

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Teen Sandwich Hub

Grade 8

Office of Superintendent of Public Instruction
September 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..... | 5 |
| Assessment Task | 6 |
| Teacher’s Instructions to Students | 6 |
| Accommodations | 6 |
| Student’s Task..... | 6 |
| Glossary..... | 12 |

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

Teen Sandwich Hub

An OSPI-Developed Performance Assessment

Visual Arts
Grade 8

Overview

This document contains information essential to the administration of *Teen Sandwich Hub*, 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 *Teen Sandwich Hub*

Each student designs a sandwich shop with a theme that is attractive to teens. The students first sketch their ideas and then use a straight-edge to develop their final drawings. The drawings must be done in perspective. Once the students finish their drawings, they will respond to questions and prompts to describe the process they used to create them.

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 8 | VA:Cr1.1.8 | a. Document early stages of the creative process visually and/or verbally in traditional or new media. |
| 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 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)
- ◆ pencils and erasers
- ◆ colored pencils
- ◆ straight-edges (ruler, triangle, t-square)
- ◆ one sheet of newsprint per student (for the sketch)
- ◆ one sheet of white drawing paper for each student (for the final drawing)
- ◆ audiovisual recording equipment for accommodations (if needed)
- ◆ camera (optional)

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 sketch paper, drawing paper, tools, and other necessary materials.
- ◆ Make colored pencils available for any students who choose to use the element of color in their designs.
- ◆ Tell students to write their names/numbers on the back of their sketches and drawings.
- ◆ If you take photographs for use in students' portfolios and to document students' work, the images should show the sketch and final drawing. These views must be labeled for clear identification, scoring, and so on. Be sure to include the student's name and number with each photograph.
- ◆ 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 speaker can be seen at all times.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning their responses.
 - 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.

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 materials.
- 30 minutes: The students complete the sketches of their perspective drawings.
- 5 minutes: The teacher collects all materials and sketches.

Day 2

- 5 minutes: The teacher returns all materials and sketches to the students.
- 50 minutes: The students complete their perspective drawings.
- 5 minutes: The teacher collects all materials, sketches, and drawings.

Day 3

- 5 minutes: The teacher distributes the response sheets and returns all materials, sketches, and drawings.
 - 20 minutes: The students finish their perspective drawings and complete their response sheets.
 - 20 minutes: The teacher records those students who respond orally.
 - 5 minutes: The teacher collects all materials, sketches, drawings, 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-8 Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *Teen Sandwich Hub*."
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: *Teen Sandwich Hub* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Teen Sandwich Hub

Your community's downtown area is being renovated. The architect would like to include a sandwich shop and has asked the students at your school to participate in designing this shop with a theme for teens.

The architect requires that your drawing of the shop be done in perspective. The architect will give you time to sketch your ideas and then create—using a straight-edge—your final drawing. Once you finish your drawing, you will respond to questions and prompts to explain how you met the architect's requirements. Your drawing and response will be given to the architect for final approval.

Your Task

First, sketch your design and create your final drawing—

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

- Create a teen theme for your building design.
- Create a view of the building that shows the front and one side.
- Create the following features for the building's exterior to show diminishing size and space relationships:
 - two doors, one installed on the front and one on the side
 - two or more equally spaced windows in a row on the front
 - two or more equally spaced windows in a row on the side
 - signs on the front and the side
 - at least three other exterior features of your choice (such as lighting, sidewalks, other signs, awnings, landscaping, a parking lot, stairs, or an outdoor eating area)
- Create a horizon/ground line.
- Mark a vanishing point.
- Draw the converging lines lightly.

- Create a setting (for example, a skyline, mountains, clouds, trees, plants, or flowers) to enhance the depth by accurately using at least three of the following perspective techniques:
 - size variation
 - position (e.g., high, low, center)
 - overlap
 - foreground details
 - value/shading
 - atmospheric perspective

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

The architect explains that you must meet the following requirements when you respond to questions and prompts about your drawing:

- Identify the theme that you used in your design and explain why you chose it and how you think teens will relate to it.
- Explain how you incorporated your theme into the drawing.
- List three perspective techniques that you used in your drawing and indicate where you used them.
- Explain clearly how the use of one of these features shows depth.

