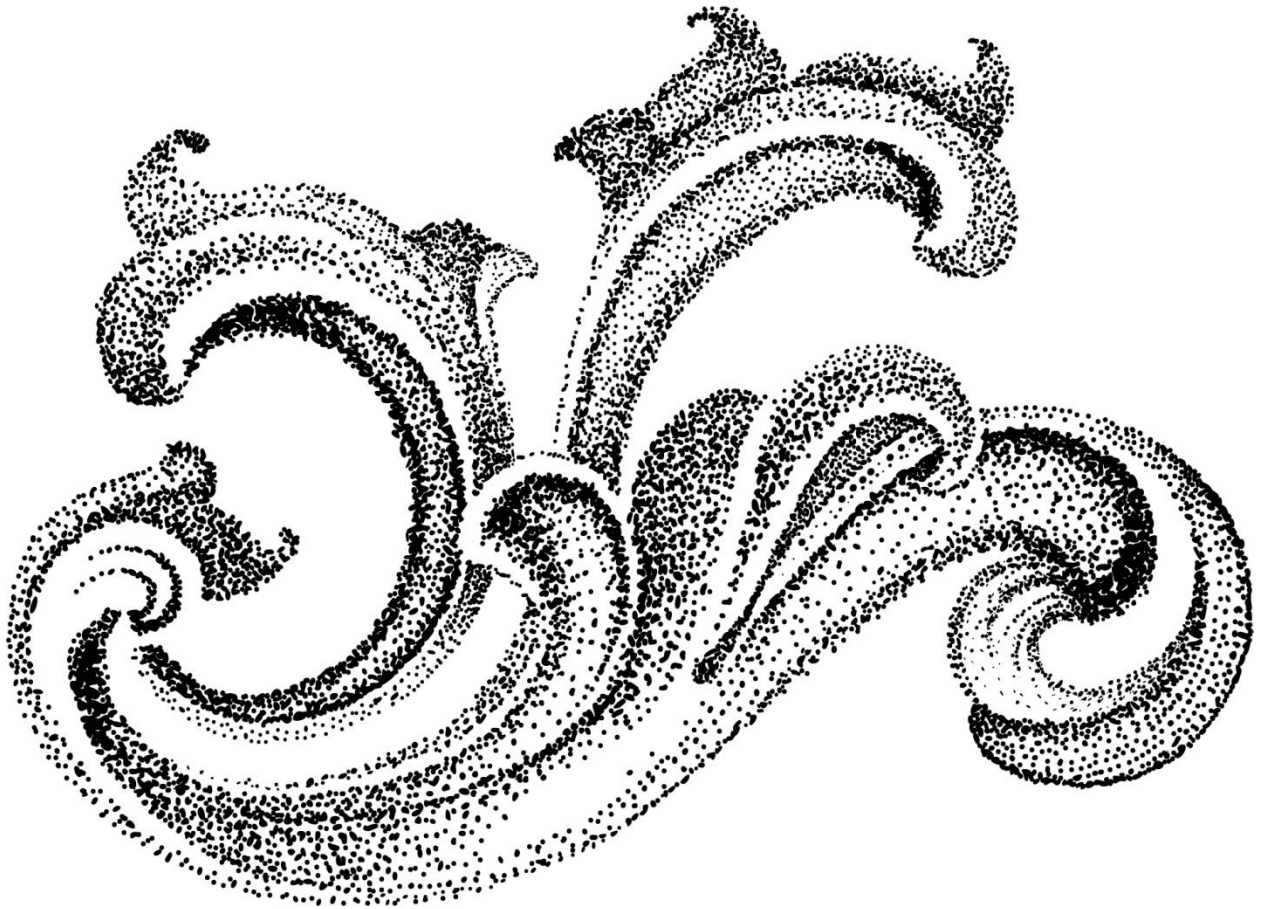
- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Here is a drawing.



