

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Aquarium Tiles

Grade 5

Office of Superintendent of Public Instruction
September 2018



Office of Superintendent of Public Instruction
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Introduction

To Washington educators who teach the 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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Aquarium Tiles

An OSPI-Developed Performance Assessment

Visual Arts
Grade 5

Overview

This document contains information essential to the administration of *Aquarium Tiles*, an OSPI-developed arts 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.

This 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.

Synopsis of *Aquarium Tiles*

Each student designs and creates a tile in relief. It must include decorative rhythm patterns and feature an aquarium animal or animals. The student must represent the animal(s) without using words or typography.

Students must also submit pencil-sketch plans of their tiles, along with their responses to questions about how they met the project's requirements.

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, media arts, 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 and present a performance or product based on the criteria outlined in the task.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

| | | |
|------------------------------|------------|--|
| Anchor 1.1 Grade 5 | VA:Cr1.1.5 | a. Combine ideas to generate an innovative idea for art-making. |
| Anchor 3 Grade 5 | VA:Cr3.1.5 | a. Create artist statements using art vocabulary to describe personal choices in art-making. |

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

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)
- ◆ drawing pencils
- ◆ a 6" x 6" space for sketching (included with the documents in the student's copy of this assessment)
- ◆ pre-made/cut/unfired ceramic clay tiles, 6" x 6" in size (Tiles may be created by the teacher before the assessment to save time. If the tile is other than the recommended size of 6" x 6", teachers should create a template for students to trace around in order to make the planning sketch the exact same size as the tile.)
- ◆ ceramic clay for add on-relief features. (Note: For additive features, the clay should be in a workable /moldable [plastic] state so additions can be secured into the tile surface. A leather-hard state is optimal for carving features.)
- ◆ a pre-designated storage area for the class's set of tiles before, during, and after the assessment
- ◆ generally available clay tools and materials—the items normally available for classroom use when students do clay projects (for example, water containers, water, paper towels, forks, tongue depressors, plastic bags for overnight storage, clean-up supplies)
- ◆ audio or audiovisual recorder and camera (optional)

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.
- ◆ Students should complete all required sketches on the response sheets provided. Students may create more than one sketch if desired (for example a silhouette view of the tile) to show the relief component.
- ◆ Set out the clay tools and materials that are normally available for classroom use when students do clay projects.

- ◆ Provide images of aquarium-type animals and their environments for students to look at before they create their relief tiles. These images can be from books, websites, photographs, magazines, or other sources.
- ◆ Before students begin working, tell them to incise their names on the back of their tiles using a tooth pick or other tool. Lines should also be incised on the backside from corner to corner in order to prevent the tile from warping.
- ◆ Relief tiles may be collected, kiln fired, and/or photographed to document evidence of completion.
- ◆ If you will be taking photographs for use in documentation and portfolios, the images should show the sketch and tile. The students' names/numbers should be included in each photograph (as per district policy and not required for this assessment).
- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ To meet individual needs, students may dictate their response-sheet answers to a teacher or aide, who will write them down. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ◆ 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 speaker can be seen at all times. Coach the students to face the recording device when they are responding.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning their responses.
 - 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.
- ◆ 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.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring 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 necessary materials. |
| 15–30 minutes: | The students begin to create their plans/sketches of their tiles. Depending on the length of the class period, the students either complete their sketches, or begin constructing the aquarium tiles. |
| 5 minutes: | The students clean up materials, wrap the clay tiles (air tight), and store them for the following day. |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher returns all materials to the students. |
| 40 minutes: | The students continue to work on their tiles. |
| 5 minutes: | The students clean up materials, wrap the clay tiles (air tight), and store them for the following day. |

Day 3

- | | |
|-------------|--|
| 5 minutes: | The teacher returns all materials to the students. |
| 20 minutes: | The students complete work on their tiles. |
| 20 minutes: | The students complete the response sheets. |
| 5 minutes: | The students clean up all materials; the teacher collects the response sheets. |
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few 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.

