

WCBPA–Washington
Classroom-Based Performance Assessment
A Component of the Washington State Assessment System

The ARTS
Directions for Administration
Visual Arts
Grades 5, 8, & 10



Single Task Set
Item Piloted
Spring 2005



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November 2005

Dear Educator:

Thank you for your interest in using our Arts Classroom-Based Performance Assessments (CBPAs) as an integral part of your arts instruction in dance, music, theatre, and/or visual arts. These items are a part of the Washington Classroom-Based Performance Assessments (WCBPAs) in The Arts (dance, music, theatre, and visual arts).

Performance Assessments require students to construct their own answers in some method and form of creating, performing, and responding to the assessment prompt and expectations. The Arts Assessment Leadership Team (AALT) wrote and revised the items included in this booklet between 2003 and 2005 for use by Washington State teachers and other educators under the leadership of The Arts Program, Program Supervisor, and the Office of Superintendent of Public Instruction (OSPI). Sixty total items have been developed for the four arts disciplines of dance, music, theatre, and visual arts. Fifteen items for each arts discipline, which includes five items each at the benchmark levels of Grades 5, 8, and 10 (high school) will be available online for use by educators in January 2006.

The purpose of any of the arts CBPAs is four-fold:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding of the arts discipline at the benchmark levels of Grades 5, 8, and high school (10 or above).
2. Inform teachers regarding their instruction, i.e., strength, weaknesses, and gaps to be addressed.
3. Enhance and become a part of instruction and a tool to measure if learning has occurred and how well.
4. Model high quality CBPAs aligned with our Arts Essential Academic Learning Requirements (EALRs) by including:
 - a. **Directions for Administration** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts) for a comprehensive, sequential, standards-based picture of how instruction, over time, occurs and increases in difficulty and expectations.
 - b. **Student Task Booklets** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts).
 - c. **Rubrics** for scoring each item.
 - d. **Test Coordinator's Manual** to provide information to the test coordinators and/or teachers regarding successful implementation and use of these assessments in their schools and districts. (This document is located on the assessment link under Test Coordinator's Manual).

Please Note:

1. Any assessment item is to be incorporated into classroom instruction.
2. Any assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
3. Accommodations based upon student IEP or 504 plan determine the administration of any assessment.

In order to assist you in your efforts in understanding and using these items, please access our OSPI Arts Web site at: <http://www.k12.wa.us/CurriculumInstruct/arts> for helpful information.

We believe that these arts CBPAs will inform, teach, and inspire arts education in each and every classroom, school, and district that has the incentive and vision to use them. We welcome your feedback and look forward to your participation as leaders in your district and participants in our current and future arts assessments and staff development for Washington State. Our efforts are to support, promote, implement, and measure arts instruction in Washington State for all learners. More arts education will occur for students wherever these assessments are given!

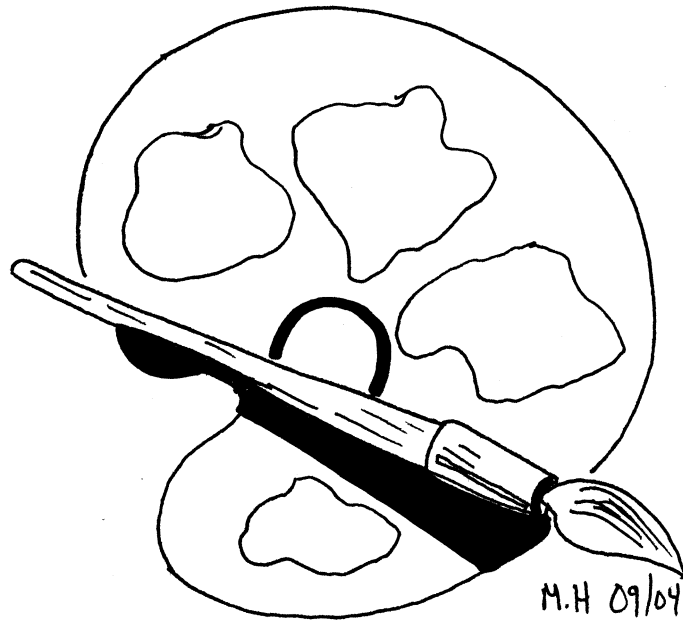
Sincerely,



Greg Hall
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**Grade 5
Visual Arts**

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5 Visual Arts
A New Mascot**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 5, A New Mascot**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.
- Response sheets are provided for student artwork. **All required sketches must be completed on these student response sheets.**

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- lead pencils and erasers,
- colored pencils and/or crayons,
- sheets of construction paper in a variety of colors,

- scissors,
- glue,
- tape,
- staplers, and
- audio and/or video recording device and tape (if needed for individual responses).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Teachers should provide animal pictures for students to look at before they create their sketch. These images can be from books, websites, photographs, magazines, etc.
- Teachers should explain that students may choose either horizontal or vertical format when creating their sketch on the response sheet.
- Tape and glue can be of any variety.
- Colored pencil or crayon will be used for creating the sketch of the mask. Teachers will need to have the same colors of construction paper to match the colors of the pencils or crayons.
- Students manipulate paper to create all the textures using construction (e.g., stapling, taping, gluing, etc.) and/or sculptural techniques (e.g., cutting, folding, rolling, twisting, curling, scoring, bending, etc.). Rubbings may not be used for texture.
- Teachers emphasize to students that smooth is not a texture to be used for the mask.
- If photographing for use in documentation and portfolios, the image should show the three-dimensional characteristics of the mask. The student's name/number must be included in each photograph.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students must include their name/number on their response sheets.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked. The teacher distributes all materials.
- **25 minutes:** The students sketch their mascot mask.
- **5 minutes:** The teacher collects all materials and sketches.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes material and sketches to the students.
- **35 minutes:** The students partially create their 3-D mask.
- **5 minutes:** The teacher collects all materials, sketches, and 3-D masks.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes materials, sketches, masks, and response sheets.
- **15 minutes:** The students complete their masks.
- **20 minutes:** The students complete response sheets.
- **5 minutes:** The teacher collects materials, sketches, masks, and response sheets.

Day Four Optional:

- If needed for audio or video recording, or scribing of students' responses.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled "A New Mascot."

A New Mascot

A new school is opening in your district. The local school board is searching for an animal to be the mascot. The mascot costume will be worn at school programs. The head of the mascot costume will be a 3-D mask with a variety of 3-D textures. The school board is asking students to submit their ideas for the mascot. You would like your idea to be selected as an option for the mascot.

