

# Florida Hard-to-Measure Content Areas

## Visual Arts

### Test Item Specifications

### Introduction to Art History



Florida Department of Education

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

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## INTRODUCTION

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

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

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

### **Mission Statement**

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

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

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

## **Scope of This Document**

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

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

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

## **Overall Considerations**

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

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

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

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

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

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

### **Review of Graphics**

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

### **Review of Test Items**

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

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

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



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

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

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

## UNIVERSAL DESIGN

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

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

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

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

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

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

## CRITERIA FOR SELECTING GRAPHIC STIMULUS MATERIALS

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

### Types

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

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

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

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

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

## **Sources**

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

## **Characteristics**

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

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

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

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

## **Content**

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

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

## **Modifications**

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

## **Graphic Features**

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

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

## **Diversity**

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

## **Length of Video Clip**

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

## EVIDENCE-CENTERED DESIGN

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

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

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

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

## CRITERIA FOR THE FLORIDA VISUAL ARTS ITEMS

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

### Item Style and Format

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

### General Guidelines

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

### Multiple-Choice Items

#### Definition

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

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

## Terminology

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

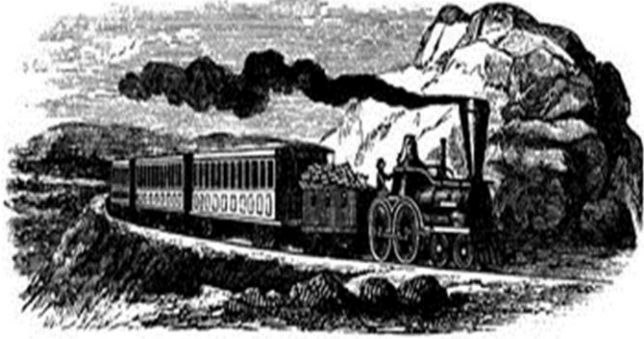
Stem: The statement of the question

Options: The answer choices

Key: Correct answer choice

Distractors: Incorrect answer choices

Look closely at the following picture.



**Stimulus** (red arrow points to the image)

**Stem** (blue arrow points to the question)

What theme does this image represent?

**Option**

- A. Communication
- B. Nature
- C. Travel
- D. Weather

**Distractors** (pink arrows point to A, B, and D)

**Key** (green arrow points to C)



## 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.

<b>Prompt:</b>  Write a brief paragraph why you like to create art and why other people create art.	
<b>Item Rubric</b>	
<b>Score Points</b>	<b>Score Point Descriptors</b>
2 points	The student explains why he/she likes to create art, and why other people create art.
1 point	The student explains why he/she likes to create art, but not why other people create art, or explains why others people create art, but not why he/she likes to create art.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “don't know.”

## 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:

Explain with supporting information why this image is a new age work of art.

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student correctly explains that the image is digitally manipulated/made by a computer which accounts for the quality of the images, color blending, and layering of images.
1 point	The student correctly identifies that the image is computer-generated but does not explain any other aspects of the picture.
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, dry media, and the following image:



**Set Up:**

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

**Prompt:**

- Say: –Draw a picture with details from the themes presented in this image.”

Item Rubric	
Score Points	Score Point Descriptors
2 points	The student draws a picture that incorporates details from the themes presented in the image. Details from themes include but are not limited to: <ul style="list-style-type: none"><li>• Thanksgiving</li><li>• Autumn (Fall)</li><li>• Pilgrims</li><li>• Native Americans</li><li>• Eating together</li><li>• Harvest</li><li>• Neutral tones</li></ul>
1 point	The student draws a picture, but it does not include details (events, themes, and subject matter) from the themes presented in the image.
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 25) that describes activities at each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of the item complexity should be made considering the overall cognitive demand placed on a student.

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

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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 proper museum etiquette?

- \*A. Keep your hands and feet to yourself, and be a good listener
- B. Talk loudly to show how much you know about art
- C. Be a good listener, and touch the displays
- D. Leave the group to look at artwork

## 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 theme does this artwork address?



- A. Archaeology
- B. Community
- \*C. History
- D. Nature

## **High Complexity**

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

Below is an example of a high-complexity item.

