

Florida Hard-to-Measure Content Areas

Visual Arts Test Item Specifications Ceramics/Pottery 2



Florida Department of Education

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

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INTRODUCTION

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

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

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

Mission Statement

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

Origin and Purpose of the *Specifications*

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

Scope of This Document

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

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

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

Overall Considerations

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

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

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

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

REVIEW PROCEDURES FOR THE FLORIDA VISUAL ARTS ITEM BANK

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

Review of Graphics

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

Review of Test Items

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

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

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

Review for Potential Bias and Sensitivity Issues

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

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

UNIVERSAL DESIGN

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

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

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

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

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

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

CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

Types

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

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

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

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

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

Sources

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

Characteristics

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

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

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

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

Content

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

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

Modifications

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

Graphic Features

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

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

Diversity

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

Length of Video Clip

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

EVIDENCE-CENTERED DESIGN

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

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

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

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

CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

Item Style and Format

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

General Guidelines

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

Multiple-Choice Items

Definition

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

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

Terminology

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

Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.



Stimulus

Stem

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

Option

- A. How much they like pigs
- B. How to use animals in art
- C. How they have lost money
- D. How easily things can break

Distractors

Key

The diagram illustrates the components of a multiple-choice question. A red arrow labeled 'Stimulus' points to a light blue piggy bank with a large hole on its side and two brown band-aids on its body. A blue arrow labeled 'Stem' points to the question text: 'What do you think this piece of art is trying to communicate to the audience?'. Below the question are four options labeled 'Option' with arrows pointing to them: A. How much they like pigs, B. How to use animals in art, C. How they have lost money, and D. How easily things can break. 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:

An artist creates a figure of a monkey. During the firing process, the arms detach and break the portions of the body where the artist attached them.

Describe one problem that could have caused the arms to detach. Then, describe a solution to that problem.

Item Rubric

Score Points	Score Point Descriptors
2 points	The student describes one possible problem that caused the arms to detach and one solution. One possible problem could be not scoring and slipping the clay properly. One possible solution to this problem could be to score enough to roughen the clay on both sides and add enough slip to both sides before attaching them together.
1 point	The student describes one problem that could have caused the arms to detach but does not describe a solution. OR The student describes one way to solve the problem but does not clearly identify the problem.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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:

Use your art vocabulary to explain the type of color scheme used in this painting, and explain your answer.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student provides a complete explanation of whether or not he or she believes that the presented artwork successfully conveys tension and energy.
1 point	The student provides a partial or incomplete explanation of whether or not he or she believes that the presented artwork successfully conveys tension and energy.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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:

- Clay, a rolling pin, and a clay tool

Set Up:

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

Prompt:

- Say: “Use the clay and the provided tools to create a piece using two or more hand-building techniques.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student creates a form using at least two hand-building techniques.
1 point	The student creates a form using one hand-building technique.
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 28) 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.



How did the artist create depth in this artwork?

- A. Using wood to create the work of art
- B. Having an animal in the subject matter
- C. Using only one color tone in this work of art
- *D. Carving out a relief image on the work of art

Moderate Complexity

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

Below is an example of a moderate-complexity item.



Which culture is represented in both of these artworks?

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

High Complexity

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

Below is an example of a high-complexity item.



Which discipline influenced the spiral decoration on this stoneware plate?

- A. History
- *B. Math
- C. Reading
- D. Science

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>With which tool do you need to wear protective eye gear?</p> <p>What is the purpose of cleaning brushes thoroughly after each use?</p> <p>Which quality is most important for creating artwork?</p> <p>A student enjoys the works of Andy Warhol and wants to design a ceramic piece based on one of Warhol’s works. Which action would be an acceptable appropriation of Warhol’s work by the student artist?</p>	<p>Which term describes when someone copies another artist’s work and tries to pass it off as his or her own?</p> <p>After researching a project, what is the next step in the process of creating a work of art?</p> <p>What must be done to the wheelhead before someone begins to throw clay?</p> <p>What ideal does this piece of public art symbolize?</p>	<p>Explain why you think this artwork meets or does not meet your personal definition of art. Give supporting details.</p> <p>Use the available print and Internet sources to create the concept for a ceramic sculpture. Be sure to include a sketch of your idea and clippings of two or more printed pieces of media that inspired your idea</p> <p>Use the clay and the provided tools to create a piece using two or more hand-building techniques</p> <p>Why do you think the artist chose to paint the designs using white slip and black pigment?</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