You will submit a proposal for the animal mascot that includes a 2-D sketch of the animal's head. Then you will need to create a 3-D mask of the animal's head out of paper so that the school board members can see what the mascot will look like. The school board would also like you to describe your design.

The school board requires that you meet the following task requirements when creating the sketch of your 3-D mask:

- Select and sketch an easily recognizable animal's head for the mask. Draw a full frontal view with at least **four** facial features. Use the entire space on the response sheet.
- Label and draw **three different textures** you will use in the 3-D mask. The smooth texture of the paper does not count as one of the textures.
- Use at least **three different colors** in your sketch to create contrast between the different features of the mask. Choose any colors you wish to use for your animal. Identify which two colors will be the new school's colors.

The school board requires that you meet the following task requirements in your 3-D mask:

- Match your mask to your sketch.
- Use the paper provided to create the form and features of the mask using **construction techniques** (e.g., stapling, cutting, gluing, taping, etc.) and/or **sculptural techniques** (e.g., cutting, folding, rolling, twisting, curling, scoring, bending, etc.)
- Use the paper provided to create **three different actual textures** using sculptural techniques (e.g., cutting, folding, rolling, twisting, curling, scoring, bending, etc.).
- Use the same **three or more different colors** to create contrast between the different features of the mask that you used in the sketch.

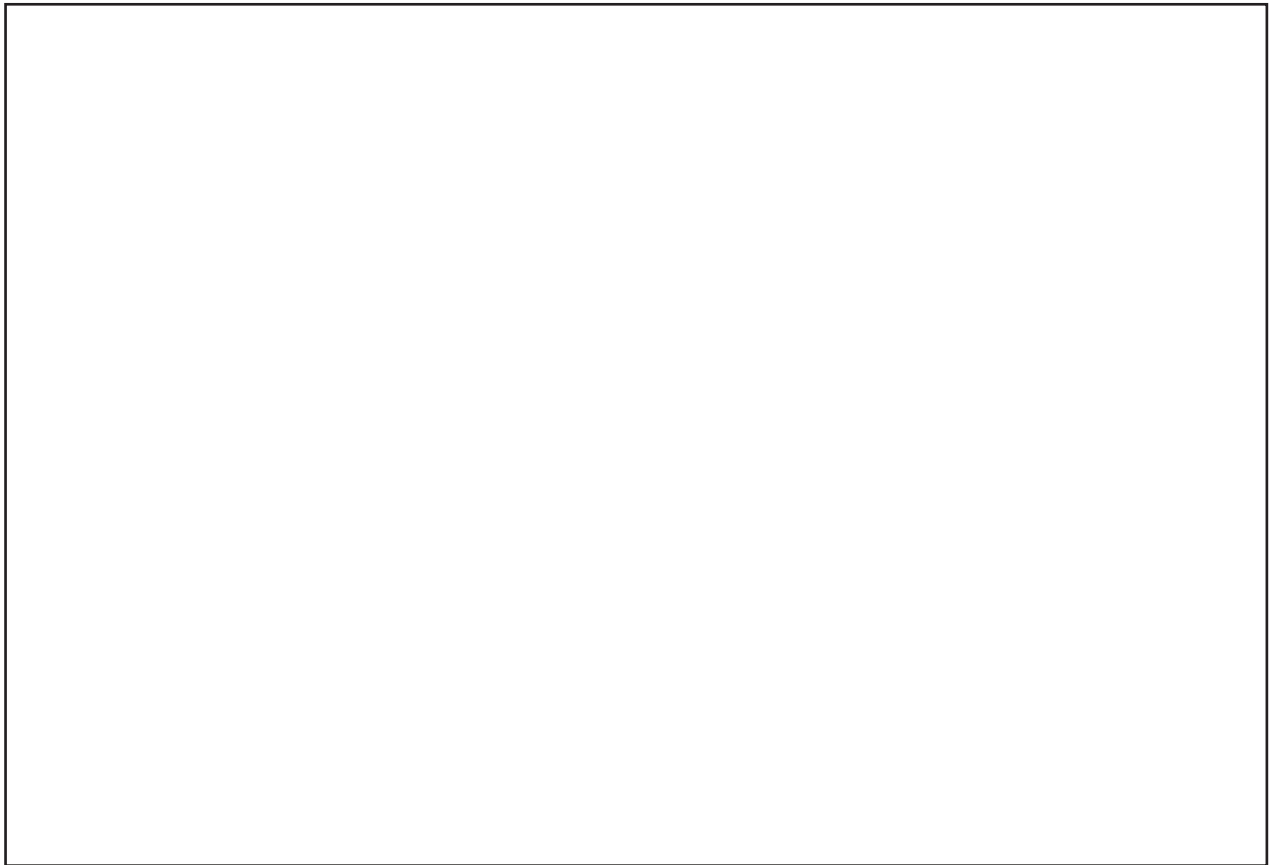
The school board would like you to describe the choices you made while creating your mascot. Your response will need to explain how you made each of the actual textures. You will have time to create your sketch of the mask, time to create the 3-D mask, and additional time to complete your response.

Student Name/Number: _____

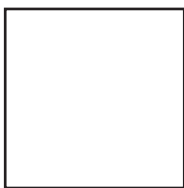
Grade Level: _____

Planning Sheet

- 1) Draw a sketch of the mascot's head using the entire space below. Use three or more colors in your sketch.
- 2) What kind of animal head did you draw? _____



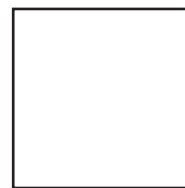
- 3) Label and draw three visual textures that appear on your sketch that will become the actual textures on your 3-D mask.



1. _____



2. _____



3. _____

- 4) What three colors did you use on your sketch? Put a star by the two colors you have chosen as the school colors.