Which image exemplifies unity?

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>Identify a career within the visual arts field, and then list two skills needed for that particular career.</p> <p>What is proper museum etiquette?</p>	<p>Explain with supporting information why this image is a new age work of art.</p> <p>What feeling do the cool colors in the painting convey?</p> <p>How does using elements of art and principles of design help us understand works of art?</p> <p>How can drawing skill contribute to success in an art-related career?</p>	<p>What does this image suggest about society?</p> <p>Which image exemplifies unity?</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.

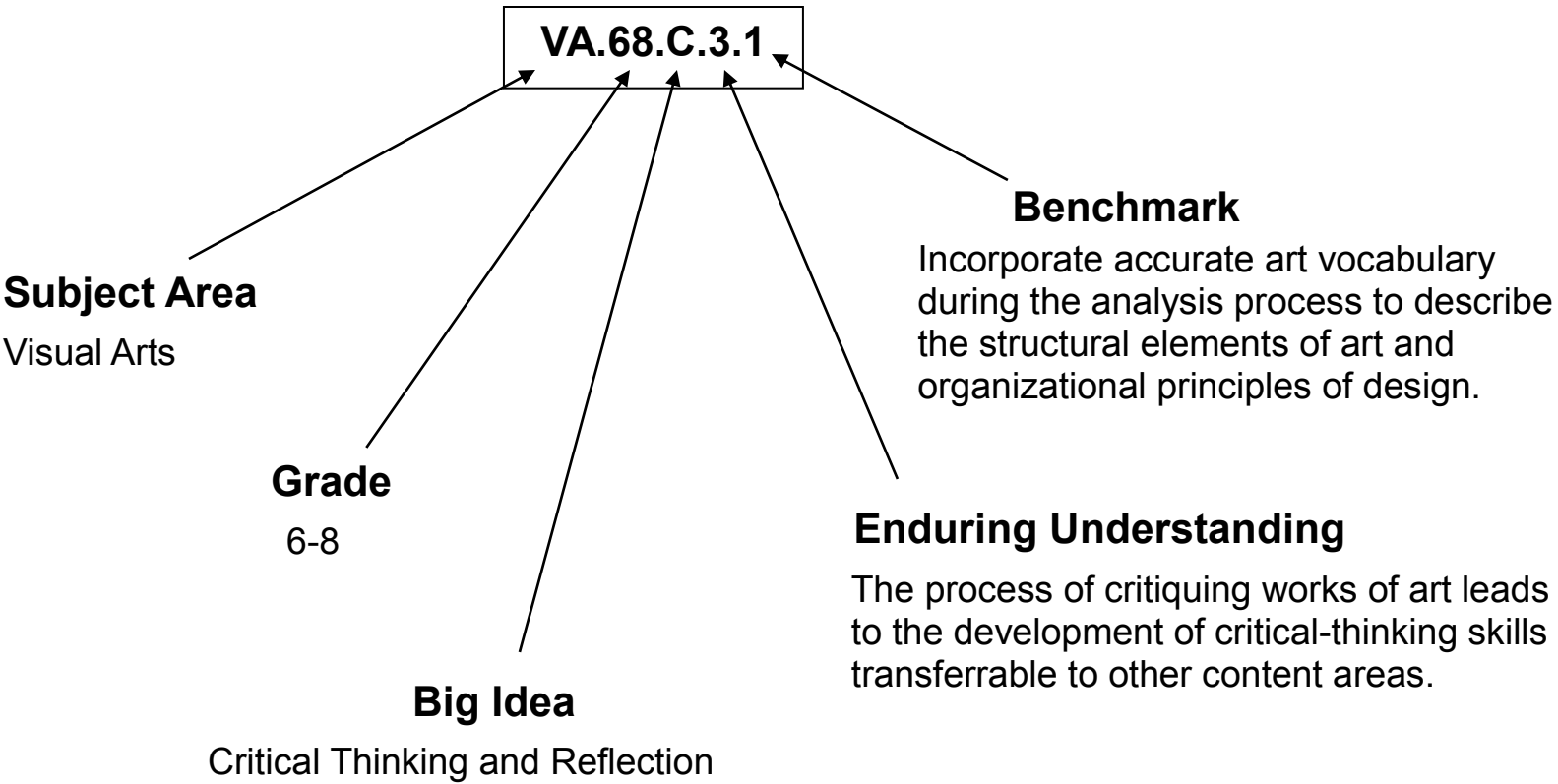
## GUIDE TO THE GRADE LEVEL SPECIFICATIONS

