

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

You've Got It Covered

Grade 5

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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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You've Got It Covered

An OSPI-Developed Performance Assessment

Visual Arts
Grade 5

Overview

This document contains information essential to the administration of *You've Got It Covered*, 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 *You've Got It Covered*

Each student designs artwork for the cover of an album of music. The students first listen to a piece of music. As the music plays a second time, each student uses a pencil to draw a design inspired by the music; the student then adds color.

Students must use a variety of line types and qualities, shapes, and colors. They must also explain the choices that they made while creating their designs.

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 2 Grade 5	VA:Cr2.1.5	a. Experiment and develop skills in multiple art-making techniques and approaches through practice.
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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 for each student)
- ◆ copies of the student-response sheets, including the sheet for the student's drawing of the album cover (one set for each student)
- ◆ digital album, CD, or other recording of instrumental music chosen by the teacher* (no vocals)
- ◆ two sharpened pencils (with erasers) per student
- ◆ classroom set of colored pencils, markers, and/or crayons

*Note: The type of music used should be celebratory and appropriate for the classroom and school district's various demographic, multi-cultural, and multi-ethnic components, genders, and nationalities.

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, glossary of terms, rubric, template, and response sheets. Make one set of copies for each student.
- ◆ Students should use only pencils for the draft.
- ◆ All visual aids that would compromise this assessment should be covered, unless they have been in the classroom all year.
- ◆ Remind the students that they are expected to describe their own artwork— not the musical selection—when they respond to the prompts on the response sheets.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ Students may dictate their response-sheet answers as necessary to meet their needs. 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 performer can be seen at all times.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning their response.
 - 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.
- ◆ 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.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- ◆ Points are meted out for the *creating* rubric based on the reader’s impression of the artwork. The reader will view the album cover and assess the line types, line qualities, shapes, and balance before giving the appropriate score, regardless of what the written response might say.
- ◆ Points are meted out for the *creating (process)* rubric based on a combination of the student’s written response and artwork.
- ◆ For the *creating* rubric:
 - Symmetrical or asymmetrical balance must be intentional and obvious.
 - Balance can be found by either vertical or horizontal division.
 - Long and short are acceptable as line qualities, provided that they are intentional and obvious.
- ◆ For the *creating (process)* rubric:
 - It is acceptable to use drawings or diagrams on the response page in order to answer the questions.
 - To be credited, the student’s written response must correspond to the design. In other words, a student would not be credited for saying “I used zigzag lines” if the student really did not use zigzag lines.
 - Organic and free-form are acceptable as shape identifiers, but geometric must list specific shapes.

- In order to receive credit for response prompt #5 (describing how the artist created balance), the student must address how colors, shapes, and lines were used in relation to balance. To earn this point, all three of those elements must be addressed.

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 **two-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 listen to the music once. The students then create and color their album-cover designs while listening to the music a second time.
- 5 minutes: The teacher collects all cover designs and materials.

Day 2

- 5 minutes: The teacher returns the cover designs to the students and distributes the response sheets.
 - 15 minutes: The students complete the response sheets.
 - 5 minutes: The teacher collects all cover designs and 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 *You've Got It Covered*."
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: *You've Got It Covered* (Grade 5)
- Assessment rubric
- Response sheets (optional)

You've Got It Covered

A recording company is looking for artwork for the front cover of a new album of music from around the world. You are a graphic artist. A graphic artist is a person who creates artwork for the purpose of selling a product. Your job is to create a cover design that reflects the music on the album.

The recording company will provide a piece of music to inspire your artwork. The first time the music is played, you will only listen. As you listen to the music again, you will draw your album cover with a pencil. You will then use color to refine your drawing. The company will only use your design if you include a variety of line types and qualities, shapes, and colors. When you have finished, the company will ask you to respond to prompts about the choices you made while creating your design.

Your Task

First, create your drawing of the cover design—

The recording company's representative explains that you must meet the following requirements when creating your cover design:

- Create a drawing that is inspired by the music on the album and include the following:
 - Use lines, shapes, and colors to organize your composition so that it demonstrates symmetrical, asymmetrical, or radial balance.
 - Use three distinctly different types of line (horizontal, vertical, diagonal, curved, or zigzag) in your drawing and make sure that the lines can be seen clearly.
 - Use three distinctly different qualities of line (thick, thin, broken, smooth, fuzzy, long, short, light, or dark) in your drawing and make sure that they can be seen clearly.
 - Use three distinctly different shapes (geometric shapes or free-form/organic shapes).
 - Use a variety of colors in your composition.

Second, show how you fulfilled the recording company's requirements—

After you finish your drawing, the recording company has asked that you respond to prompts about your work. Use the vocabulary of visual arts correctly in your written responses.

You've Got It Covered

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of arts knowledge and skills by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses three distinctly different types of line (such as horizontal, vertical, diagonal, curved, and zigzag). ◆ Uses three distinctly different qualities of line (such as thick, thin, broken, smooth, fuzzy, long, short, light, and dark). ◆ Uses three distinctly different shapes (for example, geometric shapes or free-form/organic shapes). ◆ Uses lines, shapes, and colors to create symmetrical, asymmetrical, and/or radial balance. 	<p>The student demonstrates an adequate understanding of arts knowledge and skills by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts knowledge and skills by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts knowledge and skills by meeting one of the four requirements listed at left.</p>
Creating (Process)	<p>The student meets at least four of the five following criteria:</p> <ul style="list-style-type: none"> ◆ Identifies three types of line used in the artwork. ◆ Identifies three qualities of line used in the artwork. ◆ Identifies three shapes used in the artwork. ◆ Identifies the type of balance used in the artwork. ◆ Describes how balance was created in the artwork using one or more of the following: lines, shapes, or colors. 	<p>The student meets three of the five criteria listed at left.</p>	<p>The student meets two of the five criteria listed at left.</p>	<p>The student meets one of the five criteria 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 (Process) Score	4	3	2	1

Cover Design

You may create your drawing in the space provided below (use all of the available space).