1. _____

2. _____

3. _____

Student Name/Number: _____

Grade Level: _____

Teacher: _____

Response Sheet

Name two construction and/or sculptural techniques you used to create the form and features of your 3-D mask:

1. _____

2. _____

Explain how you used sculptural techniques to create the actual textures of your 3-D mask:

Texture #1: _____

Texture #2: _____

Texture #3: _____

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5
A New Mascot
Visual Arts Glossary

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

construction techniques—different ways to put materials together (e.g., stapling, cutting, gluing, taping, etc)

contrast—a principle of organization; a technique in an artwork which shows differences in art elements such as smooth/rough textures, light/dark colors, or thick/thin lines

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

sculptural techniques—different ways to create 3-D forms (e.g., cutting, folding, rolling, twisting, curling, scoring, bending, etc.)

sketch—a drawing without much detail, usually completed in a short amount of time; sometimes used as a rough draft for later work

texture—an element of the visual arts

actual—how something feels

visual—how something appears to feel; simulated

three-dimensional or 3-D—relating, having, appearing to have, or existing in three dimensions (length, width, and depth)

**Grade 5
A New Mascot
Rubrics**

Creating Rubric (2.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the creative process in the sketch by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none">• selects and sketches an easily recognizable animal’s head for the mask using the entire space provided,• draws a full frontal view with at least four facial features,• labels and draws three different visual textures that represent the textures in the animal mask, and• plans for the use of at least three different colors in the mask.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the creative process in the sketch by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the creative process in the sketch by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the creative process in the sketch by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student shows no understanding of the creative process in the sketch by meeting none of the four task requirements listed above.</p>

Performing and Responding—Arts Elements Rubric (1.1.2, 2.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the arts elements in the artwork by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none">• creates a 3-D mask that follows the intent of the 2-D sketch,• uses and explains how construction techniques (e.g., stapling, cutting, gluing, taping) and/or sculptural techniques (e.g., cutting, folding, rolling, twisting, curling, scoring, bending) were used in creating the form and features of the 3-D mask,• uses and explains how the actual textures were constructed in the 3-D mask, and• uses at least three different colors on the mask to create contrast between the different features of the mask.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the arts elements in the artwork by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the arts elements in the artwork by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the arts elements in the artwork by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student shows no understanding of the arts elements in the artwork by meeting none of the four task requirements listed above.</p>

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5 Visual Arts
All about Us**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 5, All about Us**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written (in the form of words and/or pictures/diagrams) or verbal. All verbal responses must be recorded on videotape to facilitate scoring and to document each student's response.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- pencils and erasers,
- one sheet of 9 x 12 white drawing paper per student,
- colored pencil or crayons, and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- The concept of movement should focus on creating a sense of action in the figure.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students must include their name/number on their response sheets and on the back of their final drawing.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **25 minutes:** The students partially create their figure drawings.
- **5 minutes:** The teacher collects all materials and figure drawings.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials and figure drawings to the students.
- **35 minutes:** The students complete their figure drawings.
- **5 minutes:** The teacher collects all materials and figure drawings.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets and figure drawings to the students.
- **30 minutes:** The students complete their response sheets.
- **5 minutes:** The teacher collects the response sheets and the figure drawings.

Day Four Optional:

- If needed for audio or video recording, or scribing of students' responses.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled "All about Us."

All about Us

The local art center is hosting its annual Kids' Art Celebration. The theme of this art show is "All about Us." The director has chosen your school to create colorful, active figure drawings that will show movement and represent activities you do in your community.

The director asks the students in your school to submit a figure drawing placed in a setting/environment that shows the activity you like to do, such as sports, hobbies, arts activities, or any other activities that emphasize movement and contrast in your use of color. Your drawing and response will be presented to the director for final approval.

The director explains that you must meet the following task requirements in your figure drawing and setting:

- Draw a picture of yourself actively doing something that you like to do in your community that shows movement.
- Create a drawing of your entire body in motion (head, neck, shoulders, torso, legs, arms, feet, hands).
- Draw clothing and/or objects and appropriate personal details that relate to the activity.
- Draw the setting/environment that relates to your activity.
- Use contrasting colors to define the figure from the setting/environment.
- Use two or more different line directions to show the movement in the figure.

The director also requires that you meet the following task requirements in your response:

- Identify the movement you are doing in your drawing.
- Identify and describe the activity and setting/environment in your drawing.
- Describe how the details in your active figure relate to the movement of the activity.
- Identify and describe two line directions used to show movement in your figure.
- Identify and describe how color is used to show contrast between your figure and the setting.

The director has given you time to complete your figure drawing placed in a setting/environment and time to complete your response. Your teacher will tell you the amount of time you have to complete each task.

Student Name/Number: _____

Grade Level: _____

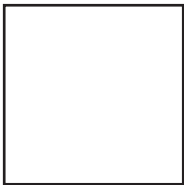
Teacher: _____

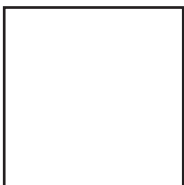
1) Identify the movement you are doing in your drawing.

2) Describe how the activity you drew relates to the setting/environment in your drawing.

3) Describe how the details in your active figure display movement (e.g., clothing, position, equipment, etc.)

4) Draw two line directions you used in your figure and describe how they show movement.





5) Identify and describe how color is used to show contrast between the figure and the setting.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5
All about Us
Visual Arts Glossary

contrast—a principle of organization of visual arts; a technique in an artwork which shows differences in art elements such as smooth/rough textures, light/dark colors, or thick/thin lines

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

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

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 thin mark made by a pencil, pen, or brush

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

movement—a principle of organization of visual arts; the use of art elements to draw a viewer’s eye through an artwork

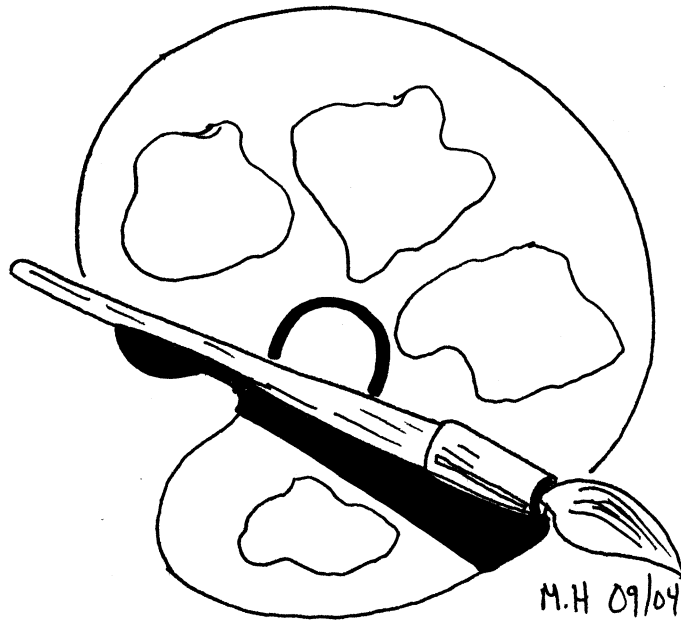
**Grade 5
All about Us
Rubrics**

Creating and Performing—Visual Arts Elements and Principles Rubric (1.1.1, 1.1.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the use of movement and contrast in the figure drawing and setting/environment to show an activity by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> • creates a complete drawing of his/her entire body (which includes the head, neck, shoulders, torso, legs, arms, feet, and hands) that shows movement in the figure, • uses clothing and/or objects and appropriate personal details that relate to the activity, • uses contrasting colors to define the figure from the setting/environment, and • uses effectively two or more different line directions to show movement in the figure.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the use of movement and contrast in the figure drawing and setting/environment to show an activity by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the use of movement and contrast in the figure drawing and setting/environment to show an activity by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the use of movement and contrast in the figure drawing and setting/environment to show an activity by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the use of movement and contrast in the figure drawing and setting/environment to show an activity by meeting none of the four task requirements listed above.</p>

