

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Earth Club Logo

High School Proficient

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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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Earth Club Logo

An OSPI-Developed Performance Assessment

Visual Arts
Proficient

Overview

This document contains information essential to the administration of *Earth Club Logo*, an OSPI-developed arts performance assessment for visual arts (High School Proficient). 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 *Earth Club Logo*

Each student designs a logo that visually communicates the mission of the Earth Club (the club encourages students to be more active in improving the environment). The students must include at least two colors in their designs, but they may choose the color media. The logo can be any shape.

The students must also respond to prompts and questions about their work.

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 1.2 High School Proficient	VA:Cr1.2.1	a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
Anchor 7.2 High School Proficient	VA:Re7.2.1	a. Analyze how one’s understanding of the world is affected by experiencing visual imagery.
Anchor 10 High School Proficient	VA:Cn10.1.1	a. Document the process of developing ideas from early stages to fully elaborated ideas.

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)
- ◆ one 9 x 12" sheet of newsprint per student (for the sketch)
- ◆ two 9 x 12" sheets of white drawing paper per student
- ◆ color drawing media (such as pencils, colored pencils, crayons, markers, oil pastels, chalk, and colored paper)
- ◆ erasers
- ◆ camera (optional)
- ◆ audiovisual recording equipment for accommodations (if needed)

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.
- ◆ Gather newsprint paper, drawing paper, and erasers.
- ◆ Lay out a variety of drawing media at the start of the assessment period. (Color media includes, but is not limited to, colored pencils, markers, oil pastels, chalk, and colored paper.)
- ◆ Students may create logos using the color media of their choice.
- ◆ Students may create logos of any shape.
- ◆ The students will create two versions of the logo.
- ◆ If you take photos for use in the student's portfolio and to document the student's work, the photographs should show the final drawings; you should also 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 students who are being recorded to face the recording device.
 - Students must have a copy of the response sheet when 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 their sketches of the logo; they then begin their final drawings of the two versions of the logo.
- 5 minutes: The teacher collects all drawings and materials.

Day 2

- 5 minutes: The teacher returns all materials and drawings to the students.
- 40 minutes: The students finish their drawings.
- 5 minutes: The teacher collects all drawings and materials.

Day 3

- 5 minutes: The teacher returns all materials and drawings to the students.
 - 40 minutes: The students complete the response sheets. The teacher films or records the students who choose to respond orally (or this may be done on an additional day).
 - 5 minutes: The teacher collects all drawings, response sheets, and 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 high school proficient, Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *Earth Club Logo*."
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: *Earth Club Logo* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Earth Club Logo

The Earth Club's mission is to encourage students to be more active in improving the environment. You are to design a logo for the Earth Club that will visually communicate the club's mission.

The advisor of the Earth Club requires that you create two versions of the logo. Your design should include at least two colors (in addition to black and white) and should capture the club's mission.

Your logo and your responses to prompts and questions about your work will be presented to the club's members for final approval.

Your Task

First, create your sketch and final drawings—

The club's advisor explains that you must meet the following requirements when developing your drawings:

- Create a logo for the Earth Club. This logo may be a metaphor for a real-life object or concept, or it may be an abstract shape.
 - Include the name Earth Club in the design.
 - Use elements of visual arts and principles of design to create a logo that appears trustworthy and credible.
 - Include details that capture the nature of the club's mission.
 - Apply symmetrical, asymmetrical, or radial balance in either two or three dimensions.
 - Select the artistic media that will work best to develop your design.
 - Select up to two colors (plus black and white) for the logo.
- Create a second logo by changing three elements to achieve a distinctive second version of the design.

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

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

- Describe the two versions of the logo that you created for the Earth Club.
- Explain why you selected this concept for the Earth Club’s logo.
- Explain three ways that you used the elements of visual arts and principles of design to create a logo that appears trustworthy and credible.
- Explain how the viewer’s understanding or perception of the world will be affected by your design.

Earth Club Logo

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to express ideas and feelings in the design:</p> <ul style="list-style-type: none"> ◆ Includes the name Earth Club in the design. ◆ Uses elements of visual arts to create a logo that supports the club’s mission. ◆ Uses principles of design effectively to create a logo that supports the club’s mission. ◆ Includes relevant details that effectively capture the nature of the club’s mission. 	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of how to express ideas and feelings in the design.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of how to express ideas and feelings in the design.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of how to express ideas and feelings in the design.</p>
Responding & Connecting	<p>In the response, the student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to use artistic elements and principles deliberately to communicate for a specific purpose:</p> <ul style="list-style-type: none"> ◆ Describes clearly the concept for the Earth Club’s logo. ◆ Explains clearly the reasons for choosing this concept. ◆ Explains accurately three elements of visual arts and/or principles of design used to create the logo. ◆ Explains how the logo’s visual imagery will affect the viewer’s understanding or perception of the world. 	<p>In the response, the student meets three of the requirements listed at left, demonstrating an adequate understanding of how to use artistic elements and principles deliberately to communicate for a specific purpose.</p>	<p>In the response, the student meets two of the requirements listed at left, demonstrating a partial understanding of how to use artistic elements and principles deliberately to communicate for a specific purpose.</p>	<p>In the response, the student meets one of the requirements listed at left, demonstrating a minimal understanding of how to use artistic elements and principles deliberately to communicate for a specific purpose.</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
Responding & Connecting Score	4	3	2	1

Responses

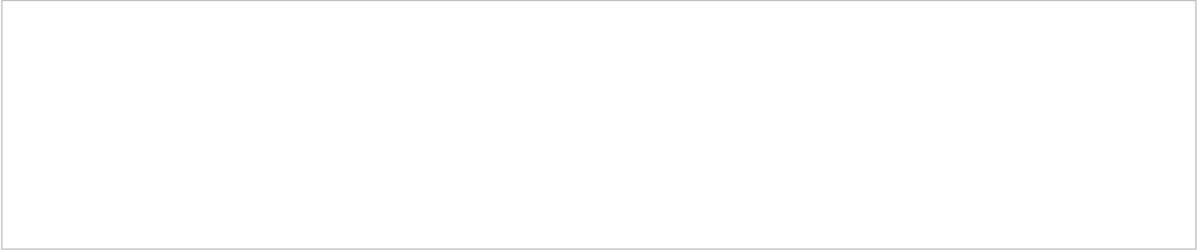
Respond to the following prompts and questions to explain how you met the club's requirements when you created your artwork.

