

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Visual Arts

# A Postcard View

Grade 5

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# Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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# A Postcard View

An OSPI-Developed Performance Assessment

Visual Arts  
Grade 5

## Overview

This document contains information essential to the administration of *A Postcard View*, an OSPI-developed arts performance assessment for visual arts (Grade 5). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

### Synopsis of *A Postcard View*

Each student creates a landscape for use on a postcard. The student's landscape should show the student's understanding of line, space, and depth. The student will first sketch a plan for the project. The student will then create the final landscape.

Students must also respond to 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).

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<b>Anchor 2</b> Grade 5	VA:Cr2.1.5	a. Experiment and develop skills in multiple art-making techniques and approaches through practice.
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Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

### Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ drawing media (pencils, chalk, colored pencils, crayons)
- ◆ erasers
- ◆ one 9 x 12 sheet of newsprint per student (for sketch)
- ◆ one 12 x 18 sheet of light construction paper per student
- ◆ newsprint paper to cover tables
- ◆ fixative or hairspray
- ◆ audio or audiovisual recorder

### 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.
- ◆ Markers may not be used.
- ◆ Students may not use texture plates. All textures must be created freehand.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ Students may dictate their response-sheet answers as necessary to meet their needs. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ◆ As an alternative to a written response, you may permit video or audio recording.
  - Video set up should be in a defined space so that the performer can be seen at all times.
  - Prompt students to say their names, numbers, and current grade level into the recording device before beginning 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.

### **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:

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### 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 have 20 minutes to complete the sketches of their landscapes. The students have 10 minutes to start creating their landscape postcards.
- 5 minutes: The teacher collects all materials.

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### Day 2

- 5 minutes: The teacher distributes all materials to the students.
- 50 minutes: The students complete their drawings.
- 5 minutes: The teacher collects all materials.

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### Day 3

- 5 minutes: The teacher distributes all materials to the students.
  - 40 minutes: The students complete the response sheets, and the teacher records students who respond orally. (Note: The teacher may record responses on an additional day.)
  - 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-5 Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *A Postcard View*.”
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: *A Postcard View* (Grade 5)
- Assessment rubric
- Response sheets (optional)

## A Postcard View

View Finder is an annual contest sponsored by the state of Washington to encourage students to create art landscapes for use on postcards. The winning landscape will be selected for one of the postcards. A committee of artists has listed the guidelines for submissions. Your final product will determine whether your scene is selected to be one of the postcards.

The committee of artists will give you time to sketch your plan and create your landscape. The committee requires that you demonstrate an understanding of line, space, and depth in your artwork. Once you have created your landscape, you must describe it to the committee and explain how you met their requirements.

### Your Task

#### First, create your landscape—

The committee of artists explains that you must meet the following requirements when creating your landscape:

- Use a combination of horizontal, vertical, and diagonal lines.
- Use positive and negative space.
- Define the space in the landscape clearly:
  - horizon/ground line
  - foreground
  - middle ground
  - background
- Create four different features in the landscape; for example, land, weather, people, or buildings—or some other feature that you choose.
- Create depth in your landscape by using four of the following techniques:
  - line qualities (e.g., thick/thin)
  - texture (e.g., stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes)
  - size
  - position (e.g., emphasis or dominance)

- overlap
- details
- color (e.g., saturation, tint, or value/shading)

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

The committee of artists explains that you must meet the following requirements as you create your landscape and respond to questions about it:

- Give a title or name to your landscape.
- Identify the line types that you used in your landscape.
- Explain the use of space in your landscape.
- Identify the features that you used in the foreground, middle ground, and background of your landscape.
- Explain four ways that you created depth in your landscape.

Your teacher will give you time to complete your sketch and your landscape. You will also have time to respond to the questions about your landscape.