Responses

Respond to the following prompts to explain to the recording company's representative how you met the company's requirements when designing the cover of the new album.

1. Identify the three types of line that you used in your design:

type #1

type #2

type #3

2. Identify the three qualities of line that you used in your design:

quality #1

quality #2

quality #3

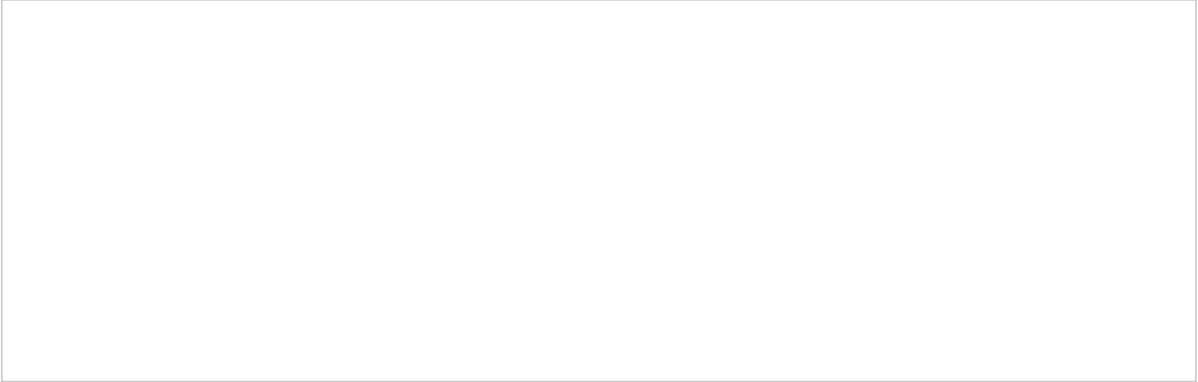
3. Identify the three shapes that you used in your design:

shape #1

shape #2

shape #3

4. Identify the type of balance that you used in your design:

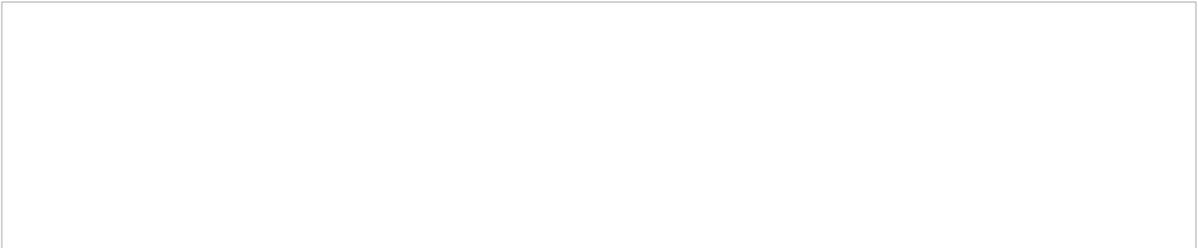


5. Describe in detail how you created balance in your design by using lines, shapes, and colors:

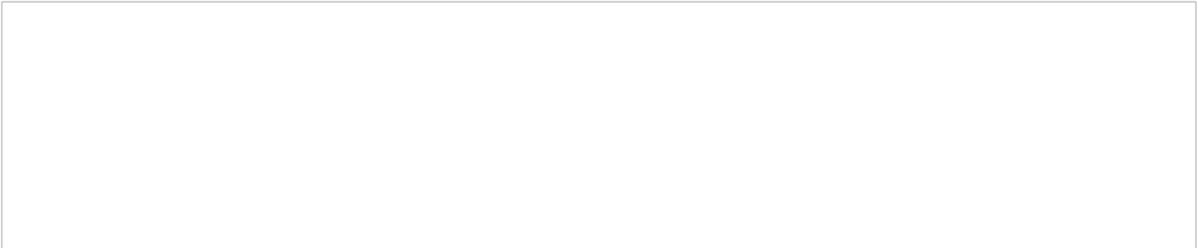
using lines



using shapes



using colors



Glossary

asymmetrical balance (informal balance): the type of balance that results when two sides of an artwork are equally important, but one side looks different from the other

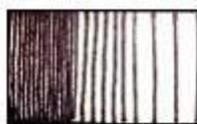
free form: a shape or form that has an asymmetrical or irregular contour, often with a curvilinear, flowing outline; sometimes referred to as organic or biomorphic

geometric: any shapes and/or forms based on math principles, such as a square/cube, circle/sphere, triangle/cone, pyramid, etc.

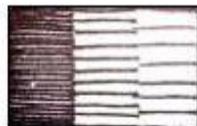
line: an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. The repetition of lines (and/or shapes) is used to create texture, pattern, and gradations of value

line quality: the width or appearance of any line, such as thick or thin, smooth or rough, continuous or broken

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



vertical



horizontal



diagonal



zigzag



curved

organic: shapes and/or forms, often curvilinear in appearance, that are similar to those found in nature, such as plants, animals, and rocks

radial balance: a type of balance that is equally symmetrical from the center point throughout

shape: an element of visual arts; a two-dimensional (flat) area enclosed by a line:

geometric: shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid.

organic: shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes

symmetrical/formal balance: having balance; exact appearance on opposite sides of a dividing line or plane

value: an element of visual arts; the lightness and darkness of a line, shape, or form; a measure of relative lightness and darkness

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).