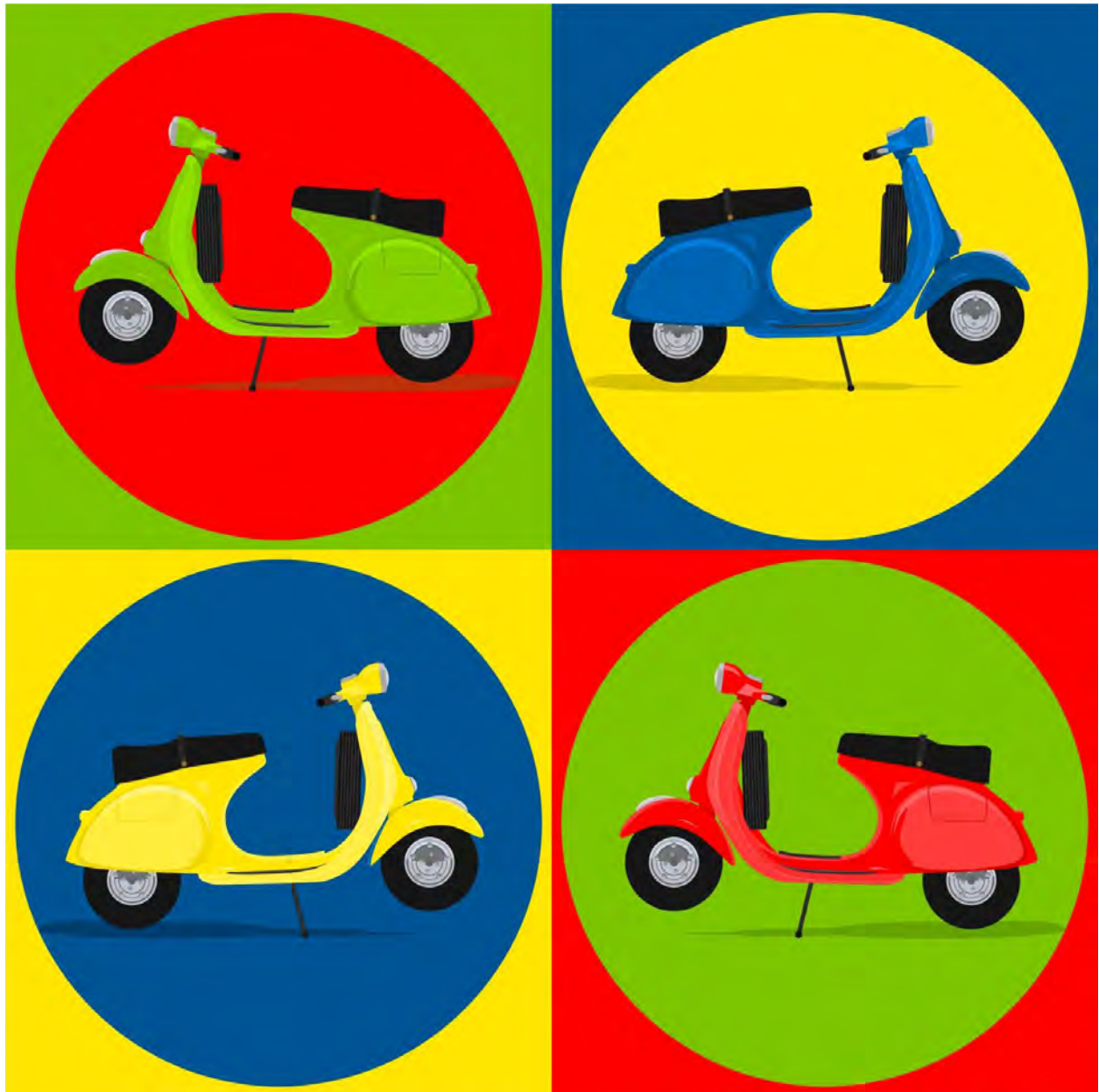
Which technique did the artist use?

- A. Impasto
- B. Shading
- *C. Stippling
- D. Perspective

Sample Constructed-Response Item:

Prompt:

Here is an image. Describe a movement this piece relates to and then give one detail that supports your idea.