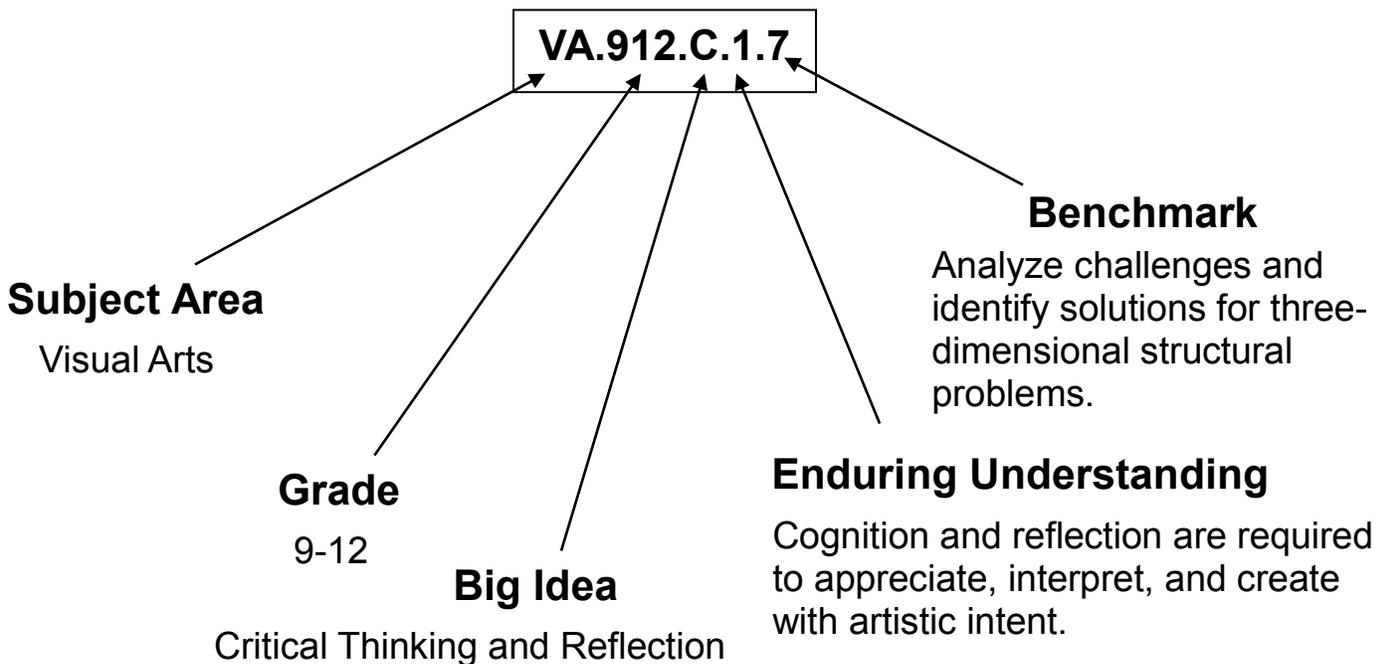
Items will be submitted directly into the Florida State Item Banking Platform.

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.



Visual Arts	
Grade 9-12	
Big Idea 1	Critical Thinking and Reflection
Enduring Understanding 1	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
Benchmark 7	Analyze challenges and identify solutions for three-dimensional structural problems.

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.1.7

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.1.7 Analyze challenges and identify solutions for three-dimensional structural problems.

Clarification: Analyze challenges and identify solutions for three-dimensional structural problems.

Performance Level Descriptor: To demonstrate proficiency, students will analyze challenges and identify solutions for structural problems in three-dimensional art.

Content Focus: Analyze structural problems and solutions

Content Limits: Content will include, but will not be limited to, problems that occur in the design and creation of pottery and ceramic sculpture.

