

# Florida Hard-to-Measure Content Areas

## Visual Arts Test Item Specifications Drawing 2



Florida Department of Education  
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## INTRODUCTION

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

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

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

### **Mission Statement**

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

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

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

## **Scope of This Document**

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

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

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

## **Overall Considerations**

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

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

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

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

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

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

### **Review of Graphics**

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

### **Review of Test Items**

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

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

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

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

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

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

## UNIVERSAL DESIGN

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

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

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

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

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

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

## CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

### Types

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

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

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

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

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

## **Sources**

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

## **Characteristics**

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

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

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

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

## **Content**

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

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

## **Modifications**

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

## **Graphic Features**

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

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

## **Diversity**

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

## **Length of Video Clip**

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

## EVIDENCE-CENTERED DESIGN

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

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

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

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

## CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

### Item Style and Format

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

### General Guidelines

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

### Multiple-Choice Items

#### Definition

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

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

## Terminology

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

Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.

Stimulus



Stem

[http://upload.wikimedia.org/wikipedia/commons/thumb/a/a9/Man\\_chopping\\_wood\\_-\\_monochrome.svg/468px-Man\\_chopping\\_wood\\_-\\_monochrome.svg.png](http://upload.wikimedia.org/wikipedia/commons/thumb/a/a9/Man_chopping_wood_-_monochrome.svg/468px-Man_chopping_wood_-_monochrome.svg.png)

What could the artist do to add depth to this drawing?

Option

- A. Add images to the background ← Key
- B. Add shading to the clothes ← Distractors
- C. Add color to the boy ← Distractors
- D. Add found objects ← Distractors

## Criteria

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

## Constructed-Response Items

### Definition

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

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

### Terminology

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

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

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

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

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

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

**Prompt:**

Describe how a wash technique is applied to achieve an overall uniform tone for the background of an artwork.

<b>Item Rubric</b>	
<b>Score Points</b>	<b>Score Point Descriptors</b>
2 points	The student describes how a wash technique is applied to achieve an overall uniform tone for the background of an artwork. Methods include: <ul style="list-style-type: none"><li>• Using a large round or flat brush</li><li>• Diluting the paint with water and painting on dry paper</li><li>• Loading the brush with paint and painting on wet paper</li><li>• Running all the strokes from left to right, or running the strokes from left to right and then right to left</li></ul>
1 point	The student describes how a wash technique is applied but leaves out a step.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## Short Constructed-Response Item

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



### Prompt:

Tell about one modern artistic trend that is used in this image. Then, tell how you know this technique is used.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student explains that the picture is composed of mixed media because the picture contains photography, illustrations, and is digitally enhanced.
1 point	The student says that the picture is composed of mixed media but does not explain how he or she knows this. OR The student says that the drawing is composed of photography and illustrations and is digitally enhanced but does not describe it as mixed media.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## Criteria

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

## Performance Tasks

### Definition

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

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

### Terminology

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

**Materials:** The materials that must be provided for the student

**Setup:** The setup for the presentation of the task

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

**Rubric:** The scoring guidelines for a student's response

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

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

**Materials:**

- A piece of paper, pencil, and colored pencils

**Set Up:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: –Surrealism was a visual movement in which art was represented as dreamlike and imaginary. Create a drawing that shows surrealism that uses fruit as its subject.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student creates a drawing that shows surrealism, to show an imaginary or dreamlike scene involving fruit.
1 point	The student creates a drawing using fruit, but it does not depict a dreamlike state.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

**Criteria**

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

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

## **Scope of Items**

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

## COGNITIVE COMPLEXITY OF THE FLORIDA VISUAL ARTS ITEMS

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

### Cognitive Complexity

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

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

The pages that follow illustrate some of the varying demands that items might make at each complexity level for the Florida Visual Arts Item Bank. Note that items may fit one or more descriptions. In most instances, these items are classified at the highest level of complexity demanded by the item. Caution must be used in referring to the table (page 27) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

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

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

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

## Low Complexity

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

Below is an example of a low-complexity item.



What is the theme of this composition?

- A. Biology
- B. Life in nature
- C. Evening time
- \*D. Refuge in nature

## Moderate Complexity

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

Below is an example of a moderate-complexity item.



What best explains the reason that the artist chose to make the subject of this artwork a silhouette on a light background?

- A. To show unity
- B. To show texture
- C. To show rhythm
- \*D. To show contrast

## **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.

The Renaissance was a cultural movement in European history in which new styles developed in multiple areas of societal life, including art. Which painting is an example of the artistic style of the Renaissance?