Exemplar Response:

The image is an example of the Pop Art movement. The subject is an image from everyday popular culture (a scooter), and it uses bold coloring which is typical of the movement.

Item Rubric	
2 points	The student gives a movement the image is a part of and gives one correct detail to support his or her answer.
1 point	The student gives a movement the image is a part of but does not give a detail to support his or her answer. OR The student gives a correct detail, but does not correctly identify the movement the image belongs to.
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.3.1

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Art analysis

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which of these works of art conveys a sense of anger?

*A.



B.



D.

C.



Sample Constructed-Response Item:

Prompt:

This drawing conveys a feeling of hope. Describe two details from the drawing that support this assertion.



Exemplar Response:

The action represented in the drawing of panning for gold or silver is an act of hope. Also, the lighter parts of the drawing being from the top and being the majority of the drawing lends a light feel to it rather than a dark sense of futility.

Item Rubric	
2 points	The student gives two correct details that show how the drawing conveys hope.

1 point	The student gives one correct detail that shows how the drawing conveys hope and one incorrect or missing reason.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.C.3.5

Big Idea: Critical Thinking and Reflection

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

Benchmark: VA.912.C.3.5 Make connections between timelines in other content areas and timelines in the visual arts.

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

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

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

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

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What artistic movement was influenced by the Industrial Revolution?

- A. Cubism
- B. Surrealism
- *C. Impressionism
- D. Expressionism

Sample Constructed-Response Item:

Prompt:

Here is an image.



Identify the artistic movement, then explain how linear perspective and the movement are connected.

Exemplar Response:

The Renaissance represented a period of innovation in the world in math, science and art. Linear perspective is an example of applying new mathematical concepts to art.

Item Rubric	
2 points	The student correctly identifies the Renaissance and how it is connected to linear perspective.
1 point	The student identifies the Renaissance, but now how it is connected to linear perspective.
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.3.6

Big Idea: Critical Thinking and Reflection

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

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

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

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

Content Focus: Aesthetics changed over time

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

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which of these images is representative of a movement once considered to be “unfinished art”?

A.



B.



*C.



D.



Benchmark: VA.912.S.1.3

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Using culture and history to influence art creation

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

Recommended DOK Level: Moderate/High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

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

Setup:

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

Prompt:

- Design a mask inspired by a particular culture or an historical event.

Item Rubric	
2 points	The student successfully depicts a mask including facial features that represents a culture or an historical event.
1 point	The student depicts a mask including facial features but does not represent a culture or an historical event. OR The student depicts a culture or an historical event with no facial features present.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.1.4

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Use art vocabulary

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- 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.

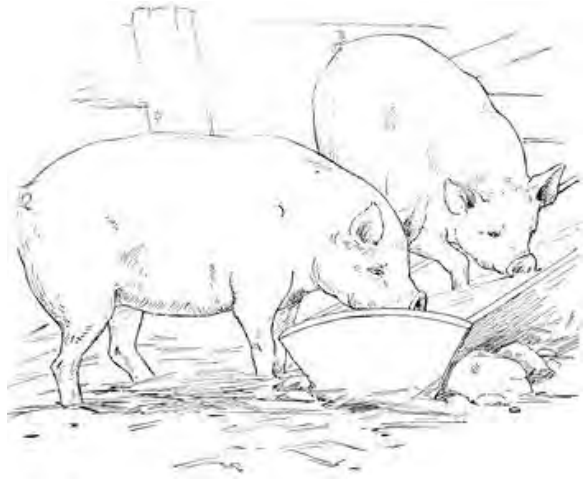
Sample Multiple-Choice Item:

Which drawing uses value to create contrast?

