

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Visual Arts

Snack Time

High School Proficient

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Introduction

To Washington educators who teach the arts:

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

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

These assessments:

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

Included in this document are:

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

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

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

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Snack Time

Visual Arts
Proficient

An OSPI-Developed Performance Assessment

Overview

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

This assessment may be used in several ways:

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

Synopsis of *Snack Time*

Each student photographs a food item or group of food items that interest teenagers. The photograph must be in sharp focus and must draw the viewer into the image. It must also display a strong focal point, reflect the student's use of the rule of thirds, have a shallow depth of field, and show a contrast of light and dark values that will emphasize the food item or items for the target audience.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ◆ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

Anchor 1 High School Proficient	VA:Cr1.1.I	a. Use multiple approaches to begin creative endeavors.
Anchor 3 High School Proficient	VA:Cr3.1.I	a. Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

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

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ a favorite healthy snack food, without packaging
- ◆ some sort of strong light source to create shadows and reflections so that the students will have to consider lighting in their compositions (optional studio directed lighting and accessories include umbrellas, soft boxes, reflectors, and flashes)
- ◆ camera—film or digital
- ◆ tripod or other optional stabilizing device and/or cable release
- ◆ either darkroom processing equipment to create a final print, or computer and output connection to a printer
- ◆ 8.5 x 11" paper (ink jet, photo gloss paper, stock paper, etc.)
- ◆ photo editing software, such as Adobe Photoshop (optional)
- ◆ recording equipment for accommodations (as needed)

An optional way to use this classroom-based performance assessment is to incorporate graphic design techniques and tools in the prompt.

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ◆ Gather the necessary materials and equipment.
- ◆ You may provide snack items for the students to photograph, or you may ask the students ahead of time to bring in healthy snack foods for the assessment.
- ◆ You should have a few unpackaged healthy snacks on-hand for students who are unable to bring their own (such as fruits, vegetables, and popcorn).
- ◆ Containers or other props are optional.

- ◆ Use spot lighting or diffused lighting if available: Spot lighting will help to create highlights and shadows; diffused lighting will help to create softer shadows and shadow casts.
- ◆ Include students' names/numbers with their photographs (as per district policy, but not required for this assessment).
- ◆ If you take photographs for use in the student's portfolio and to document the student's work, you should also include the student's name and number with each photograph.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ If necessary to meet individual needs, students may dictate their response-sheet answers (to be written down by a teacher or aide). Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ◆ As an alternative to a written response, you may permit video or audio recording.
 - Video set up should be in a defined space so that the speaker can be seen at all times.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning the performance.
 - Coach the students who are being recorded to face the recording device when they are responding.
 - Students must have a copy of the response sheet when they are being recorded.
- ◆ The teacher's role during recording is to read questions. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment. When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **two-day** (or **three-day**) suggested timeframe:

Day 1

- | | |
|-------------|--|
| 15 minutes: | The teacher provides the class with the task and reads it aloud. The students ask questions. The teacher answers questions and distributes materials. (Students may provide their own snack-food items.) |
| 30 minutes: | The students begin to set up their compositions; they then begin to photograph and edit their compositions. |
| 5 minutes: | The teacher collects all materials. |

Day 2

- | | |
|-------------|--|
| 5 minutes: | The teacher returns all materials and distributes response sheets. |
| 20 minutes: | The students finish their photographs. |
| 20 minutes: | The students complete their response sheets. |
| 5 minutes: | The teacher collects all photos, response sheets, and materials. |

Day 3

- | | |
|-------------|--|
| 5 minutes: | The teacher returns all materials and distributes response sheets. |
| 20 minutes: | The students finish their photographs, including importing digital images into a computer software program for manipulation and/or dark room lab work. |
| 20 minutes: | The students complete their response sheets. |
| 5 minutes: | The teacher collects all photos, response sheets, and materials. |
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the high school proficient, Washington OSPI-developed arts performance assessment for visual arts. This assessment is called *Snack Time*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- The student's task: *Snack Time* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Snack Time

The editor of your school newspaper is getting ready to publish a feature article about teen food choices and wants to showcase a photograph with it. You are a photographer for your school newspaper. The editor has requested that you photograph a food item or group of items that interest teenagers. The photograph must be in sharp focus and must draw the viewer into the image. The photograph must also display a strong focal point, reflect your use of the rule of thirds, and have a shallow depth of field. In addition, you are required to show a contrast of light and dark values that will emphasize the food item or items for the target audience.

Your Task

First, arrange your food items and take the photographs—

The newspaper editor insists that you meet the following requirements and include the following elements in your photograph of a food item or items:

- The subject must be in sharp focus.
- You must use the rule of thirds when you compose the focal point.
- You must demonstrate shallow depth of field in the photograph.
- You must present a range of values—cast shadows and highlights and/or reflection through the use of directional lighting techniques.
- You must submit a color or black-and-white photograph that is printed or developed on 4" x 6" paper (or larger).

Second, show how you fulfilled the editor's requirements—

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

- Describe in detail how you used and/or created:
 - Rule of thirds to emphasize a focal point.
 - Shallow depth of field.

- Give one example of how you used directional studio lighting techniques or computer software techniques/tools to create contrast and a range of values for cast shadows, highlights, and/or reflections.
- Describe in detail the food item(s) that you used and explain why you arranged it (or them) as you did.
- Use photographic/compositional vocabulary of visual arts correctly.