A.



B.



\*C.



D.

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

<b>Examples of Florida’s Visual Arts Items Across Cognitive Complexity Levels</b>		
<b>Low Complexity</b>	<b>Moderate Complexity</b>	<b>High Complexity</b>
<p>What should you do if you are unsure about issues concerning copying another person’s work?</p> <p>What is the most important safety measure when using spray fixative?</p> <p>What is the difference between a drawing and digital mark-making?</p> <p>When creating a drawing using figures, what is the first step to ensure proper proportions?</p>	<p>What kind of medium should be used with charcoal to achieve a tonal effect?</p> <p>What type of statement is best described as constructive criticism?</p> <p>How does this image reflect modern art techniques?</p> <p>In which period did Picasso paint pictures that were based on African art?</p>	<p>Create a drawing that conveys your personal view on homework.</p> <p>Create a drawing depicting a doorway between worlds.</p> <p>Look at the images. Without simply copying one image, create a sketch inspired by the reference images. Then explain what connection your sketch has to the images.</p> <p>The Renaissance was a cultural movement in European history in which new styles developed in multiple areas of societal life, including art. Which painting is an example of the artistic style of the Renaissance?</p>

## GUIDELINES FOR ITEM WRITERS

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

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

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

**Cognitive Complexity**

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

**Submission of Items**

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

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

**Electronic Submission**

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

## GUIDE TO THE GRADE LEVEL SPECIFICATIONS

### Benchmark Classification System

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

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

**VA.912.S.1.1**

**Subject Area**

Visual Arts

**Grade**

9-12

**Big Idea**

Skills, Techniques, and Processes

**Enduring Understanding**

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

**Benchmark**

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

<b>Visual Arts</b>	
<b>Grade 9-12</b>	
<b>Big Idea 2</b>	<b>Skills, Techniques, and Processes</b>
<b>Enduring Understanding 1</b>	<b>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</b>
<b>Benchmark 1</b>	<b>Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.</b>

## Definitions of Benchmark Specifications

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

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

## Elements of Art and Principles of Design

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

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

### Elements of art:

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

### Principles of design:

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

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

- Contrast
- Repetition
- Figure/ground

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

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Describes or explains various contexts to develop, refine, and reflect on an artistic theme using critical-thinking skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will use critical-thinking skills to describe or identify various contexts to develop, refine, and reflect on an artistic theme.

**Content Focus:** Reflect on themes of art

**Content Limits:** Content includes, but is not limited to, themes in paintings, photographs, drawings, prints, and collages.

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Constructed Response
- Performance Task

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



What is the theme of this composition?

- A. Biology
- B. Life in nature
- C. Evening time
- \*D. Refuge in nature

**Sample Constructed-Response Item:**

**Prompt:**

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

**Exemplar Response:**

I would draw a landscape with trees, leaves, and insects. I would create a focal point on one insect and use crosshatching to enhance detailed wear of it.

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

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

**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.1.3 Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.

**Clarification:** Describes the technical skill, aesthetic appeal, and/or the social implication of artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe the technical skill, aesthetic appeal, and/or social implication of artwork in order to formulate criteria for assessing personal work.

**Content Focus:** Evaluating artwork

**Content Limits:** Content includes, but is not limited to, drawings, paintings, collage, printmaking, collage, and design.

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Constructed Response Item:**

**Prompt:**

Describe an effective drawing technique for creating a range of values in an image when using sketching pencils.

**Exemplar Response:**

The artist would begin the image by drawing lightly and building up the values through blending and by layering additional media.

<b>Item Rubric</b>	
2 points	The student describes that a range of values is created by using sketching pencils to start lightly and build up to dark.
1 point	The student only mentions that there are light or dark values. OR The process described by the student to build up values is incorrect.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

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

**Big Idea:** Critical Thinking and Reflection

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

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

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

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

**Content Focus:** Aesthetic choices

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

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Multiple Choice

**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 did the artist include the colored sneakers in this artwork?

- \*A. To mirror the palette of pastels
- B. To emphasize the artist's love of shoes
- C. To show how many pairs of shoes the artist has
- D. To show the disposition of the artist in the painting

## **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:** Uses given criteria to critique or draw conclusions about works of art.

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

**Content Focus:** Art critique

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

**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:**

This artwork shows the use of perspective.



How is perspective used in this artwork?

- A. To create line and color
- \*B. To create space and depth
- C. To create texture and value
- D. To create value and emphasis

**Sample Constructed-Response Item:**



**Prompt:**

A student created this composition to express the subjects as vibrant and active. Was the student successful? Explain your answer.