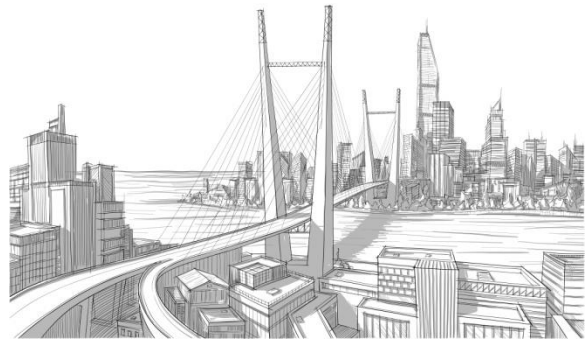
A.



B.



D.



*C.



Sample Constructed-Response Item:

Prompt:

Describe how this drawing uses space and contrast. Then, tell how the space and contrast create emphasis.



Exemplar Response:

The artist used a monochromatic color scheme to create negative space. The negative space draws the audience's eye.

Item Rubric	
2 points	The student correctly explains how the drawing uses color and how that affects the audience.
1 point	The student explains how the drawing uses color but does not explain how the use of color affects the audience.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Benchmark: VA.912.S.2.2

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Focus on visual information

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

Recommended DOK Level: Moderate/High

Item Types:

- 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 of these would help you to show an object in motion?

- A. Contour lines
- B. Cross hatching
- C. Negative space
- *D. Gestural drawing

Sample Performance Task:

Materials:

- A piece of paper and a pencil

Setup:

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

Prompt:

- Draw a bottle that uses cross hatching to create a range of values.

Item Rubric	
2 points	The student successfully uses cross hatching to create a bottle with multiple values.
1 point	The student creates a drawing of a bottle that uses only one value. OR The student creates a drawing of a bottle that does not use crosshatching to create values.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.2.5

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.2.5 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.

Clarification: Show ability to use unique perceptions, visual focus, and compositional skills to create art.

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

Content Focus: Using skills to create imagery

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

Recommended DOK Level: Moderate/High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

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

Setup:

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

Prompt:

- Draw a symbol to represent a farm that grows food.

Item Rubric	
2 points	The student successfully creates a symbol that relate to a farm or food.
1 point	The student draws a farm or food, but it is not symbolic.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.2.6

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.2.6 Incorporate skills, concepts, and media to create images from ideation to resolution.

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

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

Content Focus: Understands concepts and tools.

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

Recommended DOK Level: Moderate/High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

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

Setup:

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

Prompt:

- Using the tools provided to you, create a drawing that uses value to create a focal point.

Item Rubric	
2 points	The student uses either color (with the colored pencils) or shading (with the pencil) to create a drawing that uses values.
1 point	The student uses a technique that creates emphasis, but does not have value. OR The student uses a technique that creates value, but does not have emphasis.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.3.3

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.3.3 Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.

Clarification: Understand, describe or explain the proper applications and safety procedures when using hazardous chemicals and/or equipment when making art.

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

Content Focus: Safety procedures

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Why is it important to work away from fans and open windows when working with chalk?

- A. So that you will not get too cold
- B. So that your materials will not blow away
- *C. So that you will not breathe in harmful dust
- D. So that your drawing will not become smudged

Benchmark: VA.912.S.3.4

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Respect intellectual property

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is forgery?

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

Benchmark: VA.912.S.3.7

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Maintain tools

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

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which best describes the correct use for tracing paper?

- A. Creating realistic shading in a drawing
- B. Creating lines that are perfectly straight
- C. Copying an image onto a transparent surface
- *D. Copying an image from one surface to another

Sample Multiple-Choice Item:

If you wanted to create a dark value using pencil, which pencil would be best?

- *A. 4B
- B. HB
- C. 2H
- D. 2B

Sample Constructed-Response Item:

Prompt:

Describe what gestural drawing is and why charcoal is a useful tool for doing it.

Exemplar Response:

Gestural drawing is when an artist creates movement in a figure or emotion in a face. Charcoal works well for this kind of drawing because it creates fluid lines easily.