### 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.





<b>Visual Arts</b>	
<b>Grade 6-8</b>	
<b>Big Idea 1</b>	<b>Critical Thinking and Reflection</b>
<b>Enduring Understanding 3</b>	<b>The process of critiquing works of art leads to the development of critical-thinking skills transferrable to other content areas.</b>
<b>Benchmark 1</b>	<b>Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.</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.68.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.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

**Clarification:** Analyzes and reflects on multiple interpretations of works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will demonstrate understanding of multiple interpretations of works of art.

**Content Focus:** Reflection and interpretation of artworks

**Content Limits:** Content is limited to examples of perspectives that depict economic, cultural, functional, historical, and popular subjects mentioned in content areas.

**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 feeling do the cool colors in the painting convey?

- \*A. Calming
- B. Cheeful
- C. Energetic
- D. Exciting

## **Benchmark: VA.68.C.3.1**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

**Clarification:** Incorporates art vocabulary to describe art elements and principles.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze works of art using art vocabulary to describe and identify the elements of art and the principles of design.

**Content Focus:** Art vocabulary

**Content Limits:** Elements of art and principles of design include, but are not limited to, line, shape, forms, space, color, value, texture, balance, emphasis, movement, pattern, proportion, rhythm, variety, unity, harmony, space, and contrast.

**Recommended DOK Level:** Moderate

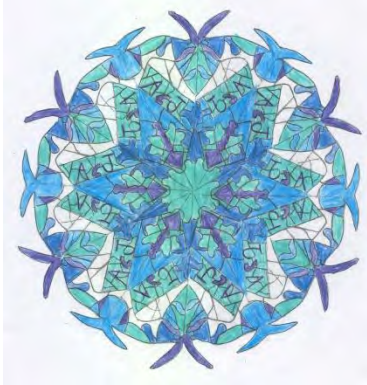
**Item Types:**

- 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 principle of design is predominant in this artwork?

- \*A. Balance
- B. Emphasis
- C. Shape
- D. Texture

## **Benchmark: VA.68.C.3.3**

**Big Idea:** Critical Thinking and Reflection

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

**Benchmark:** VA.68.C.3.3 Use analytical skills to understand meaning and explain connections with other contexts.

**Clarification:** Identifies, discusses, or analyzes artworks and connections to other contexts.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify, analyze, or discuss meaning in works of art and connections with other contexts.

**Content Focus:** Art connections and contexts.

**Content Limits:** Content is limited to age-appropriate art and contexts.

**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 theme does this artwork address?

- A. Archaeology
- B. Community
- \*C. History
- D. Nature

## **Benchmark: VA.68.S.1.4**

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

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

**Benchmark:** VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making processes.

**Clarification:** Uses art vocabulary to communicate about works of art and artistic and creative processes.

**Performance Level Descriptor:** To demonstrate proficiency, students will use art vocabulary to describe works of art or identify the correct use of art vocabulary.

**Content Focus:** Art vocabulary

**Content Limits:** Content is limited to art vocabulary used to describe processes, techniques, media, elements of art, and principles of design.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which image exemplifies unity?

A.



B.



C.



\*D.



## **Benchmark: VA.68.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.68.S.1.5 Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

**Clarification:** Analyzes and identifies the subject matter, themes, and historical or cultural events that influence artistic intent.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify the subject matter, themes, and historical or cultural events that influence artistic intent.

**Content Focus:** Artistic intent

**Content Limits:** Content is limited to works influenced by common/recognizable subject matter, themes, and historical or cultural events.