*A Postcard View*

	4 Points	3 Points	2 Points	1 Point
Creating (Spatial Devices)	<p>The student demonstrates a thorough understanding of spatial devices in the landscape by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Uses a combination of horizontal, vertical, and diagonal lines effectively.</li> <li>◆ Uses positive and negative space throughout the work.</li> <li>◆ Defines the space in the landscape clearly (e.g., horizon/ground line, foreground, middle ground, back-ground).</li> <li>◆ Creates four different features in the landscape correctly (e.g., land, weather, people, and buildings).</li> <li>◆ Creates depth in the landscape by using four of the following techniques correctly: line qualities, texture, size, position, overlap, details, or color.</li> </ul>	<p>The student demonstrates an adequate understanding of spatial devices in the landscape by meeting three or four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of spatial devices in the landscape by meeting two of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of spatial devices in the landscape by meeting one of the five requirements listed at left.</p>
Creating (Composition)	<p>The student demonstrates a thorough understanding of compositional decisions in the response by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Correctly describes how line types (horizontal, vertical, diagonal) were used in the landscape.</li> <li>◆ Correctly describes the use of space (positive/negative) in the landscape.</li> <li>◆ Correctly identifies features in the landscape that were used to help establish foreground, middle ground, and background.</li> <li>◆ Correctly explains the four ways depth was created in the landscape.</li> </ul>	<p>The student demonstrates an adequate understanding of compositional decisions in the response by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of compositional decisions in the response by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of compositional decisions in the response by meeting one of the four requirements 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 (Spatial Devices)	4	3	2	1
Creating Score (Composition)	4	3	2	1