Item Rubric	
2 points	The student correctly explains what gestural drawing is and why charcoal is a good tool for it.
1 point	The student explains what gestural drawing is but not why charcoal is good for it.
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.3.8

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Color and light theory

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Performance Task

Multiple-Choice Attributes:

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

Sample Performance Task:

Materials:

- A piece of paper, a pencil, colored pencils

Setup:

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

Prompt:

- Create a drawing of a stormy day. Be sure to use value and color combination to create highlights and shadows.

Item Rubric	
2 points	The student creates a drawing of a stormy day and successfully combines colors to create highlights and shadow.
1 point	The student creates a drawing of a stormy day but does not combine colors to create highlights or shadow.
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.3.10

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912.S.3.10 Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

Clarification: Organize and plan artwork before beginning in order to ensure the achievement of a desired result.

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

Content Focus: Plan artwork

Content Limits: Content includes, but is not limited to, complex composition.

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which step should come first in creating a drawing?

- A. Refine drawing to meet objectives
- B. Pick the correct tools for creating the drawing
- C. Choose which colors will work best in the drawing
- *D. Sketch out a draft of what the drawing will look like

Sample Constructed-Response Item:

Prompt:

Explain the importance of creating a rough sketch of a drawing before working on the actual drawing.

Exemplar Response:

Sketching is important because it allows the artist to work out how he or she wants a drawing to look, including the small details, in an impermanent way before creating the final draft.

Item Rubric	
2 points	The student correctly explains why sketching before drawing is important.
1 point	The student says that sketching an impermanent picture before drawing is important but does not explain why.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.912.O.1.1

Big Idea: Organizational Structure

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

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

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

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

Content Focus: Elements and principles of art and design

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response
- Performance Task

Multiple-Choice Attributes:

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

Sample Performance Task:

Materials:

- A piece of paper and pencil

Setup:

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

Prompt:

- Create a drawing of an object falling. Be sure to create directional movement.

Item Rubric	
2 points	The student creates a pencil drawing of a falling object and successfully creates directional movement.
1 point	The student creates a pencil drawing of a falling object with movement, but not with directional movement.
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.2.2

Big Idea: Organizational Structure

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

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

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

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

Content Focus: Solve aesthetic problems

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

Recommended DOK Level: Moderate/High

Item Types:

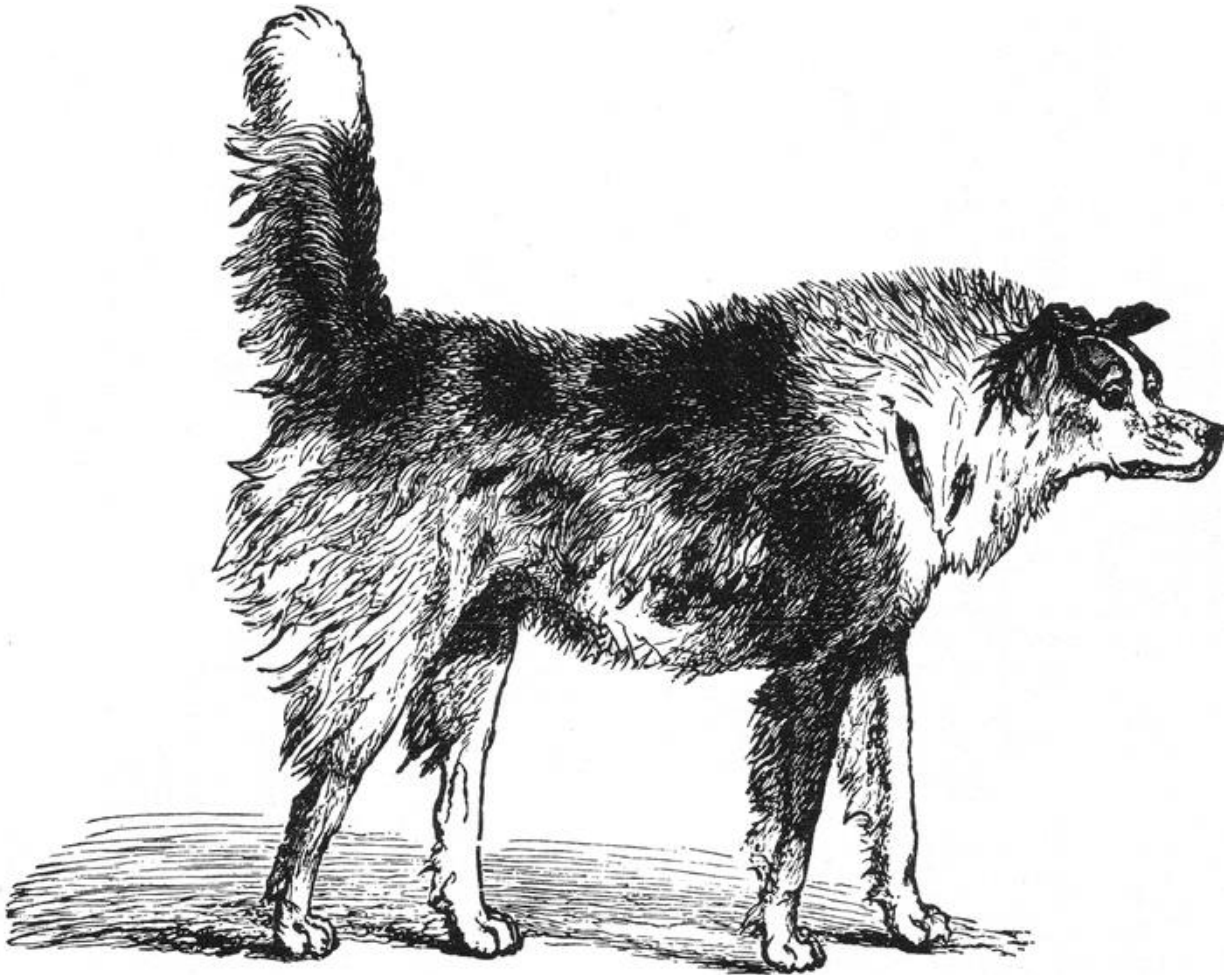
- Multiple Choice

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 could the artist do to add movement to this drawing?



- A. Add contour lines
- B. Use cross hatching
- C. Add smooth shading
- *D. Use gestural drawing

Benchmark: VA.912.O.3.1

Big Idea: Organizational Structure

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

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

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

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

Content Focus: Use symbolism, personal experience or philosophy

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

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response
- Performance Task

Multiple-Choice Attributes:

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

Sample Performance Task:

Materials:

- A piece of paper, pencil and colored pencils

Setup:

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

Prompt:

- Create a drawing that uses a personal experience to convey a message about school.

Item Rubric	
2 points	The student creates a drawing that uses a personal experience to convey a message about school.
1 point	The student creates a drawing that has a message about school, but it is not done through a personal experience. OR The student creates a drawing of a personal experience, but does not convey a message about school.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.H.1.2

Big Idea: Historical and Global Connections

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

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

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

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

Content Focus: Audience etiquette

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

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

How should you speak when viewing art at a museum?

- *A. Softly
- B. Loudly
- C. Clearly
- D. Positively

Benchmark: VA.912.H.1.5

Big Idea: Historical and Global Connections

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

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

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

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

Content Focus: Creative trends and technology

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Benchmark: VA.912.H.1.9

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.