1. Describe the two versions of the logo that you created for the Earth Club.

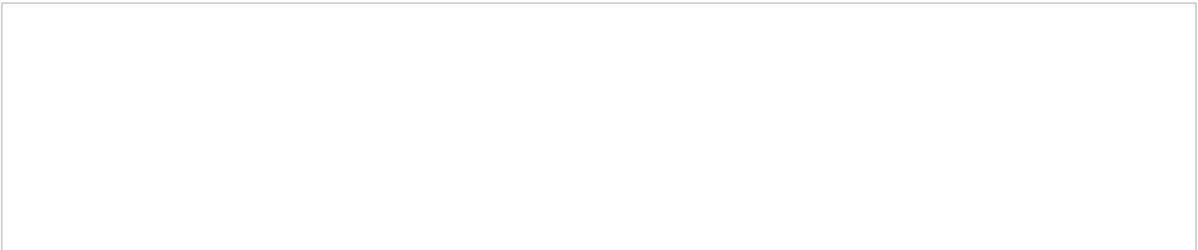
2. Why did you select this concept for the Earth Club's logo?

3. Explain three ways that you used the elements of visual arts and the principles of design to create a logo that appears trustworthy and credible.

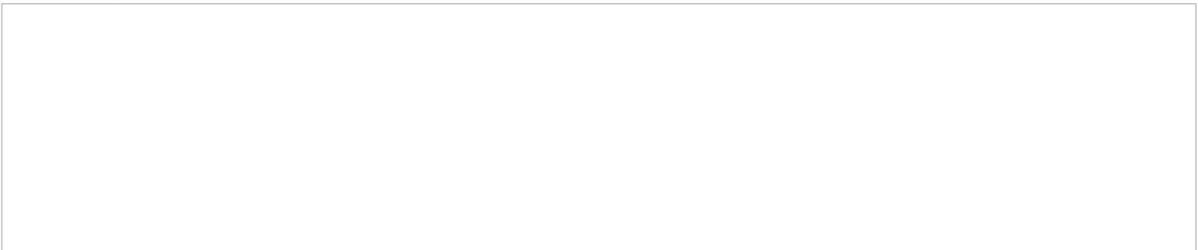
first way:



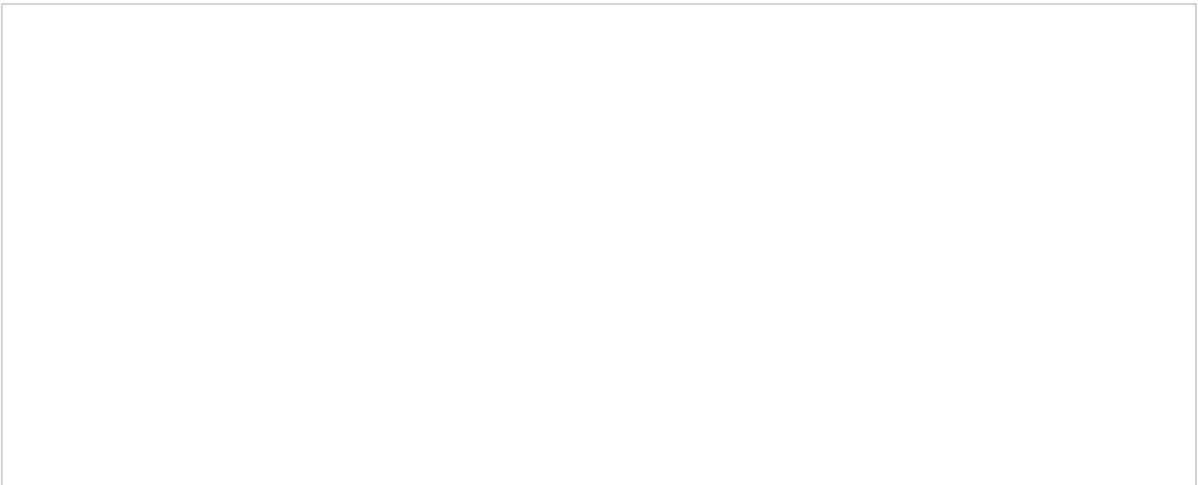
second way:



third way:



4. Explain how the viewer's perception or understanding of the world will be affected by experiencing your logo.



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

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

composition: the use of the principles of design to arrange the elements of visual arts to create a piece of artwork; the way individual design elements are combined to express a particular idea

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

design: application of creativity to planning the optimal solution to a given problem and communication of that plan to others

elements of visual arts: the basic components that make up a work of art: color, form, line, shape, space, texture, and value (see Appendix 3 for grade-level skills):

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

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

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 (see Appendix 3 for grade-level skills)

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

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

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

sketch: a drawing without much detail, usually completed in a short amount of time, and sometimes used as a rough draft for later work; a drawing that catches the general appearance or impression of an object or place; a drawing that blocks in a quick plan for a composition

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

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

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).