**Exemplar Response:**

Yes, the student was successful because he or she used bright, warm colors that show energy and emphasize the subjects.

<b>Item Rubric</b>	
2 points	The student states whether he or she believes the composition to be successful and supports his or her answer.
1 point	The student states whether he or she believes the composition is successful but does not support the answer.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.912.C.2.3**

**Big Idea:** Critical Thinking and Reflection

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

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

**Clarification:** Identifies criticism that is constructive during art critique.

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

**Content Focus:** Art critique

**Content Limits:** Content is limited to helpful suggestions rather than negative criticism.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

What type of statement is best described as constructive criticism?

- A. One that expresses displeasure or dislike of the artwork
- B. One that only comments on the good qualities of the artwork
- C. One that points out everything that is wrong with the artwork
- \*D. One that provides useful suggestions of how to make an artwork better

## 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:** Describes and applies the standards to include in order to meet personal expectations of art.

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

**Content Focus:** Personal expectations in art

**Content Limits:** Content is limited to explanations of students’ personal expectations; do not assess others’ expectations.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A piece of paper and pencil

**Setup:**

- The student is provided with his or her own materials and workspace.

**Prompt:**

- Say: “Use a specific lettering style or font to write your name. Give a reason for why you chose this specific style.”

Item Rubric	
2 points	The student creates their name in a specific font and gives a reason for that style.
1 point	The student creates their name in a specific font but does not give a reason for that style.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.912.C.3.5**

**Big Idea:** Critical Thinking and Reflection

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

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

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

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

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

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

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

The Renaissance was a cultural movement in European history in which new styles developed in multiple areas of societal life, including art. Which painting is an example of the artistic style of the Renaissance?



A.



B.

\*C.



D.



## **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:** Describes or identifies innovative means and understanding to communicate through varied content, media, and art techniques.

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

**Content Focus:** Art techniques

**Content Limits:** Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

**Recommended DOK Level:** Low

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Describe two ways that the artist communicated through varied media in the artwork.



**Exemplar Response:**

The artist used pieces of paper and found objects to create this artwork.

<b>Item Rubric</b>	
2 points	The student describes two ways the artist communicated through varied media in the artwork. Media may include; <ul style="list-style-type: none"> <li>• Paper</li> <li>• Found objects</li> <li>• Photography</li> <li>• Magazine clippings</li> </ul>
1 point	The student describes one way the artist communicated through varied media in the artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.912.S.1.5**

**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.1.5 Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.

**Clarification:** Describes or explains the aesthetic impact of art created with different types of media to evaluate advantages and disadvantages of the different processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or explain advantages or disadvantages of art created with different media.

**Content Focus:** Difference in processes

**Content Limits:** Content includes, but is not limited to, snapshots vs. photographs, and drawing vs. digital mark-making.

**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:**

**Drawing**



**Digital Mark-making**



What is the difference between a drawing and digital mark-making?

- A. Digital mark-making takes longer to do.
- B. Digital mark-making needs to use warmer colors.
- C. Digital mark-making needs to have a fantastical subject.
- \*D. Digital mark-making corrects and deletes mistakes more easily.

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

**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.2.1 Demonstrate organizational skills to influence the sequential process when creating artwork.

**Clarification:** Identifies or describes the organizational skills needed when creating artwork that has a sequential process.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe organizational skills and how they influence the sequential process when creating artwork.

**Content Focus:** Organizational skills

**Content Limits:** Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

When creating a drawing using figures, what is the first step to ensure proper proportions?

- \*A. use gesture drawing
- B. add details to body parts
- C. sketch out the background
- D. outline with tracing paper

## **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:** Develops concepts and selects media inspired by information resources.

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

**Content Focus:** Using information resources

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

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response
- Performance Task

**Sample Performance Task:**

**Materials:**

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



**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: “Look at the images. Without simply copying one image, create a sketch inspired by the reference images. Then explain what connection your sketch has to the images.”

<b>Item Rubric</b>	
2 points	The student creates a sketch inspired by the reference images. The student explains the connection between his or her sketch and the reference images.
1 point	The student creates a sketch inspired by the reference images, but does not explain the connection between his or her sketch and the images. OR The student explains the connection between the reference images and what they would sketch, but there is no actual sketch.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.912.S.2.5**

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

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

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

**Clarification:** Demonstrates artistic skills to produce representational, figurative, or abstract imagery.

**Performance Level Descriptor:** To demonstrate proficiency, students will create a work of art that produces representational, figurative, or abstract imagery.

