

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Birds of Prey

Grade 8

Office of Superintendent of Public Instruction
August 2018



Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor
Phone: 360-725-4966
email: anne.banks@k12.wa.us

Or contact the Resource Center at 888-595-3276, TTY 360-664-3631

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Except where otherwise noted, this Washington Arts K–12 assessment by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

This work references the Washington State Learning Standards in The Arts (<http://www.k12.wa.us/Arts/Standards/default.aspx>).

All standards designations are from the National Core Arts Standards (<http://nationalartsstandards.org/>). Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE.

Table of Contents

Introduction	ii
Overview	1
Test Administration: Expectations.....	1
Description of the Performance Assessment	2
Learning Standards	2
Supporting Materials and Resources for Teachers.....	3
Preparation for Administering the Assessment.....	3
Recommendations for Time Management.....	6
Assessment Task	8
Teacher’s Instructions to Students	8
Accommodations	8
Student’s Task.....	8
Glossary.....	16

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:

Anne Banks, Program Supervisor, The Arts
360-725-4966, anne.banks@k12.wa.us

Birds of Prey

An OSPI-Developed Performance Assessment

Visual Arts
Grade 8

Overview

This document contains information essential to the administration of *Birds of Prey*, an OSPI-developed arts performance assessment for visual arts (Grade 8). 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 *Birds of Prey*

Each student creates a close-up drawing of the nest of a bird of prey, including eggs. The drawing must depict the nest and the area around it, with the nest in the foreground as the focal point. Students must use texture and value/shading to create a realistic representation of 3-D form and depth. After creating their sketch-plans and final drawings, the students must answer questions about their artworks.

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 Grade 8	VA:Cr1.1.8	a. Document early stages of the creative process visually and/or verbally in traditional or new media.
Anchor 2 Grade 8	VA:Cr2.1.8	a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
Anchor 3 Grade 8	VA:Cr3.1.8	a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
Anchor 6 Grade 8	VA:Pr6.1.8	a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
Anchor 7 Grade 8	VA:Re7.1.8	a. Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
Anchor 8 Grade 8	VA:Re8.1.8	a. Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Anchor 11 Grade 8	VA:Cn11.1.8	a. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

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)
- ◆ fine-tip black ink pens
- ◆ a variety of H (hard) and B (soft) pencils
- ◆ erasers
- ◆ blending stumps
- ◆ one 9 x 12 sheet of drawing paper per student—for sketches and planning (optional)
- ◆ one piece of newsprint per student—to prevent smearing of ink or pencil (optional)
- ◆ one 9 x 12 sheet of drawing paper per student for final drawing
- ◆ recording equipment for accommodations (as needed)

Students should be given access to visual resources, which should include (but not be limited to) branches, eggs, nests, rocks, trees, and rocky cliffs—or models and pictures of these items. They should also have access to pictures of, or should have experience with, outdoor scenes.

Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student.
- ◆ Gather drawing supplies and visual aids.
- ◆ Permit students to use either pencil or black ink for their finished drawings.
- ◆ Remind students to take the time of day into account when composing their drawings.
- ◆ Students may not use texture plates. All texture must be original and created freehand.
- ◆ If you take photos for use in students’ portfolios and to document students’ work, the images should show sketches and final drawings. Be sure to include the students’ names and numbers with each photograph (as per district policy, but not required for this assessment).

- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ If necessary to meet individual needs, students may dictate their 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.
- ◆ 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 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.
- ◆ 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.

- ◆ Eggs should be oval or round, modeled to show ovoid form, and proportional to the nest to be considered “realistic.” Eggs should not look cartoonish or flat.
- ◆ Students are expected to indicate a smooth texture for the eggs.
- ◆ Nest shape should be proportional and consistent with viewpoint. It should not be geometric.
- ◆ Branches should diminish in size as they progress toward the branch ends. They should also have organic shapes.
- ◆ A grouping of leaves creates a repeating pattern and is not necessarily a texture.
- ◆ The foreground should occupy a significant portion of the page. The nest should be set in the foreground and be large enough to clearly show details of the nest and eggs.
- ◆ A different direction of lines may constitute a new texture.
- ◆ The white of the paper may be counted as one value level only when used as a highlighted area, such as light reflecting on the surfaces of the eggs.