**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 theme does this image represent?

- A. Communication
- B. Nature
- \*C. Travel
- D. Weather

## **Benchmark: VA.68.O.1.1**

**Big Idea:** Organizational Structure

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

**Benchmark:** VA.68.O.1.1 Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

**Clarification:** Connects elements of art and principles of design to understand artistic unity.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify and describe how elements of art and principles of design contribute to an understanding of artistic works.

**Content Focus:** Art and Unity

**Content Limits:** Elements of art and principles of design include, but are not limited to, line, shape, color, value, form, texture, space, balance, contrast, emphasis, movement, pattern, rhythm, and unity.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

How does using elements of art and principles of design help us understand works of art?

- \*A. It provides a universal language by which to interpret and appreciate works of art.
- B. It establishes rules to follow when interpreting works of art.
- C. It distinguishes original artwork from artwork that is copied.
- D. It gives information about the artist to the observer.

## **Benchmark: VA.68.H.1.1**

**Big Idea:** Historical and Global Connections

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

**Benchmark:** VA.68.H.1.1 Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

**Clarification:** Analyzes works of art that address social, ecological, economic, religious, and/or political conditions.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze or identify social, ecological, economic, religious and/or political conditions reflected in works of art.

**Content Focus:** Art and issues

**Content Limits:** Content is limited to groups and cultures that are commonly known, and issues are limited to those that are grade-appropriate and noncontroversial.

**Recommended DOK Level:** High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**



What does this image suggest about society?

- A. Some people do not live on Earth.
- \*B. There are many cultures within the world.
- C. People basically look the same around the world.
- D. The world is small compared to the people who live in it.



## **Benchmark: VA.68.H.1.2**

**Big Idea:** Historical and Global Connections

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

**Benchmark:** VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

**Clarification:** Identifies appropriate behavior when viewing artwork in various venues.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify proper etiquette when viewing or experiencing artworks found in school, art exhibits, museums, and community cultural venues.

**Content Focus:** Art and respect

**Content Limits:** Content is limited to age-appropriate artwork found in schools, art exhibits, museums, and the community.

**Recommended DOK Level:** Low

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

What is proper museum etiquette?

- \*A. Keep your hands and feet to yourself, and be a good listener
- B. Talk loudly to show how much you know about art
- C. Be a good listener, and touch the displays
- D. Leave the group to look at artwork

**Benchmark: VA.68.H.2.3**

**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.68.H.2.3 Describe the rationale for creating, collecting, exhibiting, and owning works of art.

**Clarification:** Describes or explains reasons for creating, collecting, exhibiting, and owning works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or explain reasons for creating, collecting, exhibiting, and owning works of art.

**Content Focus:** Art appreciation

**Content Limits:** Content is limited to works of art that are grade- and age-appropriate.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed Response Item:**

**Prompt:**

Write a brief paragraph why you like to create art and why other people create art.

**Exemplar Response:**

I create art to express my feelings and other people create art to communicate ideas.

<b>Item Rubric</b>	
2 points	The student explains why he/she likes to create art, and why other people create art.
1 point	The student explains why he/she likes to create art, but not why other people create art, or explains why others people create art, but not why he/she likes to create 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.68.H.3.2**

**Big Idea:** Historical and Global Connections

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

**Benchmark:** VA.68.H.3.2 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

**Clarification:** Identifies and describes use of art knowledge to understand other concepts, viewpoints, and solutions.

**Performance Level Descriptor:** To demonstrate proficiency, students will use visual arts background knowledge to understand new concepts and ideas and to problem-solve.

**Content Focus:** Art connections

**Content Limits:** Content is limited to identifying facts and ideas and problem-solving.

**Recommended DOK Level:** Moderate

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

How can drawing skill contribute to success in an art-related career?

- A. It gives students better penmanship to get good jobs.
- \*B. It gives architects the skills needed to make blueprints.
- C. It gives writers creative ideas for short stories and novels.
- D. It gives musicians better motor skills to write and play music.