**Content Focus:** Art technique

**Content Limits:** Elements of art and principles of design include, but are not limited to, color, contrast, lines, rhythm, shapes, pattern, texture, balance, asymmetry, radial symmetry, emphasis, focal point, unity, space, depth, and perspective.

**Recommended DOK Level:** Moderate

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- A piece of paper, pencil, and colored pencils

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: “Surrealism was a visual movement in which art was represented as dreamlike and imaginary. Create a drawing that shows surrealism that uses fruit as its subject.”

<b>Item Rubric</b>	
2 points	The student creates a drawing that shows surrealism, to show an imaginary or dreamlike scene involving fruit.
1 point	The student creates a drawing using fruit, but it does not depict a dreamlike state.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

## **Benchmark: VA.912.S.3.3**

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

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

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

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

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

**Content Focus:** Safety procedures

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

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

What is the most important safety measure when using spray fixative?

- A. Use in front of a fan
- B. Use in an enclosed space
- C. Use hands to spread fixative
- \*D. Use in a well-ventilated area

## **Benchmark: VA.912.S.3.4**

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

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

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

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

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

**Content Focus:** Respect intellectual property

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

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

What should you do if you are unsure about issues concerning copying another person's work?

- A. Ask a friend
- \*B. Look up copyright laws
- C. Replicate without checking
- D. Copy some parts of the person's work

## **Benchmark: VA.912.S.3.7**

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

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

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

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

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

**Content Focus:** Maintain tools

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

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



What is the correct technique used to achieve the details in this artwork?

- A. Blotting
- B. Enameling
- C. Flexography
- \*D. Scratchboard

**Sample Constructed-Response Item:**

**Prompt:**

Describe how a wash technique is applied to achieve an overall uniform tone for the background of an artwork.

**Exemplar Response:**

Dilute the paint with water, load the brush with paint, and make a series of horizontal strokes over the width of the paper.

<b>Item Rubric</b>	
2 points	The student describes how a wash technique is applied to achieve an overall uniform tone for the background of an artwork. Methods include: <ul style="list-style-type: none"><li>• Using a large round or flat brush</li><li>• Diluting the paint with water and painting on dry paper</li><li>• Loading the brush with paint and painting on wet paper</li><li>• Running all the strokes from left to right, or running the strokes from left to right and then right to left</li></ul>
1 point	The student describes how a wash technique is applied but leaves out a step.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.912.S.3.8**

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

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

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

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

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

**Content Focus:** Color and light theory

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

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Performance Task

**Multiple-Choice Attributes:**

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

**Sample Performance Task:**

**Materials:**

- A piece of paper, pencil, and colored pencils

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: “Create a drawing of light streaming in through a window. Be sure to use value and color combination to create shadow and light.”

<b>Item Rubric</b>	
2 points	The student creates a drawing of light streaming in through a window and successfully combines colors to create shadow and light.
1 point	The student creates a drawing of light streaming in through a window but does not combine colors to create shadow or light.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

**Benchmark: VA.912.S.3.10**

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

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

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

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

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

**Content Focus:** Plan artwork

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

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which step should come first in creating a drawing?

- A. Deciding the medium for the drawing
- \*B. Choosing the subject of the drawing
- C. Choosing the colors for the drawing
- D. Picking the tools for the drawing

**Sample Constructed-Response Item:**

**Prompt:**

Explain the importance of organizing and planning an artwork before attempting a final draft.

**Exemplar Response:**

Organizing and planning an artwork before attempting the final draft is important because it minimizes the correction and deletion of mistakes and helps ensure the desired effect of the final piece.

<b>Item Rubric</b>	
2 points	The student correctly explains the importance of organizing and planning an artwork before attempting a final draft.
1 point	The student says that organizing and planning first is important but does not explain why.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.912.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:** Explains or describes the process of storing and maintaining equipment and materials in the art studio.

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

**Content Focus:** Storage of art materials

**Content Limits:** Materials include, but are not limited to, paint, paper cutters, chisels, and chemicals used in art.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

How should paint brushes be stored?

- \*A. Bristle end up
- B. Bristles in water
- C. Bristle end down
- D. Bristles in paint thinner

## **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:** Describes the processes, tools, and techniques for various art media to develop competence and dexterity.

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

**Content Focus:** Art skills

**Content Limits:** Content includes, but is not limited to, printmaking, drawing, painting, and technology.

**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 kind of medium should be used with charcoal to achieve a tonal effect?