Responding Rubric (2.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the use of movement and contrast in the response to their artwork by meeting all of the five task requirements listed below:</p> <ul style="list-style-type: none">• identifies the movement portrayed in the drawing,• describes how the activity relates to the setting/environment in the drawing,• describes how the details in the active figure relate to the movement of the activity,• identifies and describes two line directions used to show movement in the figure, and• identifies and describes how color is used to show contrast between the figure and the setting.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the use of movement and contrast in the response to their artwork by meeting three or four of the five task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the use of movement and contrast in the response to their artwork by meeting two of the five task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the use of movement and contrast in the response to their artwork by meeting one of the five task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the use of movement and contrast in the response to their artwork by meeting none of the five task requirements listed above.</p>



**Grade 8
Visual Arts**

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Visual Arts
Earth Day**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 8, Earth Day**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's response.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- one pencil with an eraser or one graphite stick per student (blending stump optional),
- three natural objects for each student (see Teacher Preparation Guidelines),
- two sheets of paper per student, and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Suggested natural items may include deciduous leaves (maple, oak, linden, etc.), pinecones, short pieces of vine, branch clippings, or nuts (walnuts, hazelnuts, almonds, etc.). Other natural items may be substituted; however, they must be natural objects, not man-made.
- Students must have their own items so they can touch and arrange their own still life composition.
- To assist students in creating a directional light source, teachers may distribute flashlights or provide alternate lighting. Additionally, teachers may raise or lower classroom light as needed.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students must include their name/number on their response sheets and on the back of their final drawing.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 40–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **10 minutes:** The students choose items and arrange still life.
- **15 minutes:** The students begin their drawings.
- **5 minutes:** The teacher collects all materials and drawings.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials and drawings to the students.
- **35 minutes:** The students continue to develop their drawings.
- **5 minutes:** The teacher collects all materials and drawings.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes materials, drawings, and response sheets.
- **35 minutes:** The students complete the response sheets and finish drawing as needed.
- **5 minutes:** The teacher collects all materials, drawings, and response sheets.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled “Earth Day.”

Earth Day

The Nature Club needs a drawing to celebrate Earth Day for the cover of their brochure. The brochure will describe components of the natural environment of Washington state. The president of the club has asked that you draw an image for the cover of the brochure.

The Nature Club requires that your drawing be a realistic, still life drawing of natural objects. Your drawing should show details and 3-D qualities. You will be given time to arrange your objects, create the final drawing, and respond about your drawing.

You must meet the following task requirements when creating the cover image:

- Select **three** natural objects.
- Arrange the items into a **still life** where some items are placed in front of others.
- Create a realistic three-dimensional still life drawing by using the following concepts:
 - **shape**,
 - **size/proportion**,
 - **texture**,
 - **overlap**, and
 - **details**.
- Imagine a directional light source and include the corresponding shades and shadows it would produce.
- 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.)

In your response, you must explain how you used at least four of the required concepts in your drawing and you will have additional time to complete your response. Your teacher will tell you how much time you have to complete each task.

Student Name/Number: _____

Grade Level: _____

- 1) Thoroughly explain how and where you used at least four of the following seven concepts to create a realistic, three-dimensional still life drawing.

Shape: _____

Size/proportion: _____

Texture: _____

Overlap: _____

Details: _____

Light source: _____

Value: _____

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Earth Day
Visual Arts Glossary

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

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

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

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 thin mark made by a pencil, pen, or brush

shape—an element of visual arts; a closed space made when a line connects to itself

space—an element of visual arts; the area above, below, around, and within a work of art

texture—an element of visual arts; how something feels or appears to feel; stippling, hatching, cross hatching, scribbling, broken lines, repeating lines and shapes

value/shading—an element of visual arts; the lightness or darkness of a line, shape, or form

dominance—the way an artwork shows emphasis in which one element or object in the composition is the strongest or most important part of the work

emphasis—a principle of organization; importance given to certain objects or areas in an artwork. Color, texture, shape, space, and size can be used to create importance.

line qualities—the width or appearance of any line, such as thick or thin, smooth or rough, continuous or broken

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 proportion.

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

still life—an artwork featuring a collection of nonmoving objects

**Grade 8
Earth Day
Rubrics**

Performing—Realism Rubric (1.1.1)

4	A 4-point response: The student demonstrates a thorough understanding of realism in the drawing by meeting six or seven of the seven task requirements listed below: <ul style="list-style-type: none">• uses shape accurately,• uses size/proportion accurately,• uses texture accurately,• uses overlap accurately,• uses details accurately,• uses directional light accurately and consistently, and• uses value accurately.
3	A 3-point response: The student demonstrates an adequate understanding of realism in the drawing by meeting four or five of the seven task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of realism in the drawing by meeting two or three of the seven task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of realism in the drawing by meeting one of the seven task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of realism in the drawing by meeting none of the seven task requirements listed above.

Responding Rubric (2.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the creative process in the response by meeting at least four of the seven task requirements listed below:</p> <ul style="list-style-type: none">• clearly explains how and where shape was used to create a realistic, three-dimensional drawing,• clearly explains how and where size/proportion was used to create a realistic, three-dimensional drawing,• clearly explains how and where texture was used to create a realistic, three-dimensional drawing,• clearly explains how and where overlap was used to create a realistic, three-dimensional drawing,• clearly explains how and where details were used to create a realistic, three-dimensional drawing,• clearly explains how and where directional light was used to create a realistic, three-dimensional drawing, and• clearly explains how and where value was used to create a realistic, three-dimensional drawing.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the creative process in the response by meeting three of the seven task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the creative process in the response by meeting two of the seven task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the creative process in the response by meeting one of the seven task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the creative process in the response by meeting none of the seven task requirements listed above.</p>

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Visual Arts
Sculptures in the Park**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 8, Sculptures in the Park**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded on videotape to facilitate scoring and to document each student's response.