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

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

Content Focus: Impact of significant figures and masterworks

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

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

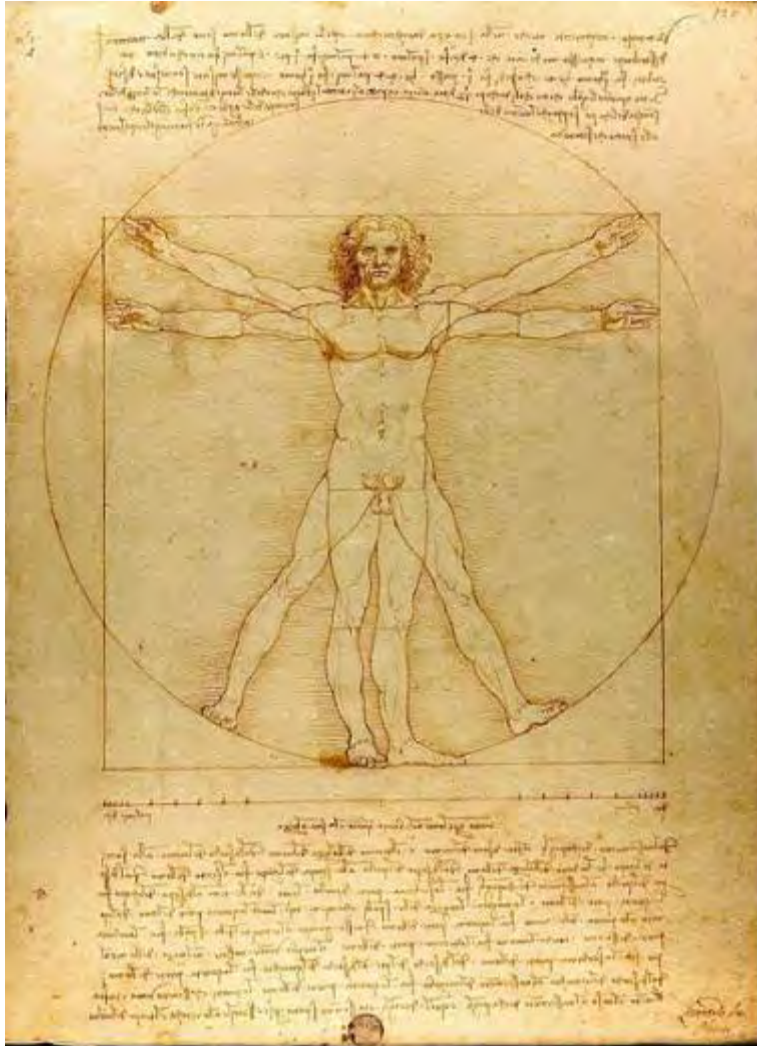
Which field did Leonardo da Vinci's drawings greatly influence?

- A. Music
- B. Religion
- *C. Science
- D. Literature

Sample Constructed-Response Item:

Prompt:

Here is a drawing. Tell who the artist is and how the drawing is important.



Exemplar Response:

The drawing is the “Vitruvian Man” by Leonardo da Vinci. It is important because it was used as the basis for proportions in Renaissance art and architecture.

Item Rubric	
2 points	The student correctly states who drew the artwork and why the artwork is important.
1 point	The student states who drew the artwork but not why it is important. OR The student explains why the drawing is important but does not tell who drew it.
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.2.1

Big Idea: Historical and Global Connections

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

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

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

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

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

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which 20th-century invention has had the biggest impact on how art is produced?

- A. The Internet
- B. The television
- *C. The computer
- D. The cell phone

Benchmark: VA.912.H.3.2

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.3.2 Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.

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

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

Content Focus: Applying artistic thinking to the real world

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

Recommended DOK Level: Moderate

Item Types:

- Constructed Response
- 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 artistic technique demonstrates the use of math concepts in art?

- A. Masking
- B. Sgraffito
- *C. Tessellation
- D. Chiaroscuro

Sample Constructed-Response Item:

Prompt:

Describe two ways that you could use drawing to help you in social studies.

Exemplar Response:

Drawing could help me to create a poster for a project in social studies. I could also use drawing to create diagrams that illustrate concepts in social studies.