**Benchmark: VA.68.F.2.1**

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

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

**Benchmark:** VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

**Clarification:** Explores career opportunities in the visual arts field to establish the skills and qualifications needed.

**Performance Level Descriptor:** To demonstrate proficiency, students will identify career opportunities in the visual arts field and determine the essential skills and qualifications for those career paths.

**Content Focus:** Careers in the visual arts

**Content Limits:** Content is limited to careers within and related to the visual arts field.

**Recommended DOK Level:** Low

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**

**Prompt:**

Identify a career within the visual arts field, and then list two skills needed for that particular career.

**Exemplar Response:**

A career within the visual arts field is a museum curator. Two skills needed for this career are knowledge of art history and a good knowledge base of famous artists.

Item Rubric	
2 points	The student correctly identifies a career within the visual arts field, and lists two skills needed.
1 point	The student correctly identifies a career but does not list two skills needed.
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.68.F.3.3**

**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.68.F.3.3 Collaborate with peers to complete an art task and develop leadership skills.

**Clarification:** Works with peers to complete an art task and develop leadership skills.

**Performance Level Descriptor:** To demonstrate proficiency, students will describe or identify a situation in which peers complete an art task and build leadership skills.

**Content Focus:** Art, community, and collaboration

**Content Limits:** Content is limited to art-related tasks that include, but are not limited to, volunteer work, school-related assignments and projects, and community service.

**Recommended DOK Level:** Moderate/High

**Item Types:**

- Multiple Choice

**Multiple-Choice Attributes:**

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

**Sample Multiple-Choice Item:**

Which scenario shows students collaborating on a task and building leadership skills?

A. To plan a beach cleanup for community service, the student in charge assigns roles, and each person covers his or her own area.

B. To practice for a school play, a student practices lines with another student in order to successfully perform with the other students in the play.

C. To paint a school mural, students in an art class each decide what they are going to paint, and each student paints his or her own part of the mural.

\*D. To shoot a movie for a group project, students in a film class each learn a different aspect of movie-making, and then teach the other group members that aspect.

**Benchmark: VA.68.F.3.4**

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

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

**Benchmark:** VA.68.F.3.4 Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

**Clarification:** Uses reason and analytical thinking to understand or create new age works of art.

**Performance Level Descriptor:** To demonstrate proficiency, students will analyze and interpret and/or create new age works of art.

**Content Focus:** Art analysis

**Content Limits:** Content is limited to age-appropriate media.

**Recommended DOK Level:** Moderate

**Item Types:**

- Constructed Response

**Sample Constructed-Response Item:**



**Prompt:**

Explain with supporting information why this image is a new age work of art.

**Exemplar Response:**

This image is a new age work of art because of the digital imaging, and the different subject matter included in the picture.

<b>Item Rubric</b>	
2 points	The student correctly explains that the image is digitally manipulated/made by a computer which accounts for the quality of the images, color blending, and layering of images.
1 point	The student correctly identifies that the image is computer-generated but does not explain any other aspects of the picture.
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.6.SL.1.1**

**Strand:** Standards for Speaking and Listening

**Cluster:** 1. Comprehension and Collaboration

**Standard:** LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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



**Standard: LAFS.6.W.2.4**

**Strand:** Writing Standards

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

**Standard:** LAFS.6.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 complete sentences.

**Performance Level Descriptor:** To demonstrate proficiency, students will write an essay or sentences to a targeted audience.

**Content Focus:** Writing in art

**Content Limits:** Students must be instructed to write a short essay using complete sentences.

**Recommended DOK Level: Moderate**

**Item Types:**

- Constructed Response

**Standard: LAFS.6.W.2.6**

**Strand:** Writing Standards

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

**Standard:** LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Clarification:** Uses the computer and/or Internet to produce a short essay on an art-related topic.

**Performance Level Descriptor:** To demonstrate proficiency, students will use the computer and/or research on the Internet to write a short essay on an art-related topic.

**Content Focus:** Computers used to write on art-related topics

**Content Limits:** Students must be provided a specific topic when instructed to research on the Internet.

**Recommended DOK Level: Moderate**

**Item Types:**

- Performance Task