Assessment

*OSPI-Developed Performance*



Office of Superintendent of Public Instruction

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A Component of the

Washington State Assessment System

Visual Arts

The Arts

All about Us

Grade 5

Office of Superintendent of Public Instruction

Old Capitol Building

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OSPI-Developed Performance Assessments for the Arts

# Introduction

To Washington educators who teach visual arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

* Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
* Inform future teaching practices.
* Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

* + directions for administration
  + assessment task
  + scoring rubrics
  + additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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|  |  |
| --- | --- |
| **All about Us** | ***Visual Arts***  ***Grade 5*** |
| **An OSPI-Developed Performance Assessment** |

# Overview

This document contains information essential to the administration of *All about Us*, an OSPI-developedarts performance assessment for visual arts (Grade 5)**.** Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Synopsis of**

***All about Us***

Each student creates a colorful, active figure drawing of an activity she/he likes to do, such as a sport, hobby, arts activity, or other activity. The student must emphasize move­ment and contrast in her/his use of color and depict figures in appropriate settings or environ­ments. The student will also respond to prompts and questions about the drawing.

This classroom based performance assessment may be used in several ways:

* As an integral part of instruction.
* As a benchmark, interim, or summative assessment.
* As a culminating project.
* As an integral part of a unit of study.
* As a means of accumulating student learning data.
* As an individual student portfolio item.

# Test Administration: Expectations

* The skills assessed by this task should be authentically incorporated into classroom instruction.
* This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
* All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, music, theatre, and visual arts.
* Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
* Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

# Description of the Performance Assessment

* Performance prompts ask each student to create a solo performance based on the criteria outlined in the prompt. The teacher should collect all of the student’s work to facilitate scoring and to document each student’s performance.
* Students must also respond to short-answer questions. Their answers may be written or verbal. All written work must be completed on the response sheets provided. All verbal responses must be recorded to facilitate scoring and to document each student’s performance.

# Learning Standards

This assessment addresses Washington State Learning Standards for Visual Arts, including the GLEs from the *Options for Implementing the Arts Standards through Visual Arts by Grade Level* document.

|  |  |  |
| --- | --- | --- |
| **GLE 1.1.1**  5th Grade |  | Applies, analyzes, and creates the element *line* when producing a work of art. |
| **GLE 1.1.2**  5th Grade |  | Applies, analyzes, and creates the elements *shape* and *form* when producing a work of art. |
| **GLE 2.1.1**  5th Grade |  | Applies a creative process to visual arts: Demonstrates a creative process. |

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

# Assessment Task

## Teacher’s Instructions to Students

1. Say: “Today you will take the Grade-5 Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *All about Us*.”
2. Provide the class with copies of the student’s section of the assessment (which may include the student’s task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student’s response sheets.

## Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

* To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
* The student may give the written and/or recorded responses in their first language. We request a written and/or verbal English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student’s individualized education program (IEP) or 504 plan.

## Student’s Task

The following section contains these materials for students:

* The student’s task: *All about Us* (Grade 5)
* Assessment rubric
* Response sheets

|  |  |
| --- | --- |
|  | Student’s Task |

All about Us

**The local art center is hosting its annual Kids’ Art Celebration. The theme of this art show is *All about Us*. The director has chosen the students at your school to create colorful, active figure drawings that will show movement and represent activities that you do in your community.**

**You must submit a figure drawing that shows the activity you like to do, such as a sport, hobby, arts activity, or other activity. The director asks that you use color to emphasize movement and contrast and that you depict the figure in an appropriate setting or environment. Your drawing and responses will be presented to the director for final approval.**

Your Task

**First, create your drawing—**

The director explains that you must meet the following requirements when creating your figure drawing:

* Draw a picture of yourself actively doing something that you like to do in your community. Make sure that the drawing shows movement.
* Create a drawing of your entire body in motion (head, neck, shoulders, torso, legs, arms, feet, and hands).
* Draw any clothing, objects, and appropriate personal details that relate to the activity.
* Draw the setting or environment that relates to your activity.
* Use contrasting colors to distinguish the figure from the setting or environment.
* Use two or more different line directions to show the figure’s movement.

**Second, show how you fulfilled the director’s requirements—**

The director explains that you must meet the following requirements by responding to prompts or questions about your drawing:

* Identify the movement that you are doing in your drawing.
* Identify and describe the activity and the setting/environment that you depicted in your drawing.
* Describe how the details in your active figure relate to the movement of the activity.
* Identify and describe two line directions that you used in your figure to show movement.
* Identify and describe how color is used to show contrast between your figure and setting.