Materials and Resources

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

- classroom set of reproduced tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- newsprint sketch paper,
- lightweight manila or white tag board or corrugated cardboard,
- pencils,
- scissors or other cutting tools,
- glue and/or glue stick of any type,
- tape,
- staplers,
- optional textural materials (fabric, textured papers, etc.), and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- When photographing for documentation and portfolios, the photographs should show the sculpture from four angles; front, back, right, left, as well as a bird's-eye view. These views must be labeled. The student's name/number must be included in the photograph.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students who respond in writing must include their name/number on their response sheets.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 40–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **25 minutes:** The students create a sketch. At the completion of a reasonable sketch, some students may begin sculpture.
- **5 minutes:** The teacher collects all materials.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials and sculptures to the students.
- **35 minutes:** The students begin their sculptures.
- **5 minutes:** The teacher collects all materials and sculptures.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets and sculptures to the students.
- **30 minutes:** The students complete their sculptures and begin the response sheets.
- **5 minutes:** The teacher collects the response sheets and sculptures.

Day Four Estimated Time:

- **5 minutes:** The teacher distributes the response sheets to the students who respond verbally.
- **30 minutes:** The students complete their response sheets and/or sculptures. The teacher videotapes students who respond verbally.
- **5 minutes:** The teacher collects the response sheets.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled “Sculptures in the Park.”**

Sculptures in the Park

A park in your community is going to be redesigned. The park planners have asked the students at your school to create a model of a sculpture for the playground area. The theme of the park is “Children at Play” and the sculpture will be a focal point of the playground area. You would like your sculpture to be selected as part of this redesign.

The planners explain that you will need to sketch your ideas and then create a 3-D model of your sculpture. The model must represent the “Children at Play” theme.

The park planners explain that you must meet the following task requirements when creating your model:

- Create a sketch of a model that includes **free-form** and/or **geometric** shapes and the textures of your intended sculpture.
- Create a freestanding model out of the material provided that is either free-form, geometric, or a combination of the two.
- Use **four** different techniques when creating your sculpture (e.g., cutting, rolling, twisting, curling, bending, folding, scoring, tabbing, etc.).
- Add **two or more** different textures to the surfaces of the sculpture.

The park planners explain that you must meet the following task requirements when responding about your model:

- Give a title or name for your model and explain how it relates to the “Children at Play” theme.
- Identify the parts of your model that are free-form, geometric, or a combination of the two.
- Identify and describe the different textures used on your model.
- Explain the **four** ways you used sculptural techniques.

You will have time to complete your sketch, your sculpture, and your response. Your teacher will tell you how much time you have to complete each task

Student Name/Number: _____

Grade Level: _____

1) Give a title or name for your model and explain how it relates to the “Children at Play” theme.

2) Is your model free-form, geometric, or a combination of the two?

3) Identify the parts of your model that are free-form, geometric, or a combination of the two.

4) Identify and describe the different textures used on your model.

5) Explain how you used four sculptural techniques.

First technique:

Second technique:

Third technique:

Fourth technique:

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Sculptures in the Park
Visual Arts Glossary

asymmetrical—not having balance; different appearance on opposite sides of a dividing plane or line

free-form—having a flowing shape that is asymmetrical

freestanding—stands on its own

geometric—any shapes that are based on math principles, such as a square, circle, and triangle

sculpture—a three-dimensional work of art

technique—methods of working with art materials to create artwork (e.g., cutting, rolling, twisting, curling, bending, folding, scoring, tabbing, etc.)

texture—an element of visual arts

actual—how something feels

visual—how something appears to feel; simulated

three-dimensional or 3-D—relating, having, or existing in three dimensions; having or appearing to have extension in depth

**Grade 8
Sculptures in the Park
Rubrics**

Creating—Sculpture Rubric (1.1.1)

4	A 4-point response: The student demonstrates a thorough understanding of sculptural form by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• creates a sketch of a model that includes free-form and/or geometric shapes and the textures of the intended sculpture,• creates a completely freestanding model,• uses at least four different techniques when creating the sculpture (e.g., cutting, rolling, twisting, curling, bending, folding, scoring, tabbing), and• adds two or more different textures to the surfaces of the sculpture.
3	A 3-point response: The student demonstrates an adequate understanding of sculptural form by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of sculptural form by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of sculptural form by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of sculptural form by meeting none of the four task requirements listed above.

Responding—Communication with a Purpose Rubric (4.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of how to create artwork to communicate for a selected purpose by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none">• gives a name or title to the model and explains how it relates to the “Children at Play” theme,• identifies the model as free-form, geometric, or a combination and identifies the parts that are free-form or geometric,• identifies and describes the different textures used on the model, and• explains the four sculptural techniques used.
3	<p>A 3-point response: The student demonstrates an adequate understanding of how to create artwork to communicate for a selected purpose by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of how to create artwork to communicate for a selected purpose by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of how to create artwork to communicate for a selected purpose by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of how to create an artwork to communicate for a selected purpose by meeting none of the four task requirements listed above.</p>

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Visual Arts
Teen Sandwich Hub**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 8, Teen Sandwich Hub**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- pencils and erasers,
- colored pencils,
- straight-edges (ruler, triangle, t-square),
- one sheet of newsprint per student for sketch,
- one sheet of white drawing paper for each student, and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Colored pencils should be available for any student who chooses to include the element of color in his or her design.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students who respond in writing must include their name/number on the response sheet and on the back of their drawings.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 40–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked and distributes all materials.
- **30 minutes:** The students have approximately 20–30 minutes to complete the sketch of their perspective drawing.
- **5 minutes:** The teacher collects all materials.

Day Two Estimated Time:

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

Day Three Estimated Time:

- **5 minutes:** The teacher distributes all materials to the students.
- **20 minutes:** The students complete the response sheet or finish their perspective drawing as needed.
- **20 minutes:** The teacher videotapes all students who respond verbally.
- **5 minutes:** The teacher collects all materials.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled “Teen Sandwich Hub.”**

Teen Sandwich Hub

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

The architect requires that your drawing be done in perspective. The architect will give you time to first sketch your ideas and then create, using a straight-edge, a final drawing. Your drawing and response will be given to the architect for final approval.

The architect requires that you meet the following task requirements when creating your perspective 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, and
 - at least three other exterior features of your choice (lighting, sidewalks, other signs, awnings, landscaping, parking lot, stairs, outdoor eating area, etc.).
- Create a **horizon/ground line**.
- Mark a **vanishing point**.
- Draw the converging lines lightly.
- Create a setting (e.g., skyline, mountains, clouds, trees, plants, 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**, and
 - atmospheric perspective.

The architect explains that you must meet the following requirements when responding to your design:

- Identify the design theme you used.
- Explain how you incorporated your theme into the drawing.
- List **three** perspective techniques used in your drawing and indicate where you used them.
- Explain clearly how the use of **one** of these features shows depth.

You will have time to create a sketch. You will have time to complete your perspective drawing. You will have additional time to respond about your drawing. Your teacher will tell you how much time you have to complete each task.

Student Name/Number: _____

Grade Level: _____

1) What is the theme of your design?

2) Explain how you incorporated your theme into your drawing.

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

First perspective technique: _____

Second perspective technique: _____

Third perspective technique: _____

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

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Teen Sandwich Hub
Visual Arts Glossary

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

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

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

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 thin mark made by a pencil, pen, or brush

shape—an element of visual arts; a closed space made when a line connects to itself

space—an element of visual arts; the area above, below, around, and within a work of art

texture—an element of visual arts; how something feels or appears to feel; stippling, hatching, cross hatching, scribbling, broken lines, repeating lines and shapes

value/shading—an element of visual arts; the lightness or darkness of a line, shape, or form

focal point—the part of an artwork that attracts the eye of the viewer

horizon/ground line—based on an artist’s eye level; a line where sky meets earth

line qualities—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

perspective—a way to create the appearance of depth on a two-dimensional surface, such as one-point perspective or two-point perspective

atmospheric perspective—the effect on the appearance of an object by air/space between it and a viewer. Details on the object decrease; tones become less saturated (colors shift towards blue).

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

balance—a principle of organization of visual arts; an arrangement of elements that makes individual parts of artwork appear equally important

contrast—a principle of organization of visual arts; using opposite visual arts qualities side by side (e.g., light against dark, heavy against light, textured against smooth, etc.)

emphasis/dominance—a principle of organization of visual arts; importance given to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create importance

harmony—a principle of organization of visual arts; the creation of unity through the use of stressing similarities of separate but related parts of the artwork

movement—a principle of organization of visual arts; the use of arts elements to draw a viewer's eye through an artwork

pattern—a principle of organization of visual arts; the repetition of arts elements in an organized way

proportion—a principle of organization of visual arts; the relationship of parts to a whole or to one another referring to size and placement

repetition—a principle of organization of visual arts; the repeated use of arts elements to create movement, rhythm, pattern, unity

rhythm—a principle of organization of visual arts; the use of repeated arts elements to create movement in an artwork: random, regular, alternating, flowing, progressive

unity—a principle of organization of visual arts; a successful combination of arts elements to create a sense of wholeness and visual completion in an artwork

variety—a principle of organization of visual arts; the use of arts elements to create differences in an artwork for visual interest

vanishing point—a spatial device used in visual arts where two or more parallel lines appear to come together at one point

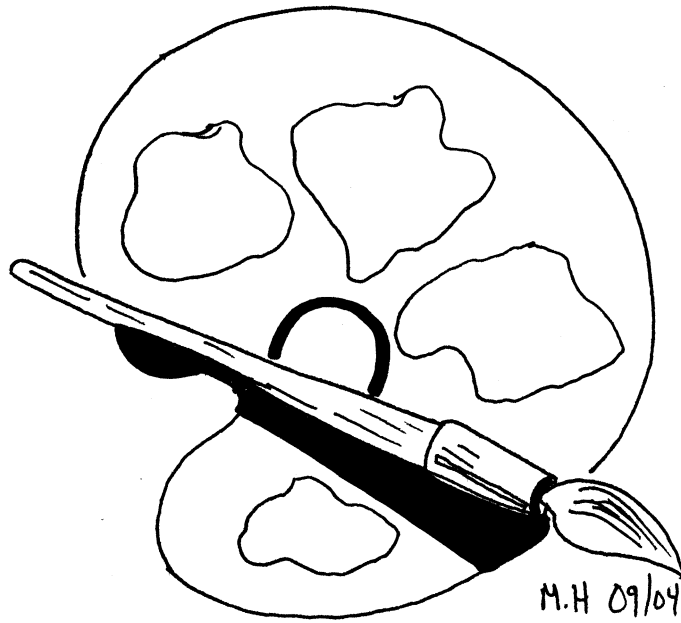
**Grade 8
Teen Sandwich Hub
Rubrics**

Creating and Performing—Spatial Devices Rubric (1.2)

4	<p>A 4-point response: The student shows a thorough understanding of spatial devices in the perspective drawing by meeting all of the four task requirements listed below:</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, and • at least three other exterior features of their 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, and • creates depth in the drawing by using three of the following techniques: size variation, position, overlap, detail, value/shading, or atmospheric perspective.
3	<p>A 3-point response: The student demonstrates an adequate understanding of spatial devices in the perspective drawing by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of spatial devices in the perspective drawing by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of spatial devices in the perspective drawing by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of spatial devices in the perspective by meeting none of the four task requirements listed above.</p>

Responding Rubric (4.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of how to create an artwork to communicate for a selected purpose by meeting all of the four task requirements listed below:</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, and• explains how the use of one of the features shows depth.
3	<p>A 3-point response: The student demonstrates an adequate understanding of how to create an artwork to communicate for a selected purpose by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of how to create an artwork to communicate for a selected purpose by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of how to create an artwork to communicate for a selected purpose by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of how to create an artwork to communicate for a selected purpose by meeting none of the four task requirements listed above.</p>