- A. Glossy paper
- \*B. Rough paper
- C. Tracing paper
- D. Wet paper

**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:** Describes and explains why certain creative and technical skills were chosen to produce artworks.

**Performance Level Descriptor:** To demonstrate proficiency, students will be able to explain and describe why certain creative and technical skills were chosen to produce artwork.

**Content Focus:** Reasons for organization of art process

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

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



What best explains the reason that the artist chose to make the subject of this artwork a silhouette on a light background?

- A. To show unity
- B. To show texture
- C. To show rhythm
- \*D. To show contrast

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

**Big Idea:** Organizational Structure

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

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

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

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

**Content Focus:** Solve aesthetic problems

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

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



What could the artist do to add depth to this drawing?

- \*A. Add images to the background
- B. Add shading to the clothes
- C. Add color to the boy
- D. Add found objects

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

**Big Idea:** Organizational Structure

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

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

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

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

**Content Focus:** Use symbolism, personal experience or philosophy

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

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response
- Performance Task

**Multiple-Choice Attributes:**

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

**Sample Performance Task:**

**Materials:**

- A piece of paper, a pencil

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Create a drawing that conveys your personal view on homework.

<b>Item Rubric</b>	
2 points	The student creates a drawing that uses personal imagery to convey a viewpoint on homework.
1 point	The student creates a drawing where the viewpoint on homework is not apparent.
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.1.4**

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

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

**Content Focus:** Cross-cultural art

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

**Recommended DOK Level:** Low/Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

Sample Multiple-Choice Item:

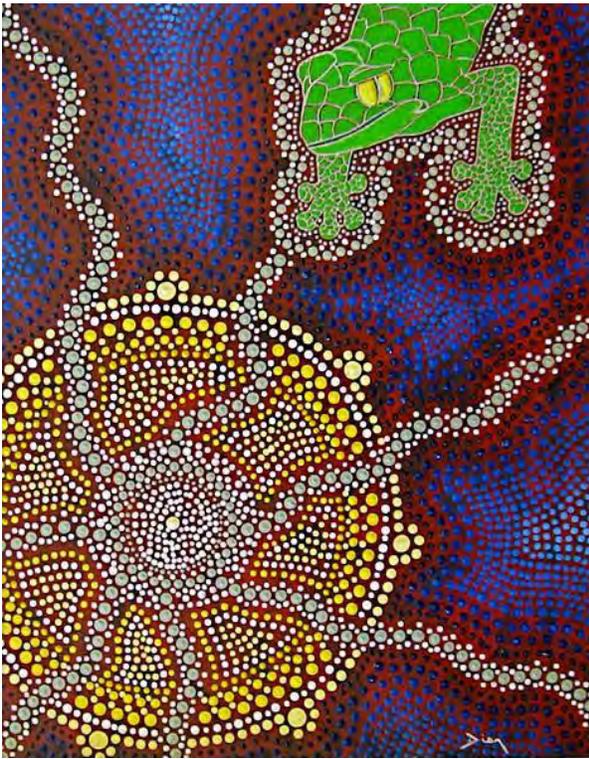


What do these two pieces of art have in common?

- \*A. Cultural influence
- B. Subject matter
- C. Medium
- D. Color

**Sample Constructed-Response Item:**

**Prompt:**



Describe one similarity and one difference between these artworks.

**Exemplar Response:**

Both artworks depict the same animal, a lizard. One artwork is Aboriginal artwork and the other is Graffiti artwork.

<b>Item Rubric</b>	
2 points	<p>The student describes a similarity and a difference between the works of art.</p> <p>Similarities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Both have animals.</li> <li>• Both are of a lizard</li> <li>• Both are of nature.</li> </ul> <p>Difference may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Different color families</li> <li>• Different art styles</li> <li>• Different cultures</li> <li>• Different representational styles</li> </ul>
1 point	The student describes either a similarity or a difference between the works of art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **Benchmark: VA.912.H.1.5**

**Big Idea:** Historical and Global Connections

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

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

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

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

**Content Focus:** Creative trends and technology

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

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

How does this image reflect modern art techniques?



- A. It depicts a fantastical creature
- B. It depicts a focused subject
- \*C. It uses digital imaging
- D. It uses bold colors

**Sample Constructed-Response Item:**

**Prompt:**

Tell about one modern artistic trend that is used in this image. Then, tell how you know this technique is used.



**Exemplar Response:**

This image is composed of mixed media. The picture is made up of photography and illustrations and is digitally enhanced.