Recommended DOK Level: Moderate

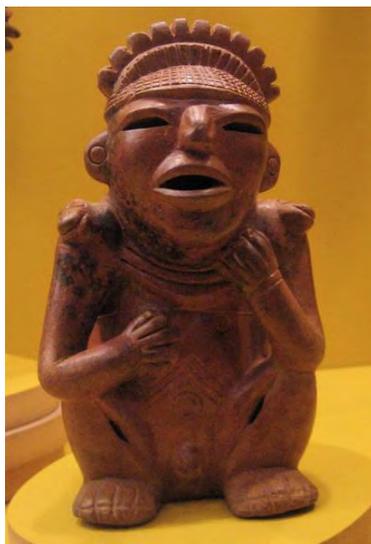
Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



How did the creator of this ceramic man solve the problem of the figure's arms possibly being too heavy to hang in midair?

- A. By lengthening the arms
- B. By making the arms thinner
- C. By bending the arms at the elbow
- *D. By resting the arms on the knees

Sample Constructed Response:

Prompt:

An artist creates a figure of a monkey. During the firing process, the arms detach and break the portions of the body where the artist attached them.

Describe one problem that could have caused the arms to detach. Then, describe a solution to that problem.

Exemplar Response:

The arms could have detached because of air bubbles. The artist could fix the problem by kneading the ceramic material better before forming the work.

Item Rubric	
2 points	The student describes one possible problem that caused the arms to detach and one solution. One possible problem could be not scoring and slipping the clay properly. One possible solution to this problem could be to score enough to roughen the clay on both sides and add enough slip to both sides before attaching them together.
1 point	The student describes one problem that could have caused the arms to detach but does not describe a solution. OR The student describes one way to solve the problem but does not clearly identify the problem.
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.2.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Use the four stages of art criticism to draw conclusions about works of art.

Performance Level Descriptor: To demonstrate proficiency, students will use the four stages of art criticism to draw conclusions about works of art.

Content Focus: Art critique

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

Recommended DOK Level: High

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



A student attempted to express tension and energy in the artwork above. Was the student successful? Explain your answer.

Exemplar Response:

Yes. The artist creates movement in the placement of the hands and fingers, therefore expressing energy. However, the placement of the hands also expresses tension because each seems to be moving against the other, pushing against it.

Item Rubric	
2 points	The student provides a complete explanation of whether or not he or she believes that the presented artwork successfully conveys tension and energy.
1 point	The student provides a partial or incomplete explanation of whether or not he or she believes that the presented artwork successfully conveys tension and energy.
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: Identify or categorize types of artwork using knowledge of art history and art vocabulary.

Performance Level Descriptor: To demonstrate proficiency, students will be able to identify or categorize pieces of art by using art vocabulary and their knowledge of art history.

Content Focus: Classifying art

Content Limits: Content is limited to categorizing types of three-dimensional art using ceramic mediums.

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:



This piece of artwork represents which movement in art history?

- *A. Art Deco
- B. Art Nouveau
- C. Impressionism
- D. Modernism

Benchmark: VA.912.C.2.8

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.2.8 Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

Clarification: Compare architecture, designs, and/or models to understand how technical and utilitarian components affect aesthetic qualities.

Performance Level Descriptor: To demonstrate proficiency, students will compare artworks to understand how the technical and utilitarian components affect the aesthetic qualities.

Content Focus: Comparing artwork for utilitarian components

Content Limits: Students may compare technical and utilitarian components of ceramic artworks' aesthetic qualities using elements of art and principles of design.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

How are these two clay works similar?



- *A. They are both vessels.
- B. They are both pitchers.
- C. They are both cylindrical.
- D. They are both modern forms of art.

Sample Constructed-Response Item:

Prompt:

Describe two ways in which the elements of art and principles of design are similar in the works below.



Exemplar Response:

Both of these artists created symmetrical bridges. Both of these bridges have texture.

Item Rubric	
2 points	The student describes two ways the bridges are similar using elements of art and principles of design.
1 point	The student describes one way the bridges are similar using the elements of art and principles of design.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.C.3.2

Big Idea: Critical Thinking and Reflection

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

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

Clarification: Develop standards one includes to meet expectations of a personal definition of art.