**Grade 10
Visual Arts**

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Visual Arts
The Perfect Gift**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 10, The Perfect Gift**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's response.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- sheets of drawing and/or construction paper for each student,
- pencils and erasers,
- oil pastels, water colors, or other colored media,
- prints of portraits in three different styles, and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Teachers should choose three styles of artwork which are familiar to their students. If art prints cannot be used, photographs of realistic people may be used.
- Some examples of portrait styles are:
 - Salvador Dali (Surrealism) “Face of Mae West”
 - Vincent van Gogh (Impressionism) “Self-Portrait with a Grey Hat”
 - Pablo Picasso (Cubism) “Woman with a Hat”
 - Max Beckmann (Expressionism) “Self-Portrait”
- For any style selected, be sure to use typical examples of the style by multiple artists, male and female.
- As an option to a written response, video or audio recording may be used at the teacher’s discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher’s role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response.
- Students must include their name/number on their response sheets and on the back of their final drawings.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked. The teacher exhibits the prints of the three styles from which the students may choose and answers any questions. The teacher distributes the materials.
- **25 minutes:** The students choose a style and sketch their portraits.
- **5 minutes:** The teacher collects all materials and sketches.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials and sketches to the students.
- **35 minutes:** The students begin their final portraits.
- **5 minutes:** The teacher collects materials, sketches, and portraits.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes portraits and response sheets to the students.
- **35 minutes:** The students complete the final portraits and begin response sheets.
- **5 minutes:** The teacher collects portraits and response sheets.

Day Four Estimated Time:

- **5 minutes:** The teacher distributes the response sheets to the students.
- **35 minutes:** The students complete their response sheets and the teacher videotapes the students who respond verbally.
- **5 minutes:** The teacher collects the response sheets.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled “The Perfect Gift.”

The Perfect Gift

Your class recently attended a gallery opening as an end of the year field trip. Your friend was impressed by the variety of artistic styles exhibited at the show and noticed several attention-getting paintings. Upon returning to school that day, you had a brilliant idea. You decided to paint your friend a portrait using one of the styles that attracted your friend's attention at the gallery. You planned to give your friend the painting as the perfect graduation gift.

Excitedly, you called the gallery owner and requested information regarding the artistic styles you observed at the gallery. Surprisingly, the gallery owner was very interested in seeing your finished portrait for possible display in the gallery. When you give your gift, you will want to explain to your friend and the gallery owner how you used the attributes of color and form to create the portrait in the style you selected.

The gallery owner explains that you must meet the following task requirements when creating the portrait for your friend:

- Choose one **style** to use in your portrait.
- Use the **color attributes** of the style you selected:
 - **hue**,
 - **intensity**, and
 - a range of at least **five values** to create form.
- Use **form** to create depth within the features of the face.
- Use **color** or value to define form(s) within the features of the face.
- Create expression of the facial features using at least **three** elements of visual arts.
- Use the entire paper for your art. The face must occupy at least one-half of the page.

The gallery owner explains that you must meet the following task requirements when responding about the portrait:

- Identify the style you selected for the portrait.
- Describe how you used **each** of the color attributes (hue, intensity, a range of values) in the style you have selected.
- Describe how you used color and/or value to define your three-dimensional form(s).
- Describe how you used shape and form expressively in your portrait.

You will have time to complete your portrait and you will have time to complete your response. Your teacher will tell you how much time you have to complete each task.

Student Name/Number: _____

Grade Level: _____

1) What style did you choose?

2) How did you use each of the color attributes in your portrait to define the style you selected?

A. How does your use of hue reflect your chosen style?

B. How does your use of intensity reflect your chosen style?

C. How does your range of values reflect your chosen style?

3) How did you use color and/or value in your portrait to define your form(s)?

4) How did you use shape to create emotion in the facial expression of the portrait? Relate your answer to your selected style.

5) How did you use form to create emotion in the facial expression of the portrait? Relate your answer to your selected style.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10
The Perfect Gift
Visual Arts Glossary

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

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

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

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 thin mark made by a pencil, pen, or brush

shape—an element of visual arts; a closed space made when a line connects to itself

space—an element of visual arts; the area above, below, around, and within a work of art

texture—an element of visual arts; how something feels or appears to feel; stippling, hatching, cross hatching, scribbling, broken lines, repeating lines and shapes

value/shading—an element of visual arts; the lightness or darkness of a line, shape, or form

color attributes—hue, value, and intensity

color value—the lightness or darkness of a color

Cubism—a twentieth-century style of art that emphasizes the separation of the subject into cubes and other geometric forms from multiple viewpoints

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

Expressionism—a twentieth-century style of art expressing a definite or strong mood or feeling with simplified designs and brilliant colors

hue—another name for color

Impressionism—a style of painting popular in the late 1800s and early 1900s that featured everyday subjects showing the changing effects of color and light

intensity—the brightness or dullness of a color

style—the distinctive use of the elements and principles of organization of visual arts; forming characteristics or techniques unique to an individual artist, group, or period

Surrealism—a style of art that uses fantastic imagery to combine the dreamlike with the realistic

**Grade 10
The Perfect Gift
Rubrics**

Creating and Performing—Form Rubric (1.1.1, 1.1.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of form in the selected style of the portrait by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> • uses form proficiently to create depth with the features throughout the entire face, • uses color value proficiently to define form(s) within the features throughout the entire face, • uses at least three elements of visual arts to create emotion in facial expression of the portrait, • creates a portrait face that occupies at least one-half of the page.
3	<p>A 3-point response: The student demonstrates an adequate understanding of form in the selected style of the portrait by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of form in the selected style of the portrait by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of form in the selected style of the portrait by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of form in the selected style of the portrait by meeting none of the four task requirements listed above.</p>

Responding Rubric (2.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the creative process in the response by meeting five or six of the six task requirements listed below:</p> <ul style="list-style-type: none">• describes fully how hue is used in the portrait to exemplify the selected style,• describes fully how intensity is used in the portrait to exemplify the selected style,• describes fully how a range of values is used in the portrait to exemplify the selected style,• describes fully how color is used to define form(s) in the portrait to exemplify the selected style,• describes fully how form is used expressively in the portrait to exemplify the selected style, and• describes fully how shape is used expressively in the portrait to exemplify the selected style.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the creative process in the response by meeting three or four of the six task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the creative process in the response by meeting two of the six task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the creative process in the response by meeting one of the six task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the creative process in the response by meeting none of the six task requirements listed above.</p>

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Visual Arts
Picture This**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts, **Grade 10, Picture This**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be collected to facilitate scoring and to document each student's performance.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- paper for sketching ideas,
- paper appropriate to color media chosen,
- watercolor, tempera paint, or other color media in primary/secondary colors only as well as black and white,
- other supplies as needed and appropriate to the media chosen, and
- audio and/or video recording device and tape (if needed for individual students).