## Responses

1. What is the title of your landscape/postcard?

2. How did you use the following types of line in your landscape?

a. horizontal lines

b. vertical lines

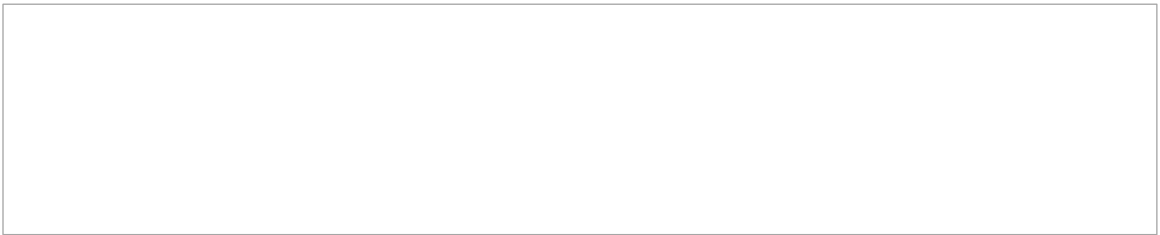
c. diagonal lines

3. How did you use space in your landscape?

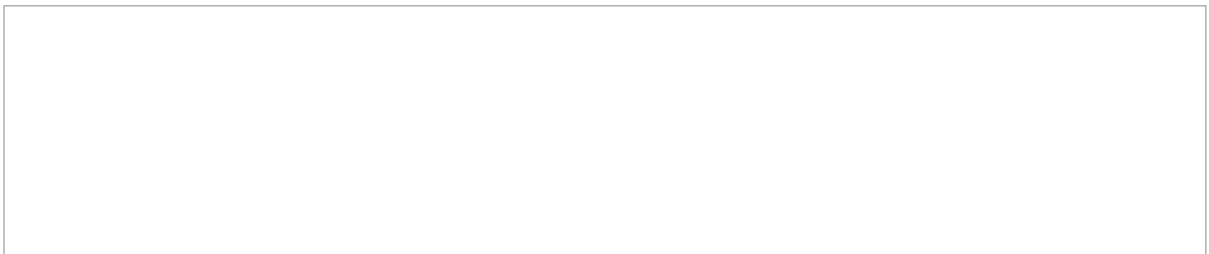
a. positive space



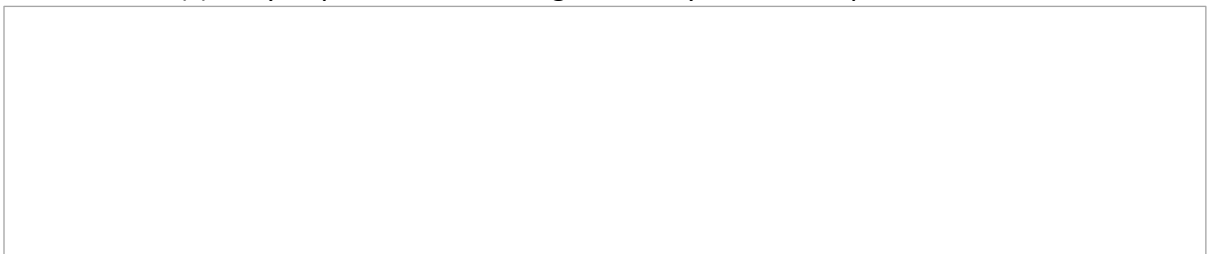
b. negative space



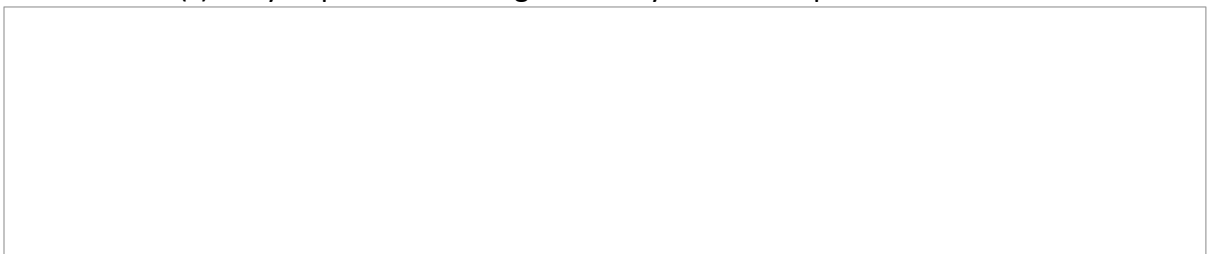
4. What feature(s) did you put in the foreground of your landscape?



5. What feature(s) did you put in the middle ground of your landscape?



6. What feature(s) did you put in the background of your landscape?



7. Explain four ways that you created depth in your landscape.

a. first way

b. second way

c. third way

d. fourth way



## 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

**color value:** the lightness or darkness of a color

**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)

**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

**ground line:** a line that defines the plane on which the subject in an artwork sits

**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 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

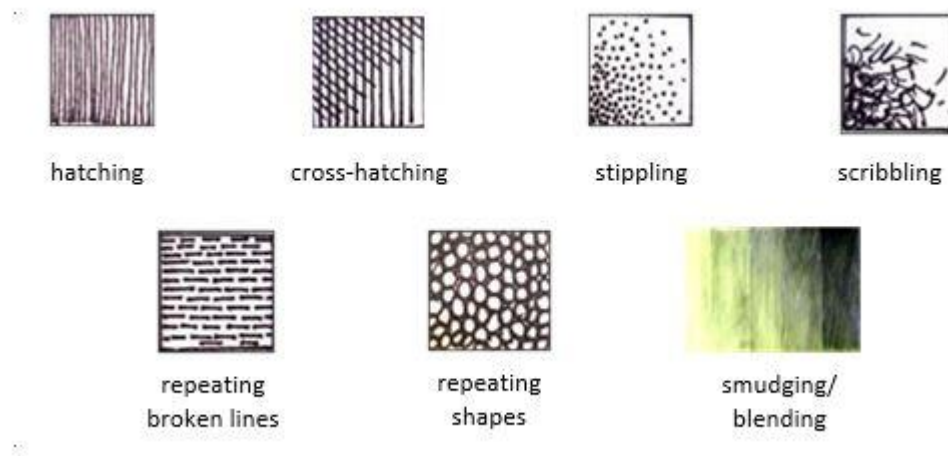
**middle ground:** the area between the foreground and background of a landscape

**negative space:** the empty space surrounding a shape, figure, or form in a two- or three-dimensional artwork

**positive space:** the actual space taken up by the line, shape, or form

**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

**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



**tint:** a value created by adding white to a color

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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). \*Appendix 3 of the standards document lists recommended foundational skills by grade level.

## Additional Vocabulary

The following terms and illustrations are also useful for this assessment.

**Illustrations of types of line:**



**vertical**



**horizontal**



**diagonal**



**zigzag**



**curved**