Optional—The student’s scores may be recorded on the cover, on the response page, or on the rubric pages to satisfy individual documentation preferences.

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 **four-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 questions and distributes all materials.
- 30 minutes: The students start their sketches of the nest of a bird of prey; those who finish their sketches begin their final drawings.
- 5 minutes: The teacher collects all materials.

Day 2

- 10 minutes: The teacher returns all materials and reviews the prompt.
- 35 minutes: The students continue to work on their drawings.
- 5 minutes: The teacher collects all materials.

Day 3

- 5 minutes: The teacher returns all materials to the students.
- 20 minutes: The students complete their drawings.
- 20 minutes: The students begin to work on their response sheets.
- 35 minutes: The teacher collects all materials

Day 4

- 5 minutes: The teacher returns all materials to the students.
 - 20 minutes: The students complete the written response sheets.
 - 20 minutes: The teacher records the students who prefer to respond orally.
 - 5 minutes: The teacher collects all materials.
-

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-8 Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *Birds of Prey*.”
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: *Birds of Prey* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Birds of Prey

You are an artist working for a national conservation magazine. You must create a realistic, close-up drawing of the nest of a bird of prey for the next issue of the magazine. You have climbed to the top of a rocky cliff with your field journal or sketchbook to get a close-up view of a nest. It is late in the afternoon, and the sun is beginning to set. The nest, which is made of mud, grass, sticks, feathers, and other objects, is located on a large branch of a tree. You can see eggs in the nest.

Your editor requires that your drawing be realistic and show the nest close-up. You should also show the area around the nest, including foreground and background. The nest and eggs must appear in the foreground as the focal point of the composition.

Your drawing must demonstrate your ability to use texture and value/shading to create a realistic representation of 3-D form and depth. You will have time to sketch your plan and create your final drawing. You must then describe and explain your drawing to your editor.

Your Task

First, create your sketch and final drawing—

Your editor explains that you must meet the following requirements when creating your drawing of the nest:

- Draw in black ink or pencil.
- Draw the eggs, the nest of the bird of prey, the tree's branch(es) and bark, and the background features realistically.
- In your drawing, present a close-up view of the nest and eggs and make them the focal point (emphasizing foreground).
- Include a background in your drawing; use the features of the background to emphasize depth and the location of the nest in the foreground. Features of the background may include:
 - Mountains, cliffs, and rocks.
 - Clouds.
 - Forests.
 - Valleys.
 - Other recognizable distant features of your choice.

- Consider the time of day when creating your drawing.
- Draw all features using appropriate proportions.
- Enhance the features of the drawing by using at least **two** different textures or combinations of textures throughout the composition.
- Use at least **two** of the following techniques:
 - stippling
 - hatching
 - cross hatching
 - scribbling
 - smudging
 - other repeating lines and shapes
 - other appropriate technique(s)
- Use at least **five** gradations of value in the drawing to create a representation of 3-D form and depth. Textures may be used to create value. The white of the paper may be counted as one level of value only when used as a highlighted area, such as reflected light on eggs.

Second, show how you fulfilled the editor’s requirements—

Your editor explains that you must meet the following requirements when you respond to questions about your drawing and describe how you created it:

- Name at least **two** of the technique(s) that you used to create texture and describe how you used these textures to make each of the three required features seem more realistic.
- Identify the location of the darkest value in your drawing and explain why you selected this location for the darkest value.
- Explain how you used value effectively on at least **one** main feature (eggs, nest, tree branches/bark) to represent 3-D form.
- Explain **one** way that you made the nest and eggs the focal point in the foreground of your drawing; and explain why you chose that way (what impact did you intend to have on the viewer?)
- Explain at least **one** way that you made the features of your background appear as though they are in the distance.