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 *Aquarium Tiles*.”
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.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral 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: *Aquarium Tiles* (Grade 5)
- Assessment rubric
- Response sheets (optional)

Aquarium Tiles

The local aquarium wants to install a new decorative tile border and is accepting proposals for the individual decorative tiles that will be used to make it. The aquarium desires that these tiles be in relief, have decorative rhythm patterns, and feature an aquarium animal or animals. The tile's design must also represent the aquarium animal(s) without using words or typography.

The aquarium has invited elementary school students from your community to submit tiles for the project and asks that the artists also submit detailed pencil-sketch plans of their tiles. In order for your tile to be considered for inclusion, you must respond to prompts to explain how you met the aquarium's requirements when you created your relief tile.

Your Task

First, create your sketch—

The staff at the aquarium explains that you must meet the following requirements when creating your relief tile:

- Prior to making the relief tile, you must create a sketch of your tile, indicating which parts are added and which are subtracted.
- The tile must include:
 - One part with additive relief and one part with subtractive relief.
 - Pattern in the background using one of the following types of rhythms: regular, alternating, progressive, angular, flowing, or random.
 - An aquarium animal or animals, realistically depicted, with at least two recognizable features.

Second, show how you fulfilled the aquarium's requirements—

The staff at the aquarium explains that you must meet the following requirements by responding to questions about your relief tile:

- Describe how you created additive relief and subtractive relief on your tile.
- Draw and label the type of rhythmic pattern you used in the background of your tile.
- Identify the aquarium animal or animals that you created on your tile and list at least two features of that animal that make it recognizable.

Aquarium Tiles

| | 4 Points | 3 Points | 2 Points | 1 Point |
|----------------------|--|---|---|---|
| Creating | <p>The student demonstrates a thorough understanding of the creative process by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ The sketch indicates which parts are added and which are subtracted. ◆ The tile includes one part with additive relief and one with subtractive relief. ◆ The tile includes a background pattern using one of the following types of rhythm: regular, alternating, progressive, angular, flowing, or random. ◆ The tile includes an aquarium animal or animals with at least two recognizable features. | <p>The student demonstrates an adequate understanding of the creative process by meeting three of the four requirements listed at left.</p> | <p>The student demonstrates a partial understanding of the creative process by meeting two of the four requirements listed at left.</p> | <p>The student demonstrates a minimal understanding of the creative process by meeting one of the four requirements listed at left.</p> |
| Creating (statement) | <p>The student meets all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Describes where additive relief was used on the tile and explains reasons for using it there. ◆ Describes where subtractive relief was used on the tile and explains reasons for using it there. ◆ Draws the background pattern and correctly labels the type of rhythm. ◆ Names the aquarium animal(s) and lists two features that make it (them) recognizable. | <p>The student meets three of the four requirements listed at left.</p> | <p>The student meets two of the four requirements listed at left.</p> | <p>The student meets one of the four requirements listed at left.</p> |