Item Rubric	
2 points	The student explains that the picture is composed of mixed media because the picture contains photography, illustrations, and is digitally enhanced.
1 point	The student says that the picture is composed of mixed media but does not explain how he or she knows this. OR The student says that the drawing is composed of photography and illustrations and is digitally enhanced but does not describe it as mixed media.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

## **Benchmark: VA.912.H.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:** Analyzes and evaluates the contributions and influences of well-known artists, architects, or masterworks.

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

**Content Focus:** Impact of significant figures and masterworks

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

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice
- Constructed Response

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

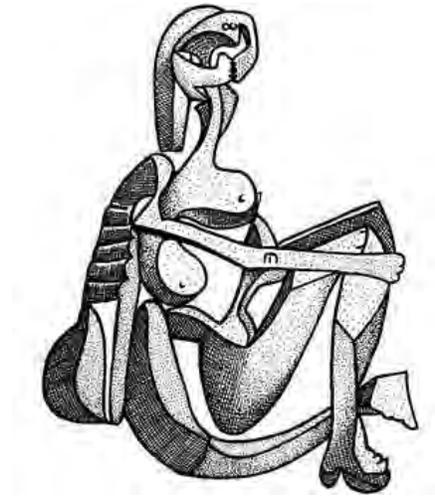
In which period did Picasso paint pictures that were based on African art?

- A. The Realism Period
- \*B. The Cubism Period
- C. The Rose Period
- D. The Blue Period

**Sample Constructed-Response Item:**

**Prompt:**

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



**Exemplar Response:**

The drawing is by Pablo Picasso. It is important because it illustrates the style of Cubism, a very influential and well-known form of art.

Item Rubric	
2 points	The student correctly states who drew the artwork and why the artwork is important.
1 point	The student states who drew the artwork but not why it is important. OR The student explains why the drawing is important but does not tell who drew it.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

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

**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.2.2 Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

**Clarification:** Describes or identifies how visual arts fulfill aesthetic needs through artwork and utilitarian artwork.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify how artwork fulfills aesthetic need and utilitarian objects.

**Content Focus:** Aesthetic and utilitarian artwork

**Content Limits:** Content includes, but is not limited to, drawing, painting, printmaking, collage, and design.

**Recommended DOK Level:** Moderate

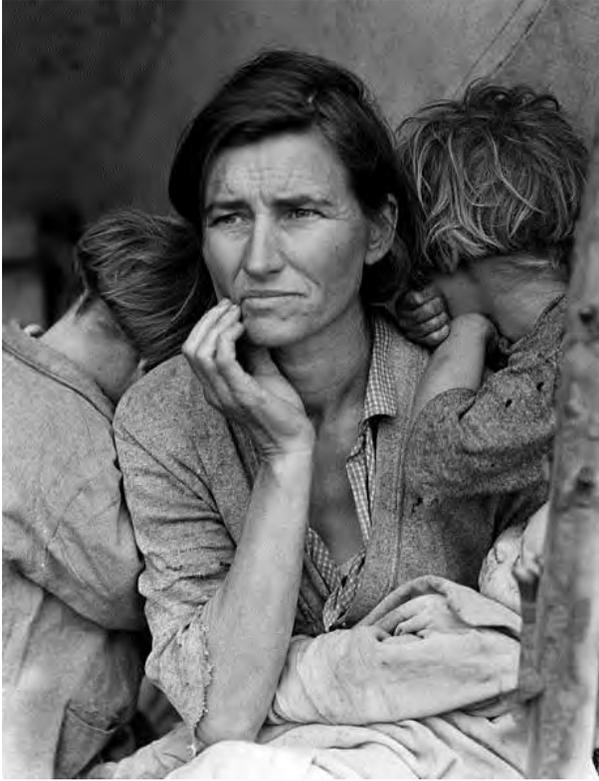
**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

List two ways that the artist portrays seriousness in this artwork.



**Exemplar Response:**

The artist portrays seriousness through the expression and posture given to the subject and through the use of contrast to create a serious mood.

<b>Item Rubric</b>	
2 points	The student correctly lists two ways that the artist portrays seriousness in the artwork.
1 point	The student correctly lists one way that the artist portrays seriousness in the artwork.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

## **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:** Identifies 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 identify materials, ideas, or equipment from other content areas to generate ideas to create art.