Birds of Prey

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the elements of visual arts by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Draws the eggs, the nest, the tree’s branch(es) and bark, and the background realistically. ◆ Draws a close-up view of the nest and eggs as the focal point (emphasizing foreground). ◆ Uses at least two different textures throughout the composition. ◆ Uses at least five different values/shades throughout the composition to create the representation of 3-D form. 	<p>The student demonstrates an adequate understanding of the elements of visual arts by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the elements of visual arts by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the elements of visual arts by meeting one of the four requirements listed at left.</p>
Responding	<p>In the response, the student demonstrates a thorough understanding of the creative process by meeting at least four of the following five criteria:</p> <ul style="list-style-type: none"> ◆ Identifies and describes the texture(s) used for each feature and explains how each of two required textures made the features appear more realistic. ◆ Identifies the location of the darkest value in the drawing and explains reasons for selecting this location for this value. ◆ Explains how value was effectively used on at least one main feature (eggs, nest, tree branches/bark) to represent 3-D form. ◆ Explains the way(s) that the nest and eggs were made the focal point in the foreground of the drawing. ◆ Explains at least one way that the background features were made to appear as though they are in the distance of the drawing. 	<p>In the response, the student demonstrates an adequate understanding of the creative process by meeting three of the five criteria listed at left.</p>	<p>In the response, the student demonstrates a partial understanding of the creative process by meeting two of the five criteria listed at left.</p>	<p>In the response, the student demonstrates a minimal understanding of the creative process by meeting one of the five criteria listed at left.</p>

	4 Points	3 Points	2 Points	1 Point
Connecting	In the response, the student demonstrates a thorough understanding of how the student used realism and focal point in the drawing to impact the viewers' perceptions of the importance of conservation for birds of prey.	In the response, the student demonstrates an adequate understanding of how the student used realism and focal point in the drawing to impact the viewers' perceptions of the importance of conservation for birds of prey.	In the response, the student demonstrates a partial understanding of how the student used realism and focal point in the drawing to impact the viewers' perceptions of the importance of conservation for birds of prey.	In the response, the student demonstrates a minimal understanding of how the student used realism and focal point in the drawing to impact the viewers' perceptions of the importance of conservation for birds of prey.

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
Responding Score	4	3	2	1
Connecting Score	4	3	2	1

Responses

Respond to the following prompts to explain to the editor how you met the magazine's requirements when you created your drawing of the nest.

- In the following table, identify and describe the texture(s) that you used for each feature. Then, explain how each of the two (2) or more required textures make the feature appear more realistic. You may repeat a texture(s) in your composition.

Required Features	Name and describe the technique you used to create texture on this feature.	How did using this particular texture help make this feature seem more realistic?
eggs:		
nest:		
tree branches and bark:		
Name and explain other feature(s) that you included and textures that you used:		

2. Identify the location of the darkest value in your drawing and explain why you selected this location for the darkest value:

a. location:

b. explanation:

3. Explain how you used value on at least one main feature (eggs, nest, tree branches/bark) to represent 3-D form effectively:

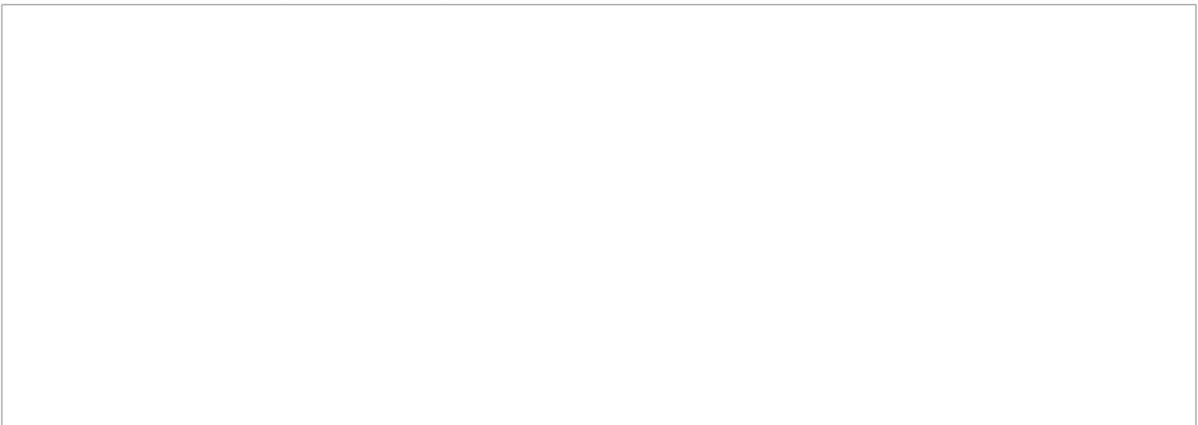
a. one feature:

b. another feature:

4. Explain one way that you made the nest and eggs the focal point and located them in the foreground of your drawing; then, explain to the editor how your drawing—including your use of realism and focal point—emphasizes or draws attention to the issue of conservation for birds of prey.