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

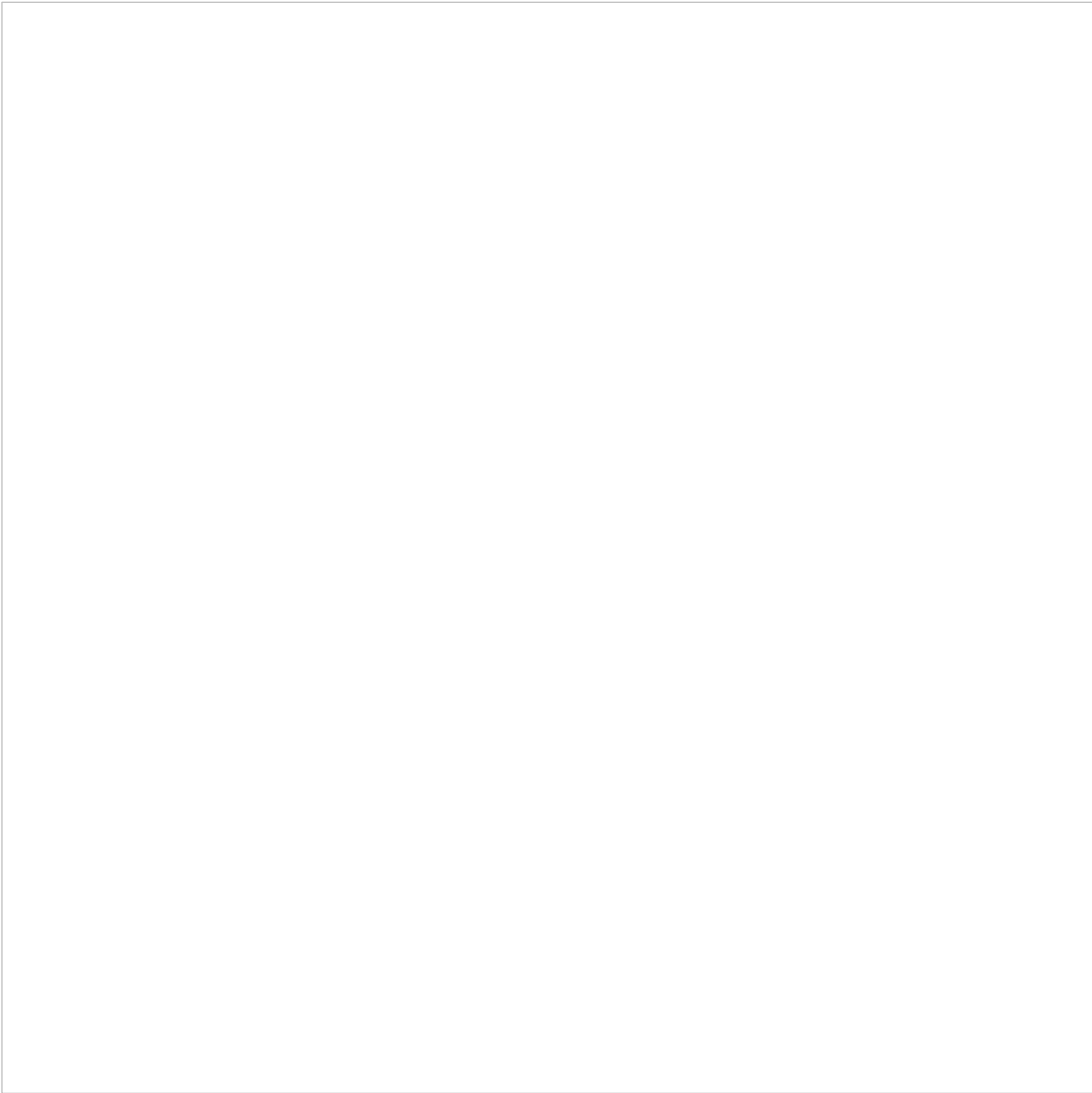
| | | | | |
|----------------------------|---|---|---|---|
| Creating Score | 4 | 3 | 2 | 1 |
| Creating (statement) Score | 4 | 3 | 2 | 1 |

Plan/Sketch of the Tile

In the 6" x 6" box on the following page, create a sketch of your relief tile. The tile must include:

- At least one part in which you used additive relief and one in which you used subtractive relief. Draw an arrow and label each as additive or subtractive.
- A pattern in the background chosen from one of the following types of rhythms:
 - alternating
 - angular
 - flowing
 - progressive
 - random
 - regular
- An aquarium animal or animals with recognizable and realistic features.

Plan/Sketch



Responses

Respond to the following prompts to explain to the staff at the aquarium how you met the aquarium's requirements when you designed and created your relief tile.

1. Describe where you used additive relief on your tile *and* why you used it there.

2. Describe where you used subtractive relief on your tile *and* why you used it there.

3. Draw the pattern that you used in the background of your tile and label the type of rhythm.

4. Name one animal that you included on your tile and identify two recognizable features of that animal (features that you depicted on your tile).