**Content Focus:** Art in other disciplines

**Content Limits:** Content includes, but is not limited to, content that is grade-level appropriate.

**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 work is created from a mathematical equation?



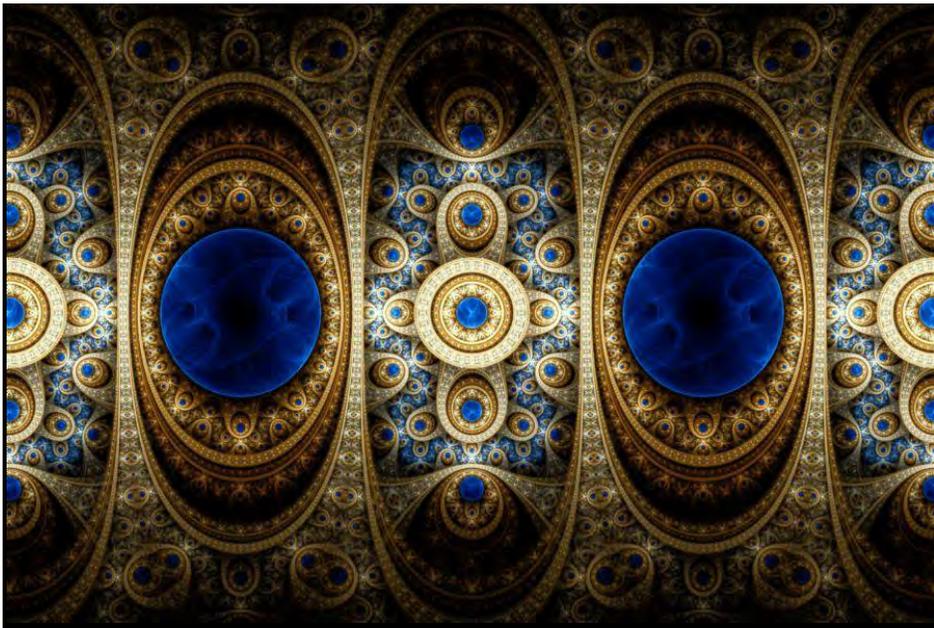
A.



B.



C.



\*D.

**Benchmark: VA.912.F.1.1**

**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.1.1 Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

**Clarification:** Solves art problems with innovative solutions.

**Performance Level Descriptor:** To demonstrate proficiency, students will solve an art problem by using an innovative solution.

**Content Focus:** Art creation

**Content Limits:** Content includes, but is not limited to, solutions, problem-solving, styles, and editing and critiquing.

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheet of white paper, pencils, or colored pencils

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: –A conservation organization that saves endangered sea turtles needs a logo. Create a logo that is simple and expresses the purpose of the company.”

Item Rubric	
2 points	The student creates a logo that is simple and communicates the purpose of a sea turtle conservation organization.
1 point	The student creates a logo for a sea turtle conservation organization, but it is too complex to be a logo. OR The student creates a simple logo, but it does not communicate the purpose of a sea turtle conservation organization.
0 points	The student is unable to perform the task, does not understand how to complete the task, or unsuccessfully completes the task.

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

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

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

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

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

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

**Content Focus:** Artistic innovation and brainstorming

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

**Recommended DOK Level:** High

**Item Types:**

- Constructed Response
- Performance Task

**Sample Performance Task:**

**Materials:**

- Sheets of white paper, pencils, and colored pencils

**Setup:**

- Each student is provided with his or her own materials and workspace.

**Prompt:**

- Say: –Create a drawing depicting a doorway between worlds.”

<b>Item Rubric</b>	
2 points	The student creates a drawing depicting a doorway between worlds. There is a doorway and two distinct worlds visible
1 point	The student creates a drawing of a doorway, but does not depict two worlds. OR The student creates two worlds, but does not depict a doorway.
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:** Identifies 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, exhibitions, sale of art products, manufacture of art equipment, industrial design, and architectural and interior design.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

In which career field are images used to create logos, branding, advertisements, and product packaging?

- A. Architecture
- B. Construction
- \*C. Graphic design
- D. Interior design

**Benchmark: VA.912.F.2.8**

**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.2.8 Describe community resources to preserve, restore, exhibit, and view works of art.

**Clarification:** Describes and explains resources in the community used to preserve, restore, exhibit, and view works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe and explain resources in the community used to preserve, restore, exhibit, and view works of art.

**Content Focus:** Community resources

**Content Limits:** Works of art include, but are not limited to, drawings, paintings, printmaking, collage, and design.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Name one type of career at a museum and describe what people in this career do.

**Exemplar Response:**

One career is a museum curator. The museum curator purchases new artworks, develops and oversees exhibitions, and helps prepare materials to advertise and announce exhibitions.