Item Rubric	
2 points	The student lists two distinct ways that drawing could help in social studies.
1 point	The student gives one distinct way that drawing could help in social studies and one incorrect or missing way.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

Benchmark: VA.912.F.1.3

Big Idea: Innovation, Technology, and the Future

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

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

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

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

Content Focus: Artistic innovation and brainstorming

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

Recommended DOK Level: High

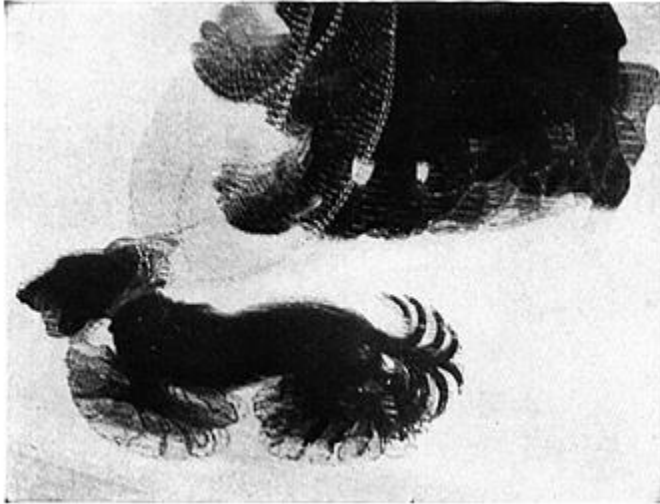
Item Types:

- Constructed Response
- Performance Task

Sample Constructed-Response Item:

Prompt:

Here is a drawing that shows moving objects. Tell how you could revise the drawing to show more movement.



Exemplar Response:

I could use charcoal to create movement using the gestural drawing technique.

Item Rubric	
2 points	The student correctly describes a way to add movement to the drawing.
1 point	The student describes a way to add to the drawing but not a way to add movement.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

Sample Performance Task:

Materials:

- Sheets of white paper, pencils, and colored pencils, and the following picture:



Setup:

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

Prompt:

- Add to the face in the drawing so that it expresses a feeling of disappointment.

Item Rubric	
2 points	The student adds to the face, using charcoal to make the face express disappointment.
1 point	The student adds to the face and creates an expression of emotion, but the emotion is not disappointment.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.2.1

Big Idea: Innovation, Technology, and the Future

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

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

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

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

Content Focus: Career opportunities

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

Recommended DOK Level: Low/Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

For whom is drawing an important skill?

- A. An dentist
- B. A librarian
- C. A plumber
- *D. An architect

Benchmark: VA.912.F.3.4

Big Idea: Innovation, Technology, and the Future

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

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

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

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

Content Focus: 21st-century skills

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

Recommended DOK Level: Moderate/High

Item Types:

- Multiple Choice
- Constructed Response
- Performance Task

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which is most important for creating art?

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

Sample Constructed-Response Item:

Prompt:

You've been commissioned by a city to create a public work of art. What are two things you would need to do to ensure you meet the needs of your client?

Exemplar Response:

I would need to be sure that I know what the deadlines are for the art to be finished and ready for display. I would also need to have good communication skills so that I can ask good questions and get along with the people who have hired me.

Item Rubric	
2 points	The student lists two distinct things that they would need to do to meet a client's needs when they have been hired to create a piece of art.
1 point	The student gives one distinct thing that they would need to do to meet a client's needs when they have been hired to create a piece of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

Standard: LAFS.910.SL.1.1

Strand: Standards for Speaking and Listening

Cluster: 1. Comprehension and Collaboration

Standard: LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

Standard: LAFS.910.W.2.4

Strand: Writing Standards

Cluster: 2. Production and Distribution of Writing

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

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

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

Content Focus: Writing in art

Content Limits: Students must be instructed to write a short essay in the prompt of the item. Art-related content is limited to two-dimensional design with a focus on mark-making as per state course description.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Standard: LAFS.910.W.3.9

Strand: Writing Standards

Cluster: 3. Research to Build and Present Knowledge

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

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

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

Content Focus: Creating art from text

Content Limits: Texts may include but are not limited to stories, myths, passages from stories, biographies, poems, quotes, articles, and other non-fictional texts. Prior knowledge in other subject areas should not be required by the student. Texts should allow for art-related responses. Art-related content is limited to two-dimensional design with a focus on mark-making as per state course description.

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response
- Performance Task

Multiple-Choice Attributes:

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