- a. name of the animal:

- b. first feature:

- c. second feature:

Glossary

background: the area of an artwork that appears farthest away on a picture plane, usually nearest the horizon; a way of showing depth; background is the opposite of foreground; between the background and foreground is the middle ground

bisque: unglazed pottery that has been fired at a low temperature to make handling easier during glazing and to remove all physical water from the clay body; clayware that has been fired once in preparation for a surface finish, such as paint, stain, or glaze; unbisqued clay has not been fired; bisqueware refers to pottery that has been bisque fired; bisqueware is also called biscuit ware in some areas

ceramic: pottery and any of a number of art forms made from clay products

decorative: ornamental; aesthetically pleasing; providing enhancement

greenware: bone-dry, unfired pottery; pottery that is ready for bisque firing

pattern: a principle of design; the repetition of the elements of visual arts in an organized way; pattern and rhythm are both created through repetition; see rhythm for examples of regular, alternating, random, and progressive rhythmic patterns

relief: a type of sculpture in which forms project from a flat background; areas of relief may be concave or convex;

bas-relief: a low relief

high relief: a sculptural relief that is viewed only from the sides and front

additive relief: a relief in which elements are added to and protrude from a surface

subtractive relief: a relief in which elements are carved, etched, or inscribed on a surface

rhythm (visual): a principle of design; the repetition of elements of visual arts to create movement in an artwork; the following are types of visual rhythms:

alternating rhythm: created by repeating an element of visual arts at least twice, such as red-blue, red-blue, red-blue

angular rhythm: created by repeating two or more lines that have straight angles and edges

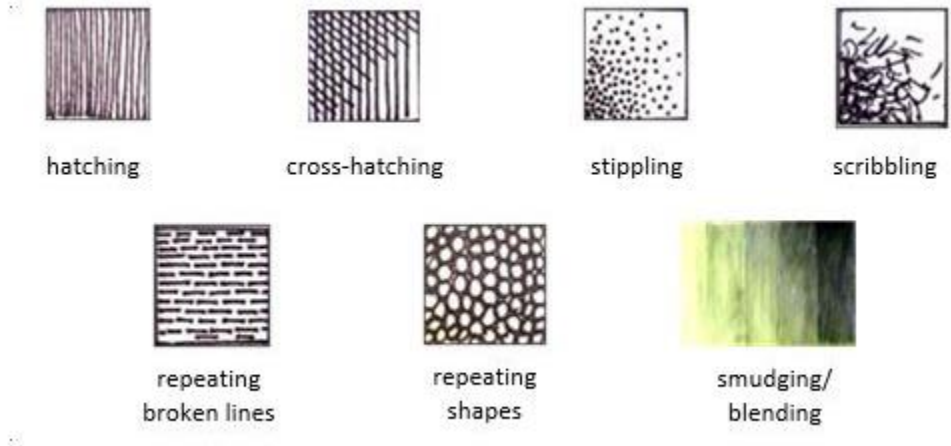
flowing rhythm: created by repeating wavy lines or curved shapes to suggest movement or motion

progressive rhythm: created by changing the shape or size of a motif incrementally so that the shape is altered every time it repeats

random rhythm: created by repeating the same elements, but without a recognizable order, such as stars in the sky

regular rhythm: created by repeating the same elements again and again

texture: an element of visual arts; the portrayal of the quality of a surface by using drawing techniques to create texture and patterns, such as stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes (see examples below); actual texture is how something feels when touched; visual texture (also called simulated texture) is how something appears to feel



theme: the central idea that is revealed in an artwork; focused subject matter; a topic

typography: the use of text or individual words in a visual design or presentation

Terms in italics are reproduced from the glossary of the National Core Arts: Visual Arts Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

Additional Vocabulary

The following illustration is also useful for this assessment.

rhythm: the illustration below shows examples of types of rhythm:

