

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

The Real You

Grade 8

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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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The Real You

An OSPI-Developed Performance Assessment

Visual Arts
Grade 8

Overview

This document contains information essential to the administration of *The Real You*, 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 *The Real You*

Using pencils on paper, each student creates a realistic self-portrait that depicts head, face, neck, and shoulders and expresses an emotion or feeling in the facial features. Students must:

- Demonstrate a variety of line types and qualities, different values, proportion, and balance.
- Explain how and why they created their portraits.
- Explain the expressions of emotion that they chose.

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 2.3 Grade 8	VA:Cr2.3.8	a. Select, organize, and design images and words to make visually clear and compelling presentations.
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 7.1 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.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards may 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 (with erasers)
- ◆ blending stumps
- ◆ one 9" x 12" sheet of drawing paper per student
- ◆ mirrors
- ◆ a camera (if the teacher intends to take photographs of the students' work)
- ◆ a recording device for accommodations (as needed)

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.
- ◆ Permit students to use pencils only. (The use of other materials, such as charcoal or pastels, is not allowed.)
- ◆ Encourage students to avoid drawing sunglasses as a personal detail in the portrait.
- ◆ If you take photos for use in students' portfolios and to document students' work, 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.
 - Students should be prompted 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.

- ◆ The student’s realistic self-portrait should be a drawing, as expressly dictated in the item. Photographic self-portraits will not be scored.
- ◆ Creating (realism): A student’s response will be credited for the first bullet if the self-portrait is realistic, not “cartoony.” The presence of a student’s hand or hands in the portrait will not affect the scoring of the response.
- ◆ Creating (realism): *Value* describes shading or shadows; ideally, it will be used to create form on the face. Also, to be credited as a value, the shading or shadow must be within the portrait, not within the negative space (foreground/background).
- ◆ Creating (realism): The awarding of the fourth bullet for horizontal placement will hinge on whether the eyes and ears in the portrait are roughly halfway up the face, the nose being roughly halfway between the eyes and the chin, and the mouth being roughly halfway between the nose and the chin.
- ◆ Creating (realism): Credit for the fifth bullet for vertical placement will hinge on the distance between the eyes, width of the head, width of the neck in relation to the placement of the ears, and width of the mouth and nose.
- ◆ Creating (expression of emotion): Credit will be awarded for the first bullet (“clearly conveys an emotion”) if the face in the portrait expresses any emotion except absolute neutrality. (Many students may draw somewhat blank faces, but often an emotion or feeling can be perceived (boredom, angst, mild bemusement, etc.), in which case, the

response would still be credited. Any response that was not awarded credit for having an emotion will automatically earn NS on the entire expression-of-emotion rubric.

- ◆ **Creating (expression of emotion):** Credit will be awarded for the fourth bullet (“manipulates placement or proportion to show emotion”) when the placement or proportion in the portrait is clearly altered to show emotion (for instance, a smile or a frown, a raised eyebrow, the tightening of the lips).
- ◆ **Responding rubric:** Credit will be awarded for the first bullet unless the emotion that the student identified is completely contradictory to the expression apparent in the student’s portrait. For example, if a student identifies the emotion as happiness, but the expression in the portrait is clearly sad, no credit should be awarded for the first bullet. If, however, the student identifies the emotion as depression and the face in the portrait merely looks bored, credit can be awarded.
- ◆ **Responding rubric:** The balance identified in the fourth bullet can be “formal” or “balanced,” “informal” or “unbalanced.”

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 choose the emotions that they want to depict and start creating their self-portraits.
- 5 minutes: The teacher collects all materials

Day 2

- 5 minutes: The teacher returns all materials to the students.
 - 15 minutes: The students complete their drawings.
 - 20 minutes: The students prepare their written responses.
 - 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 *The Real You*."
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: *The Real You* (Grade 8)
- Assessment rubric
- Response sheets (optional)

The Real You

Your school is preparing for a community celebration. As part of the celebration, your principal and a committee of teachers want to create a mural using realistic self-portraits of students from your school. They have asked you to submit a self-portrait for the mural.

In order to have your portrait included in the mural, you must meet the committee's requirements. First, the committee asks that you submit a realistic self-portrait that shows only your head, face, neck, and shoulders. This portrait should be drawn with pencils on paper. You must also use a variety of line types and qualities, different values, proportion, and balance to express an emotion or feeling in the facial features.

After you complete your portrait, the committee of teachers requires that you respond to a set of prompts to explain how you created your realistic self-portrait and how you conveyed the expression of emotion that you selected for your drawing.

Your Task

First, create your self-portrait—

The committee explains that you must meet the following requirements when you draw your self-portrait:

- Draw in pencil.
- Draw a facial expression that clearly shows an emotion (for example, surprised, joyful, sad, or angry).
- Include only appropriate and realistic facial features in your drawing.
- Include only your head, face, neck, and shoulders in your drawing.
- Include appropriate personal details, such as earrings, freckles, or eyeglasses. (If you draw eyeglasses, make sure that the eyes in the portrait are visible through the lenses.)
- Use two or more different line types (such as horizontal, vertical, diagonal, curved, or zigzag) in your drawing to express your chosen emotion.
- Use two or more different line qualities (such as thick, thin, broken, smooth, or fuzzy) in your drawing to express your chosen emotion.
- Use five different values—from light to dark—in your drawing to express form (the white of the paper will be considered the lightest value).

- Use balance (symmetrical/formal, asymmetrical/informal) in your drawing.
- Use accurate human facial proportion in your drawing.
- Use proportion and balance when drawing your self-portrait.

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

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

- Identify, describe, and explain the emotion that your self-portrait expresses.
- Identify and explain how you have used various line types in the portrait to express the emotion that you chose to portray.
- Identify and explain how you have used line qualities to express the emotion.
- Identify the type of balance that you used (symmetrical and/or asymmetrical) and explain how you used it.
- Use the vocabulary of visual arts correctly.

The Real You

	4 Points	3 Points	2 Points	1 Point
Creating (realism)	<p>The student meets at least four of the following five criteria:</p> <ul style="list-style-type: none"> ◆ Draws appropriate and realistic facial features and details and includes only the head, face, neck, and shoulders. ◆ Uses two or more different line types and two or more different line qualities ◆ Uses a range of values from light to dark, which includes at least five different shades. ◆ Uses accurate horizontal placement of facial features. ◆ Uses accurate vertical placement of facial features. 	<p>The student meets three of the criteria listed at left.</p>	<p>The student meets two of the criteria listed at left.</p>	<p>The student meets one of the criteria listed at left.</p>
Creating (expression)	<p>The student's artwork (without reference to the student's written response) meets all four of the following criteria:</p> <ul style="list-style-type: none"> ◆ Clearly conveys an emotion. ◆ Uses two or more different line types (horizontal, vertical, diagonal, curved, zigzag) to express the chosen emotion. ◆ Uses two or more different line qualities (thick, thin, broken, smooth, fuzzy, etc.) to express the chosen emotion. ◆ Manipulates the placement or proportion of facial features to express the chosen emotion. 	<p>The student meets three of the criteria listed at left.</p>	<p>The student meets two of the criteria listed at left.</p>	<p>The student meets one of the criteria listed at left.</p>
Responding	<p>In the student's written (or oral) responses, the student meets all four of the following criteria:</p> <ul style="list-style-type: none"> ◆ Identifies and explains the emotion expressed in the realistic self-portrait. ◆ Explains how the line types were used to express the emotion indicated. ◆ Explains how the line qualities were used to express an emotion. ◆ Identifies the type of balance used in the self-portrait. 	<p>The student meets three of the criteria listed at left.</p>	<p>The student meets two of the criteria listed at left.</p>	<p>The student meets one of the 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 (realism)	4	3	2	1
Creating Score (expression)	4	3	2	1
Responding Score	4	3	2	1

Responses

Respond to the following questions and prompts to explain how you met the committee's criteria when you created your self-portrait.

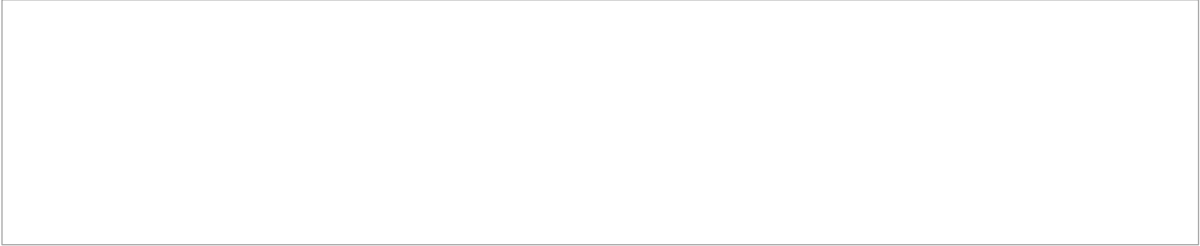
1. Name the emotion that you portrayed in your self-portrait and explain why you chose it:

2. Explain how you used line types (vertical, horizontal, diagonal, curved, zigzag) to express emotion:

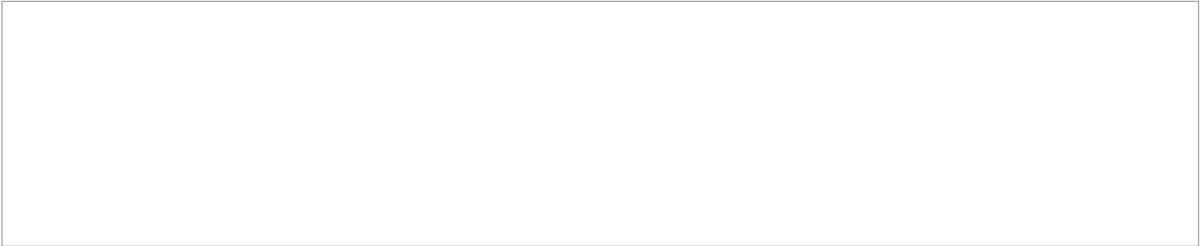
3. Explain how you used line qualities (such as thick, thin, smooth, rough, continuous, and broken) to express emotion:

4. Explain two ways that you used your knowledge and understanding of facial proportions to draw your self-portrait realistically:

first way:



second way:



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

expression: showing an emotion or feeling in a work of art

horizontal line: a line that is parallel to the horizon; a horizontal line, surface, or position

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

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

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

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



vertical: the up-and-down orientation of a line, shape, or form

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).