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

Content Focus: Personal expectations in art

Content Limits: Content is limited to explanations of students’ personal expectations.

Recommended DOK Level: High

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



Explain why you think this artwork meets or does not meet your personal definition of art. Give supporting details.

Exemplar Response:

This work does not meet my personal definition of art because it looks like it was made from a mold for mass production. While it may have been designed by an artist, it does not appear to convey an idea that would be important to the artist. Instead, it was created for purely commercial gain and decorative purposes.

Item Rubric	
2 points	The student completely explains why he or she believes the presented artwork does not fit a personal definition of art using supporting details.
1 point	The student partially explains why he or she believes the presented artwork does not fit a personal definition of art but does not give supporting details. The explanation may lack supporting details beyond describing the artwork using descriptive adjectives, such as “ugly,” “clumsy,” or “crude.”
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.1.1

Big Idea: Skills, Techniques, and Processes

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

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

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

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

Content Focus: Innovative art techniques for communication

Content Limits: Content includes, but is not limited to, sculpture and other ceramic artworks and/or designs.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Sample Constructed-Response Item:

Prompt:



This stained glass shows the Coat of Arms of British Columbia. Describe two things the artist did in this artwork to communicate through varied content.

Exemplar Response:

The artist uses both writing and art techniques in this stained glass. The writing shows an important phrase or motto that represents British Columbia. The artwork displays symbolic representations of British Columbia and Canada.

Item Rubric	
2 points	The student describes two things the artist did in this artwork to communicate through varied content, media, and art techniques.
1 point	The student describes one thing the artist did in this artwork to communicate through varied content, media, and art techniques.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.2.4

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Document an exploration of media and techniques in a sketchbook from research to create a concept for a ceramic piece.

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

Content Focus: Document in sketchbook

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

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheets of white paper, pencils, tape, staplers, and an assortment of magazines or access to online computers or a computer lab with printing capabilities

Setup:

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

Prompt:

- Say: “Use the available print and Internet sources to create the concept for a ceramic sculpture. Be sure to include a sketch of your idea and clippings of two or more printed pieces of media that inspired your idea.”

Item Rubric	
2 points	The student creates the concept for a ceramic sculpture, which includes a sketch of the idea and clippings of two or more printed pieces of media that inspired the idea.
1 point	The student creates the concept for a ceramic sculpture, which includes a sketch of the idea. OR The student creates the concept for a ceramic sculpture, which includes clippings of two or more printed pieces of media that inspired the idea but no sketch of the intended piece.
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.3.1

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.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

Clarification: Create works of art that demonstrate learned processes for creating two- or three-dimensional ceramic works of art.

Performance Level Descriptor: To demonstrate proficiency, students will create an artwork that demonstrates the ability of the students to effectively use or manipulate a material, technique, or process or manipulate a material, technique, or process in a creative way.

Content Focus: Art creation

Content Limits: Content is limited to ceramic art mediums and ceramic art–appropriate techniques and processes.

Recommended DOK Level: High

Item Types:

- Performance Tasks

Sample Performance Task:

Materials:

- Clay, a rolling pin, and a clay tool

Setup:

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

Prompt:

- Say: “Use the clay and the provided tools to create a piece using two or more hand-building techniques.”

Item Rubric	
2 points	The student creates a form using at least two hand-building techniques.
1 point	The student creates a form using one hand-building technique.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.S.3.3

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Identify the proper safety procedures when using hazardous chemicals and/or equipment when making art.

Performance Level Descriptor: To demonstrate proficiency, students will identify safety procedures when dealing with hazardous chemicals or equipment in the art room.

Content Focus: Safety procedures

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

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:

With which tool do you need to wear protective eye gear?

- A. Kiln
- B. Ruler
- *C. Sander
- D. Potter's wheel

Sample Constructed-Response Item:

Prompt:

List two tools used in the ceramic process that can cause cuts if someone fails to follow safety procedures.

Exemplar Response:

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

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

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: Practice personal responsibility, ethics, integrity, and respect for copyright laws when creating an artwork.

Performance Level Descriptor: To demonstrate proficiency, students will create artwork using ethical and/or responsible choices.