5. Explain at least one way that you made your background features appear as though they are in the distance of your drawing:



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

contrast: a principle of design; a technique that shows differences in the elements of visual arts in an artwork, such as smooth/rough textures, light/dark colors, or thick/thin lines

dominance: a principle of design; the way an artwork shows emphasis; a way of organizing a composition so that one element or object in the composition is the strongest or most important part of the work. (see also emphasis)

emphasis: a principle of design; the importance assigned to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create a focal point or center of interest (see also dominance)

focal point: the part of an artwork that is emphasized in some way and attracts the eye and attention of the viewer; also called the center of interest

foreground: the area of an artwork or field of vision, often at the bottom of a picture plane, which appears closest to the viewer; also used to give priority to one aspect of a composition

gradation: (of value) a range of values between light and dark

middle ground: the area between the foreground and background of a landscape

realism: a style of art that portrays objects or scenes as they might appear in everyday life. A recognizable subject is portrayed using lifelike colors, textures, and proportions

spatial devices: methods used to create the appearance of space in an artwork: foreground, middle ground, and background; overlap, placement, size, detail, color, and value:

foreground: the area of an artwork that appears closest to the viewer

middle ground: the area between the foreground and the background

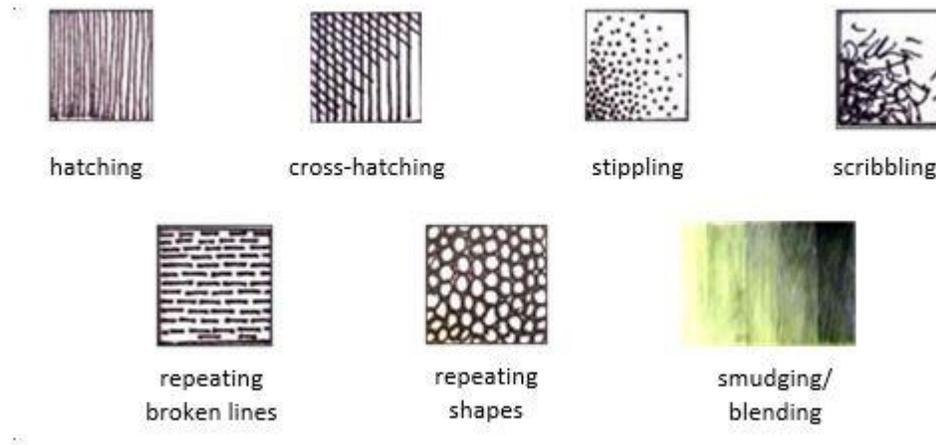
background: the area of an artwork that appears farthest away; a way of showing space

color value: the lightness or darkness of a color

horizon line: based on the artist's eye level, the line at which the sky appears to meet the earth

overlap: one part partly covers another part

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



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).

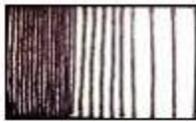
Additional Vocabulary

The following vocabulary terms are also useful for this assessment.

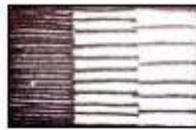
birds of prey: birds that hunt for prey, primarily on the wing, using their keen senses, especially vision. Their talons and beaks are generally large and powerful for tearing the flesh of animals that they eat for survival; sometimes referred to as raptors, they include birds such as hawks, eagles, buzzards, kites, osprey, and owls

nest: a place of refuge to hold animals' eggs and/or raise their offspring

Note: Examples of techniques used to create value are repeating vertical lines, repeating horizontal lines, repeating diagonal lines, repeating zigzags, and repeating curves.



vertical



horizontal



diagonal



zigzag



curved