Your teacher will tell you how much time you have to complete each task.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***All about Us*** | | | | | |
|  | **4 points** | **3 points** | **2 points** | **1 point** | **No Score** | |
| **Creating and Performing** | The student meets all **four** of the follow­ing requirements, thereby demonstra­ting a thorough understanding of how to use movement and contrast in her/his drawing of a figure engaged in an activity in a setting/environment:   * Creates a complete drawing of his/her entire body (which includes the head, neck, shoulders, torso, legs, arms, feet, and hands) that shows movement in the figure. * Uses clothing and/or objects and appropriate personal details that relate to the activity being depicted. * Uses contrasting colors to define the figure and distinguish it from the setting/environment. * Effectively uses two or more different line directions to show movement in the figure. | The student meets **three** of the four re­quire­ments listed at left, demon­stra­ting an ade­quate un­der­standing of how to use move­ment and con­trast in her/his draw­ing of a figure en­gaged in an activity in a setting/en­vi­ron­ment. | The student meets **two** of the four re­quire­ments listed at left, demon­strating a partial under­standing of how to use move­ment and con­trast in her/his draw­ing of a figure engaged in an activity in a setting/envi­ronment. | The student meets **one** of the four re­quire­ments listed at left, demon­strating a mini­mal un­der­standing of how to use move­ment and con­trast in her/his draw­ing of a figure en­gaged in an activity in a setting/envi­ronment. | The student meets **none** of the four re­quire­ments listed at left, demon­stra­ting no un­der­stand­ing of how to use move­ment and con­trast in her/his draw­ing of a figure en­gaged in an activity in a setting/envi­ronment. | |
| **Responding** | In her/his response to the artwork, the student meets all **five** of the following requirements, thereby demonstrating a thorough understanding of the use of movement and contrast:   * Identifies the movement portrayed in the drawing. * Describes how the activity relates to the setting/environment in the drawing. * Describes how the details in the active figure relate to the move­ment of the activity. * Identifies and describes two line directions used to show movement in the figure. * Identifies and describes how color is used to show contrast between the figure and the setting. | In her/his re­sponse to the artwork, the student meets **three or four** of the five require­ments listed at left, demon­stra­ting an ade­quate under­standing of the use of move­ment and con­trast. | In her/his re­sponse to the artwork, the student meets **two** of the five require­ments listed at left, demon­stra­ting a partial under­standing of the use of move­ment and con­trast. | In her/his re­sponse to the artwork, the student meets **one** of the five requirements listed at left, demonstrating a minimal un­derstanding of the use of move­ment and contrast. | In her/his re­sponse to the artwork, the student meets **none** of the five requirements listed at left, demonstrating no under­standing of the use of move­ment and con­trast. | |

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|  | Assessment Rubric |

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|  | Response Sheets |

**Student’s Name/ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **(circle number)** | **Creating and Performing Score** | **4 3 2 1 NS** |
| **Responding Score** | | **4 3 2 1 NS** |

Responses

Answer the following questions to explain to the director how you met the director’s requirements when creating your figure drawing.

1. Identify the movement that the figure is doing in your drawing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe how the activity that you drew relates to the environment or setting in your drawing:

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1. Describe how the details (for example, clothing, position, and equipment) in your drawing of an active figure help show movement:

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1. Draw two of the line directions that you used in your figure and describe how they show movement.

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1. Identify and describe how you used color to show contrast between the figure and the setting:

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# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

* copies of the task, including the glossary of terms (one set for each student)
* copies of the student-response sheets (one set for each student)
* pencils and erasers
* colored pencils or crayons
* one sheet of 9 x 12 white drawing paper per student
* audio and/or video recording device (if needed for individual responses)

Guidelines

This assessment is an individual performance.

* Copy the student’s task, rubric, response sheets, and glossary of terms. Make one set of copies for each student.
* Tell students to address the concept of movement in their drawings by focusing on creating a sense of action in the figure.
* Tell students to write their names/numbers on the backs of their drawings.
* Students who respond in writing must include their names/numbers on their response sheets.
* As an alternative to a written response, you may permit video or audio recording.
  + Video set up should be in a defined space so that the performer can be seen at all times.
  + Prompt the student to say her/his name, number, and current grade level into the recording device before beginning the performance.
  + Coach the students who are being recorded to face the recording device when they are responding.
  + Students must have a copy of the response sheet when they are being recorded.
  + The teacher’s role during recording is to read questions. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
* If necessary to meet individual needs, a student may dictate her/his response-sheet answers (to be written down by a teacher or aide). Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
* When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

## Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

|  |  |  |
| --- | --- | --- |
|  | **Day 1** | |
|  | 15 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions and distributes all materials. |
|  | 25 minutes: | The students partially create their figure drawings. |
|  | 5 minutes: | The teacher collects all materials and figure drawings. |
|  | **Day 2** | |
|  | 5 minutes: | The teacher returns materials and drawings to the students. |
|  | 35 minutes: | The students complete their figure drawings. |
|  | 5 minutes: | The teacher collects all materials and figure drawings. |
|  | **Day 3** | |
|  | 5 minutes: | The teacher returns the figure drawings to the students and distributes the response sheets. |
|  | 30 minutes: | The students complete their response sheets. |
|  | 5 minutes: | The teacher collects the response sheets and figure drawings. |
|  | **Day 4 (optional)** | |
|  | Add time if needed for audio or video recording or for writing down the responses of the students who need to dictate their answers to an instructional aide. | |

All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

## Glossary

**contrast**—a principle of organization of visual arts; a technique in an artwork which shows differences in the elements of visual arts, such as smooth/rough textures, light/dark colors, or thick/thin lines.

**elements of visual arts**—the basic components that make up a work of art: color, form, line, shape, space, texture, and value/shading.

**color**—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel.

***primary***—red, yellow, blue.

***secondary***—orange, green, violet.

***intermediate***—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet.

**line**—an element of visual arts; the flat path of a dot through space used by artists to control the viewer’s eye movement; a thin mark made by a pencil, pen, or brush.

**line types**—the variety of directions and shapes that a line may have: vertical, horizontal, diagonal, curved, zigzag.

Examples of types of line used to create value are:

vertical_ value horizonal_value diagonal_value

**vertical horizontal diagonal**

zigzag_value curved_value

**zigzag curved**

**movement**—a principle of organization of visual arts; the use of the elements of visual arts to draw a viewer’s eye through an artwork.