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions and glossary of terms from this booklet.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their response
- Students must include their name/number on their response sheets and on the back of their final drawings.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked and distributes all materials.
- **25 minutes:** The students select the materials they will use and complete their sketch of the seascape.
- **5 minutes:** The teacher collects all materials and sketches.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials and sketches to the students.
- **35 minutes:** The students transfer their sketch to the paper provided for the final work. The students partially paint their sample backdrop.
- **5 minutes:** The teacher collects all materials, sketches, and sample backdrops.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes materials, sketches, and sample backdrops to the students.
- **35 minutes:** The students complete their sample backdrops.
- **5 minutes:** The teacher collects materials, sketches, and sample backdrops.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Note: Remind the students that they are creating a sample of the backdrop, not the full-sized painting. They should scale the objects in their painting to reflect the relationship they would want between people and the objects in the full-sized backdrop.

Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Visual Arts entitled “Picture This.”

Picture This

The Art Club is helping to plan the photo-shoot area for an upcoming school dance. As a member of the Art Club, you have been asked to submit a proposal for the photo-shoot area to the dance committee that includes a backdrop with an ocean theme.

The committee explains that you will need to create a planning sketch and then create a small sample of the backdrop. The full-sized backdrop would need to be big enough to allow groups of four people to have their picture taken in front of it. The committee wants students to look as though they are part of the ocean scene when having their picture taken. The backdrop must represent the theme, have depth/distance, and include a variety of colors.

The committee requires that you meet the following task requirements when creating your sketch of your backdrop:

- Create a scene with an ocean theme.
- Design the backdrop so that if it were to be painted full-size, groups of up to **four** people may have their photo taken at the same time and appear to be part of the seascape.
- Use **spatial devices** to create depth/distance (e.g., **foreshortening, perspective**).
- Use **color** to define **form** and **shape**.
- Define **space** using **horizon, ground lines, foreground, middle ground, and background**.
- Demonstrate **balance** (e.g., **symmetrical, asymmetrical, radial**) in the composition.

The committee requires that you meet the following task requirements when painting your sample backdrop:

- Use contrast in color and value to show reflected light.
- Use subdued colors to create subtle or hazy effects.
- Use **complementary colors**.
- Use **neutral colors** (e.g., black, white, brown, and gray).
- Use both light and dark colors to create distinctly different areas.

You will have time to sketch your idea and identify the materials you will need to create your sample backdrop. Then you will have time to create the sample of your backdrop on a piece of paper, remembering to scale the drawing so that people placed in front of it would appear to be in the picture. You will also have time to complete your response. Your teacher will tell you how much time you have to complete each task.

Student Name/Number: _____

Grade Level: _____

Teacher: _____

1) Which spatial devices did you use and how did you use them to create depth/distance?

2) How did you use color to define form and shape?

3) Name the kind of balance you used. How did you use balance in the composition?

4) How did you use color and value to show reflected light?

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10
Picture This
Visual Arts Glossary

asymmetrical—not having balance; different appearance on opposite sides of a dividing plane or line

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

color—an element of visual arts; the visual arts utilize the twelve basic hues of the color wheel

primary—red, yellow, blue

secondary—orange, green, violet

intermediate—red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet

color value—the lightness or darkness of a color

complementary colors—colors that are opposite on the color wheel, such as yellow/violet, blue/orange, and red/green

foreshortening—the illusion that an object that is closer to the viewer is larger than one far away

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

foreground—the area of an artwork that appears closest

ground line—a line that defines the plane on which the subject of an artwork sits

horizon line—based on the artist's eye level, a line where sky meets earth

middle ground—the area between the foreground and the background

neutral color—color which has no chromatic qualities: black, white, grays, browns

perspective—a way to create the appearance of depth on a two-dimensional surface, such as one-point perspective or two-point perspective

radial balance—a type of balance in which art elements come out from the center of the artwork

reflected light—light that is bounced back from a source

shape—an element of visual arts; a closed space made when a line connects to itself

sketch—a drawing without much detail, usually completed in a short amount of time; sometimes used as a rough draft for later work

space—an element of visual arts; the area above, below, around, and within a work of art

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

symmetrical—having balance; exact appearance on opposite sides of a dividing line or plane

**Grade 10
Picture This
Rubrics**

Creating and Performing—Perspective Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of perspective in the backdrop by meeting four or five of the five task requirements listed below:</p> <ul style="list-style-type: none"> • creates a scene with an ocean theme, that when full sized, would allow groups of up to four people to appear to be part of the picture, • uses spatial devices to effectively create depth/distance (e.g., foreshortening, perspective), • applies color to effectively define form and shape, • defines space correctly, using horizon, ground lines, foreground, middle ground, and/or background, and • demonstrates balance (e.g., symmetrical, asymmetrical, radial) effectively.
3	A 3-point response: The student demonstrates an adequate understanding of perspective in the backdrop by meeting three of the five task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of perspective in the backdrop by meeting two of the five task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of perspective in the backdrop by meeting one of the five task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of perspective in the backdrop by meeting none of the five task requirements listed above.

Creating and Performing—Color Attributes Rubric (1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of color attributes in painting the backdrop by meeting four or five of the five task requirements listed below:</p> <ul style="list-style-type: none">• demonstrates understanding of the use of color and value to show reflected light,• uses subdued colors effectively to create changes or hazy effects,• uses complementary colors effectively,• uses neutral colors (e.g., black, white, brown, or gray) effectively, and• uses both light and dark colors to effectively create distinctly different areas.
3	<p>A 3-point response: The student demonstrates an adequate understanding of color attributes in painting the backdrop by meeting three of the five task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of color attributes in painting the backdrop by meeting two of the five task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of color attributes in painting the backdrop by meeting one of the five task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of color attributes in painting the backdrop by meeting none of the five task requirements listed above.</p>

Responding Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of communicating understanding of visual arts elements by meeting all four task requirements listed below:</p> <ul style="list-style-type: none">• explains the use of spatial devices in the composition to create depth/distance,• explains the use of color to define form and shape in the composition,• names and explains the use of balance in the composition, and• explains the use of color and value in the composition to show reflected light.
3	<p>A 3-point response: The student demonstrates an adequate understanding of communicating understanding of visual arts elements by meeting three of the four task requirements.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of communicating understanding of visual arts elements by meeting two of the four task requirements.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of communicating understanding of visual arts elements by meeting one of the four task requirements.</p>
0	<p>A 0-point response: The student demonstrates no understanding of communicating understanding of visual arts elements by meeting none of the four task requirements.</p>