Content Focus: Personal responsibility

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

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which term describes when someone copies another artist's work and tries to pass it off as his or her own?

- A. Duplication
- B. Flattery
- C. Imitation
- *D. Plagiarism

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: Uses sketches and plans to make two- or three-dimensional designs.

Performance Level Descriptor: To demonstrate proficiency, students will use planning skills in sketching that help execute three-dimensional artworks.

Content Focus: Art skills

Content Limits: Content includes, but is not limited to, drawing (complex composition) and architectural rendering (plans and models of sculptures and other ceramic works).

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:

After researching a project, what is the next step in the process of creating a work of art?

- A. Buying your materials
- B. Critiquing your sketches
- C. Looking in art magazines
- *D. Sketching your work of art

Benchmark: VA.912.S.3.11

Big Idea: Skills, Techniques, and Processes

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

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

Clarification: Practice the correct storage and maintenance of equipment and materials in the art studio.

Performance Level Descriptor: To demonstrate proficiency, students will maintain and store equipment and materials in the art studio to prevent damage and/or cross-contamination.

Content Focus: Storage of art materials

Content Limits: Content includes, but is not limited to, proper storage and maintenance of paint, clay, glazes, and plaster; kiln, potter's wheel, mixers, paper cutters, and chisels; and other materials and chemicals used in ceramic art processes.

Recommended DOK Level: Low

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What is the purpose of cleaning brushes thoroughly after each use?

- A. To protect your clothing
- *B. To prevent cross contamination
- C. To prevent damage to the bristles
- D. To make them ready to use in the next class

Sample Constructed-Response Item:

Prompt:

Describe two steps for storing unused clay and incomplete ceramic artworks.

Exemplar Response:

First, you wet or moisten the unused clay so it does not dry out. Then, you wrap the whole piece in plastic so that the towels and air around the clay remain moist.

Item Rubric	
2 points	The student lists two steps for storing unused clay and incomplete ceramic artworks. These include, but are not limited to, the following: Wrapping in wet/moistened paper towels Covering paper towel wrapped pieces in plastic
1 point	The student lists one step for storing unused clay and incomplete ceramic artworks.
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.912S.3.12

Big Idea: Skills, Techniques, and Processes

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

Benchmark: VA.912S.3.12 Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.

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

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

Content Focus: Mastery of art processes and techniques

Content Limits: Content includes, but is not limited to, wheel-throwing, hand-building, and surface treatments.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice
- Constructed Response

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

What must be done to the wheelhead before someone begins to throw clay?

- A. Grease the wheelhead
- B. Turn the wheelhead off
- C. Wet the wheelhead with water
- *D. Secure the clay on the wheelhead

Sample Constructed-Response Item:

Prompt:

What are two techniques you can use when glazing?

Exemplar Response:

You can use brushing or dipping methods to glaze clay.

Item Rubric	
2 points	The student lists two techniques for glazing. These include, but are not limited to, the following: <ul style="list-style-type: none">• Brushing• Dipping• Pouring
1 point	The student lists one technique for glazing.
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.1.2

Big Idea: Organizational Structure

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

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

Clarification: Apply and justify why certain creative and technical skills were chosen to produce artworks.

Performance Level Descriptor: To demonstrate proficiency, students will apply and justify why certain creative and technical skills were chosen to produce artwork.

Content Focus: Reasons for organization of art processes

Content Limits: Content includes, but is not limited to, two- and three-dimensional compositions using ceramic mediums and/or design.

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



Why do you think the artist chose to paint the designs using white slip and black pigment?

- A. To create rhythm
- B. To create texture
- *C. To create contrast
- D. To create movement

Benchmark: VA.912.O.1.5

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.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

Clarification: Creates a three-dimensional work of art using elements of space, scale, and environment.

Performance Level Descriptor: To demonstrate proficiency, students will describe and explain the use of space, scale, and environment in construction of three-dimensional form or illusion of depth and form.

Content Focus: Use space, scale, and environment

Content Limits: Content includes, but is not limited to, sculpture, carvings, and other ceramic medium artworks.

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 did the artist create depth in this artwork?