Teen Sandwich Hub

| | 4 Points | 3 Points | 2 Points | 1 Point |
|-------------------------|--|---|---|---|
| Creating and Presenting | <p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of spatial devices in the drawing:</p> <ul style="list-style-type: none"> ◆ Creates a view of the building showing the front and one side. ◆ Creates the following features for the building’s exterior to show diminishing size and space relationships: <ul style="list-style-type: none"> ▪ Two doors, one installed on the front and one on the side. ▪ Two or more equally spaced windows in a row on the front. ▪ Two or more equally spaced windows in a row on the side. ▪ Signs on the front and the side. ▪ At least three other exterior features of the student’s choice (lighting, sidewalks, other signs, awnings, landscaping, parking lot, stairs, outdoor eating area, etc.). ◆ Shows horizontal perspective lines converging consistently toward a single vanishing point, with the horizon/ground line clearly marked. ◆ Creates depth by using three of the following techniques: size variation, position, over-lap, detail, value/shading, or atmospheric perspective. | <p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of spatial devices in the drawing.</p> | <p>The student meets two of the requirements listed at left, demonstrating a partial understanding of spatial devices in the drawing.</p> | <p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of spatial devices in the drawing.</p> |
| Responding | <p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to create an artwork to communicate for a selected purpose:</p> <ul style="list-style-type: none"> ◆ Identifies the theme used. ◆ Explains how the theme was incorporated into the drawing. ◆ Lists three perspective techniques used in the drawing and indicates where they were used. ◆ Explains how the use of one of these shows depth. | <p>The student meets three of the requirements listed at left, demonstrating adequate understanding.</p> | <p>The student meets two of the requirements listed at left, demonstrating partial understanding.</p> | <p>The student meets one of the requirements listed at left, demonstrating minimal understanding.</p> |
| Connecting | <p>The student thoroughly explains the choice of theme and how teens will relate to the theme.</p> | <p>The student adequately explains the choice of theme and how teens will relate to it.</p> | <p>The student partially explains the choice of theme and how teens will relate to it.</p> | <p>The student minimally explains the choice of theme and how teens will relate to it.</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 and Presenting Score | 4 | 3 | 2 | 1 |
| Responding Score | 4 | 3 | 2 | 1 |
| Connecting Score | 4 | 3 | 2 | 1 |

Responses

Respond to the following questions and prompts to explain to the architect how you met the requirements when you created your drawing.

1. What is the theme of your design?

a. Why did you choose that theme? How will teens relate to your theme?

2. Explain how you incorporated your theme into your design:

3. List three perspective techniques that you used in your drawing and indicate where you used them:

a. first technique:

b. second technique:

c. third technique:

4. Explain clearly how the use of one of these features shows depth:

Glossary

atmospheric perspective: the effect on the appearance of an object of the air/space between the object and the viewer: in the foreground, colors are warmer and more intense and values are darker; in the distance, the details of an object appear to decrease, colors appear cooler and less intense, and values lighten and fade

balance: a principle of design; the arrangement of elements that makes individual parts of a composition appear equally important; an arrangement of the elements to create an equal distribution of visual weight throughout the format or composition. If a composition appears top- or bottom-heavy and/or anchored by weight to one side, it is not visually balanced. Types of balance:

symmetrical (formal balance): the image or form is equally weighted on both sides of a center line

asymmetrical (informal balance): the image or form is unevenly weighted

radial: the weight of the image or form radiates from a center point

color: an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity

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)

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

color: the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness).

form: a three-dimensional object that has height, length, width, and depth.

line: the one-dimensional 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.

shape: a closed space made when a line connects to itself.

space: an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective.

texture: an element of visual arts that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel.

value: the lightness and darkness of a line, shape, or form.

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

form: an element of visual arts; a three-dimensional object that has height, length, width, and depth

harmony: a principle of design; the creation of unity by stressing the similarities of separate, but related parts of the artwork

horizon line: based on an artist's eye level, an invisible plane that cuts through everything that exists at eye level; a line at which sky appears to meet earth

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

movement: a principle of design; the use of the elements of visual arts to draw a viewer's eye from one point to another in an artwork

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

perspective: a way to create the appearance of depth and three dimensions on a two-dimensional surface; types of perspective include one-point linear perspective, two-point linear perspective, and atmospheric perspective

principles of design of visual arts: a means of organizing the elements in a work of art: balance, contrast, emphasis/dominance, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety

proportion: a principle of design; the relationship of parts to a whole or parts to one another in regards to size and placement

repetition: the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity

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

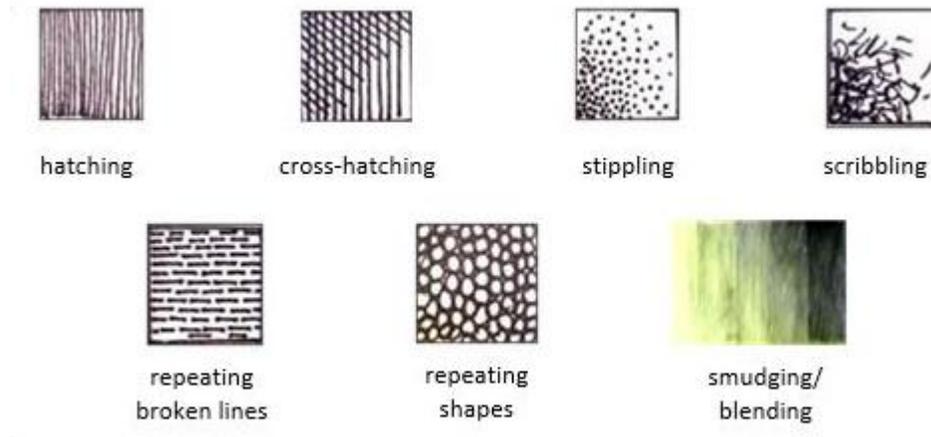
shade: a value that is created by adding black to a color

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

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



unity: a principle of art; a successful combination of the elements of visual arts to create a sense of wholeness and visual completion in an artwork

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



vanishing point: a spatial device in which two or more parallel lines appear to come together at one point

variety: the use of the elements of visual arts to create differences in an artwork for visual interest

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).