Snack Time

	4 Points	3 Points	2 Points	1 Point
Creating (elements/principles)	<p>The student combines all four of the following elements and principles of photographic design on 4" x 6" paper (or larger) to depict the food item(s):</p> <ul style="list-style-type: none"> ◆ Demonstrates sharp photographic focus on the focal point of the food item(s). ◆ Uses the rule of thirds to emphasize the focal point on the food item(s). ◆ Creates shallow depth of field to emphasize the focal point. ◆ Uses directional studio lighting and/or computer software techniques/tools to create contrast and a range of values for cast shadows, highlights, and/or reflections. 	<p>The student combines three of the elements and principles listed at left.</p>	<p>The student combines two of the elements and principles listed at left.</p>	<p>The student applies one of the elements and principles listed at left.</p>
Creating (examine/reflect)	<p>The student applies photographic/compositional vocabulary of visual arts correctly in a detailed response that meets all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Gives an example of how directional studio lighting and/or computer software techniques or tools are used to create contrast and a range of values for deep shadows, contrast, and/or reflection. ◆ Describes how the rule of thirds is used to create a focal point. ◆ Describes how a shallow depth of field is used and/or created. ◆ Describes in detail the food item(s) used and why they were placed in that arrangement. 	<p>The student provides a detailed response that meets three of the requirements listed at left.</p>	<p>The student provides a detailed response that meets two of the requirements listed at left.</p>	<p>The student provides a detailed response that meets one of the requirements listed at left.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score (elements/principles)	4	3	2	1
Creating Score (examine/reflect)	4	3	2	1

Responses

You are expected to use the vocabulary of design/art and photography correctly in your written responses. As you describe the use of techniques in your composition, you should refer directly to what is in your actual photograph.

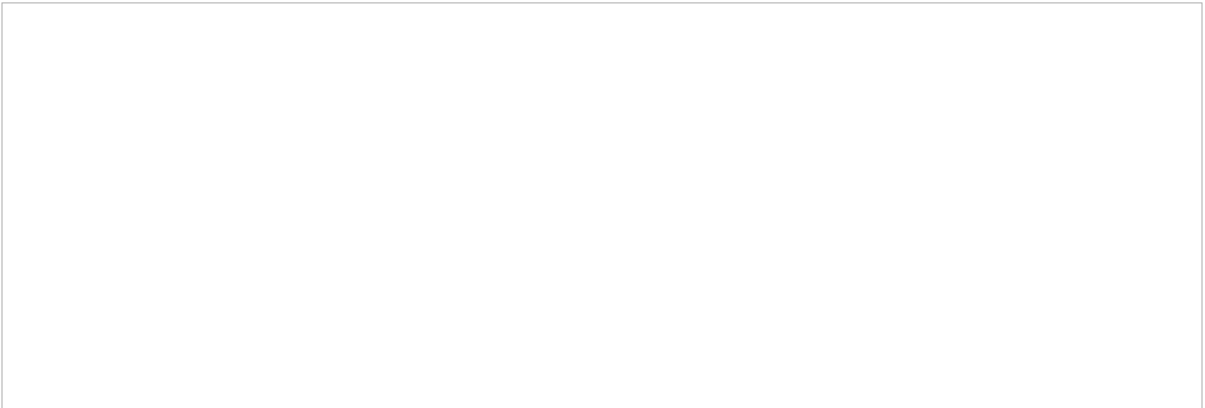
1. Give one example of how you used directional studio lighting techniques or computer software techniques/tools to create contrast and/or a range of values for cast shadows, highlights, and/or reflections.

2. Describe in detail how you used the rule of thirds to emphasize the focal point.

3. Describe in detail how you used a shallow depth of field.



4. Describe in detail the item(s) that you photographed and why you placed the item or items in that arrangement.



Glossary

aperture: an adjustable opening in a camera lens that allows light into the camera

center of interest: the area of a composition that attracts the viewers' attention; also called the focal point

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

contrast photography: the difference between light and dark tones in an image

depth-of-field scale: a measurement (in feet or meters) on a camera that indicates what portions of the depth-of-field zone will be acceptably sharp at a given aperture

dominance: a principle of design; the way an artwork shows emphasis; a way of organizing a composition so that one element or object in the composition is the strongest or most important part of the work (see also emphasis)

emphasis: a principle of design; the importance assigned to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create a focal point or center of interest (see also dominance)

focal length: the length of a lens (measured in millimeters) from the center point to the image sensor when the lens is focused at infinity

focus: the maximum clarity or sharpness of an image

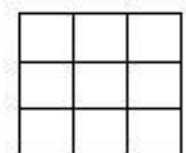
frame or photographic framing: the visible area that makes up an image: typically, the view in the viewfinder or camera's monitor; the shape of a picture as determined by a digital sensor, typically rectangular; also called format

highlight: the brightest area of an image that is illuminated by a light source

photography: the process of forming and fixing an image of an object by the chemical action of light and other forms of radiant energy on photosensitive surfaces; the art and business of producing and printing photographs

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

rule of thirds: a rule that dictates placing the center of interest in an image on one of the cross-points of a grid (such as the example at right)



shadow: the dark areas adjacent to the illuminated (highlighted) side of an object

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

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



zone of focus: the area in an image that the artist uses as the focal point of the artwork

Terms in italics are reproduced from the glossary of the National Core Arts: Visual Arts Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017).

Additional Vocabulary

The following vocabulary terms may also be useful for this assessment.

f-stop: the setting or delineation for the opening in a camera lens that allows light into the camera; f-stop number is the ratio of the focal length of the lens to the diameter of the aperture; see also aperture

working distance: the distance from a camera to the object being photographed