- A. Using wood to create the work of art
- B. Having an animal in the subject matter
- C. Using only one color tone in this work of art
- *D. Carving out a relief image on the work of art

Benchmark: VA.912.O.2.1

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.2.1 Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.

Clarification: Use expressive content and language to create art that expresses a clear meaning.

Performance Level Descriptor: To demonstrate proficiency, students will create works of art that use language and other forms of expression to convey new meaning.

Content Focus: Constructing new meaning

Content Limits: Content includes, but is not limited to, visual representations of expression in three-dimensional works of art. Materials include, but are not limited to, clay, plaster, hand tools, paint, and glaze.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheet of white paper, pencils, color pencils or other drawing utensils

Setup:

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

Prompt:

- Say: –Design a clay sculpture that incorporates mosaic tiles to express the emotion of frustration. Write 1 – 2 sentences explaining how your design expresses frustration.”

Item Rubric	
2 points	The student designs a clay sculpture that incorporates mosaic tiles and expresses the emotion of frustration. And explains how the work expresses frustration.
1 point	The student designs a sculpture that incorporates mosaic tiles but does not explain how it expresses frustration. OR The student writes an explanation but does not design a sculpture.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.O.3.1

Big Idea: Organizational Structure

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

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

Clarification: Understands and uses symbolism to create a work of art that conveys a message to an audience.

Performance Level Descriptor: To demonstrate proficiency, students will use symbolism and personal experiences to create art with a specific meaning or message.

Content Focus: Use symbolism to communicate

Content Limits: Content includes, but is not limited to, sculpture, pottery, and other ceramic medium artworks.

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



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

- A. How much they like pigs
- B. How to use animals in art
- *C. How they have lost money
- D. How easily things can break

Benchmark: VA.912.H.1.4

Big Idea: Historical and Global Connections

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

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

Clarification: Apply knowledge and discuss connection(s) shared between the artworks reflecting the individuals, groups, cultures, events, and/or traditions of cultures.

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

Content Focus: Cross-cultural art connections

Content Limits: Content is limited to cultures represented in artworks.

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 culture is represented in both of these artworks?

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

Sample Constructed-Response Item:

Prompt:



The Michael C. Rockefeller Memorial Collection, Bequest of Nelson A. Rockefeller, 1979

The ceramic vessel on the left is from the ancient Moche culture of Peru, and the ceramic sculpture on the right is from the ancient Olmec culture of Mexico.

Describe two artistic connections between these artworks.

Exemplar Response:

Both artworks use ceramics to create realistic representations of human beings rather than highly stylized or perfected forms. In this way, both works elevate the everyday as a subject of artistic representation rather than an ideal human form or concept of beauty.

Item Rubric	
2 points	The student describes two artistic connections between the presented artworks.
1 point	The student describes one artistic connection between the presented artworks.
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.1.9

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: Discuss the importance of well-known ceramic medium artists and masterworks, including relation to artistic movements and how they influenced the works of others.

Performance Level Descriptor: To demonstrate proficiency, students describe the significance of movements and artists in art history.

Content Focus: Historical influences

Content Limits: Content is limited to artworks and artists using ceramic mediums.

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 is the historical significance of this work of art?

- A. It led to mass manufacturing
- *B. It tells a story about Indian culture
- C. It brought the Indian people wealth
- D. It was the first utilitarian set of pottery

Sample Constructed-Response Item:

Prompt:



Parthenon, 432 BC



Lincoln Memorial, completed 1922

Based on the pictures above, give two examples of how the Parthenon influenced the Lincoln Memorial.

Exemplar Response:

The Lincoln Memorial has Doric columns like the Parthenon does. Also, both structures were made from the same material.

Item Rubric	
2 points	The student provides two examples of how the Parthenon influenced the Lincoln Memorial. Examples include, but are not limited to: <ul style="list-style-type: none">• Doric columns• Building material• Atrium• Steps
1 point	The student provides one example of how the Parthenon influenced the Lincoln Memorial.
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.2.4

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.2.4 Research the history of art in public places to examine the significance of the artwork and its legacy for the future.

Clarification: Understand the significance of art in public places by researching its history and legacy for the future.

Performance Level Descriptor: To demonstrate proficiency, students will recognize the significance of art in public places by researching its history and legacy for the future.