<b>Item Rubric</b>	
2 points	The student lists one career at a museum and describes it. These include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Museum director: Oversees the operations and growth of a museum and is responsible for its budget, planning, organization, and staff.</li><li>• Curator: Purchases new artworks, develops and oversees exhibitions, and helps prepare materials to advertise and announce exhibitions.</li><li>• Conservator: Cares for a museum’s art collection, finds out the age of artwork, determines whether the art is real or fake, and decides how to clean and preserve art.</li><li>• Museum educators: Works with students and teachers in the community, leads tours, and teaches people about the art at the museum.</li></ul>
1 point	The student only identifies a career at a museum. OR The student only describes the career.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

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

**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.3.1 Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.

**Clarification:** Identifies and explains how technology applications and art skills can be used to promote social and cultural awareness about community initiatives and/or concerns.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and explain how technology is used to promote social and cultural awareness in the community.

**Content Focus:** Art used for community awareness

**Content Limits:** Content includes, but is not limited to, presentation software, video, sound, and open-access collaborative web applications.

**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:**

An artist wants to use technology to raise awareness about using recycled materials for art projects. What is the best way to make this issue known?

- A. Creating a sculpture using only recycled materials
- \*B. Producing a poster encouraging recycling
- C. Telling several people about the idea
- D. Talking to recycling companies

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

**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.3.2 Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.

**Clarification:** Identifies reasons or describes why choices were made in designs that are meant to communicate to the general audience.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe reasons for using procedural, analytical, and divergent thinking to achieve visual literacy.

**Content Focus:** Achieving visual literacy

**Content Limits:** Content includes, but is not limited to, information literacy and media.

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Describe the images in the background of the artwork and why they are important to the artwork.



**Exemplar Response:**

The images in the background of the artwork are all events that have happened in Black History and are important because they are part of African American culture.

<b>Item Rubric</b>	
2 points	The student correctly describes the images in the background of the artwork and explains why they are important to the artwork.
1 point	The student correctly describes the images in the background of the artwork but does not explain why they are important..
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don’t know.”

**Benchmark: VA,912.F.3.5**

**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.3.5 Use appropriately cited sources to document research and present information on visual culture.

**Clarification:** Identifies how to cite sources in research when presenting information on visual culture.

**Performance Level Descriptor:** To demonstrate proficiency, students will appropriately identify how to cite sources to document research and present information on visual culture.

**Content Focus:** Art citation skills

**Content Limits:** Content includes, but is not limited to, visual, digital, and textual information.

**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 information is necessary to cite an artwork?

- A. Movement, owner, size
- B. Year sold, price, art style
- \*C. Artist name, title, date, media
- D. Location, origin, technique, publisher

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

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

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

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

**Clarification:** Create or describe a purposeful design or art within society.

**Performance Level Descriptor:** To demonstrate proficiency, students will create or describe art with a purposeful design in relation to society and culture.

**Content Focus:** Creating purposeful design

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

**Recommended DOK Level:** Moderate/High

### **Item Types:**

- Multiple-Choice
- Constructed Response

### **Multiple-Choice Attributes:**

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

**Sample Constructed-Response Item:**

**Prompt:**

You are on a committee to design a flag for a new country. In order to create a purposeful design, what two qualities or skills must you possess to work effectively with the rest of the committee?

**Exemplar Response:**

In order to work effectively on a committee I would need to be able to listen to others opinions and find a compromise when my own opinion is different. I would also need to be aware of the culture I was designing the flag for to please them.

<b>Item Rubric</b>	
2 points	The student describes two qualities they should possess to be an active participant. These include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Give and take constructive criticism</li><li>• Be able to compromise</li><li>• Show cultural awareness</li><li>• Have conversation etiquette</li><li>• Leadership</li><li>• Professionalism</li></ul>
1 point	The student describes only one quality they should possess to be an active participant.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

**Standard: LAFS.910.SL.1.1**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

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

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

**Standard: LAFS.910.W.2.4**

**Strand:** Writing Standards

**Cluster:** 2. Production and Distribution of Writing

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

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

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

**Content Focus:** Writing in art

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

**Recommended DOK Level: Moderate**

**Item Types:**

- Constructed Response

## **Standard: LAFS.910.W.3.9**

**Strand:** Writing Standards

**Cluster:** 3. Research to Build and Present Knowledge

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

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

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

**Content Focus:** Creating art from text

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

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice
- Constructed Response
- Performance Task

**Multiple-Choice Attributes:**

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