Content Focus: History of art in public places

Content Limits: Content includes, but is not limited to, patron and corporate collections, museums, and outdoor exhibits.

Recommended DOK Level: Moderate

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



What ideal does this piece of public art symbolize?

- A. Antiquity
- B. Beauty
- *C. Freedom
- D. Leadership

Benchmark: VA.912.H.3.3

Big Idea: Historical and Global Connections

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

Benchmark: VA.912.H.3.3 Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

Clarification: Incorporate materials, ideas, or equipment used in other content areas to create ideas and processes in works of art.

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

Content Focus: Influences from other disciplines

Content Limits: Content areas include, but are not limited to, math, science, reading, and history.

Recommended DOK Level: High

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:



Which discipline influenced the spiral decoration on this stoneware plate?

- A. History
- *B. Math
- C. Reading
- D. Science

Benchmark: VA.912.F.1.2

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Create works of art with individual style by manipulating established techniques.

Performance Level Descriptor: To demonstrate proficiency, students will create works of art by manipulating an established technique.

Content Focus: Art technique

Content Limits: Content is limited to two- or three-dimensional ceramics relevant to the course.

Recommended DOK Level: High

Item Types:

- Performance Task

Sample Performance Task:

Materials:

- Sheet of white paper, pencils, color pencils, or other drawing utensils

Setup:

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

Prompt:

- Say: –Design a ceramic piece, using two established techniques, that expresses your individual style. Draw the design on the paper. Then, write 1 – 2 sentences that explain how your design expresses your style.”

Item Rubric	
2 points	The student designs a ceramic piece, using two established techniques, that expresses his or her individual style; the student also justifies the design in writing.
1 point	The student designs a ceramic piece that expresses his or her individual style but uses only one established technique; the student also justifies the design in writing. OR The student designs a ceramic piece using two established techniques that expresses his or her individual style but does not justify the design in writing.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

Benchmark: VA.912.F.2.2

Big Idea: Innovation, Technology, and the Future

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

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

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

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

Content Focus: Art careers and the economy

Content Limits: Content includes, but is not limited to, careers that extend beyond the traditional fine arts.

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:

People in which art-related career improve the appearance, safety, and quality of manufactured products?

- A. Architects
- B. Graphic designers
- C. Interior decorators
- *D. Industrial designers

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 follow or create a sequence of steps to aid in time management and demonstrate communication, collaboration, creativity, and critical thinking.

Content Focus: 21st-century skills (Communication, collaboration, creativity, critical thinking)

Content Limits: Content includes, but is not limited to, punctuality, reliability, diligence, and positive work ethic.

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

Which quality is most important for creating artwork?

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

Benchmark: VA.912.F.3.6

Big Idea: Innovation, Technology, and the Future

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

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

Clarification: Identify ethical approaches to incorporating others' artwork into one's own.

Performance Level Descriptor: To demonstrate proficiency, students will identify the correct or ethical approaches to incorporating others' artwork into one's own.

Content Focus: Ethical appropriation

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

Recommended DOK Level: Low

Item Types:

- Multiple Choice

Multiple-Choice Attributes:

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

Sample Multiple-Choice Item:

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

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

- A. Etching one of Warhol's works onto a thrown vase
- B. Sculpting a three-dimensional version of one of the works
- C. Creating a lithograph of a Warhol work directly onto a series of tiles
- *D. Repeating a slightly altered image of an everyday object onto a series of tiles

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 glass, plaster, and clay per course description.

Recommended DOK Level: Moderate

Item Types:

- Constructed Response

Standard: LAFS.910.W.3.9

Strand: Writing Standards

Cluster: 3. Research to Build and Present Knowledge

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

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

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

Content Focus: Creating art from text

Content Limits: Texts may include but are not limited to stories, myths, passages from stories, biographies, poems, quotes, articles, and other non-fictional texts. Prior knowledge in other subject areas should not be required by the student. Texts should allow for art-related responses. Art-related content is limited to glass, plaster, and clay per course description.

Recommended DOK Level: High

Item Types:

- Multiple Choice
- Constructed Response
- Performance Task

Multiple-Choice Attributes:

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