

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Visual Arts

### Picture This

### High School Proficient

Office of Superintendent of Public Instruction  
April 2019



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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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# Picture This

An OSPI-Developed Performance Assessment

Visual Arts  
Proficient

## Overview

This document contains information essential to the administration of *Picture This*, 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 *Picture This*

Students submit proposals for the backdrop of a photo-shoot area. The backdrops must have an ocean theme, exhibit depth/distance, and include a variety of colors.

Each student's proposal consists of a planning sketch and a sample of the proposed backdrop. The sample must be to scale, showing the relationships between objects in the full-sized backdrop and the people who stand in front of it.

## Test Administration: Expectations

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

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

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

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

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

## Description of the Performance Assessment

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

## Learning Standards

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

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|  |            |  |
|--|------------|--|
| <b>Anchor 2.3</b><br>High School<br>Proficient | VA:Cr2.3.1 | a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. |
| <b>Anchor 5</b><br>High School<br>Proficient   | VA:Pr5.1.1 | a. Analyze and evaluate the reasons and ways an exhibition is presented.   |

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

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

### Tools & Materials

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

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ paper for sketching ideas
- ◆ paper appropriate to the color media chosen by the student
- ◆ 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 by the student
- ◆ camera (optional)
- ◆ a recording device for accommodations (if needed)

### Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, response sheets, and glossary. Make one set of copies for each student.
- ◆ Gather drawing paper, color media, and other necessary supplies.
- ◆ If you take photos for use in the student's portfolio and to document the student's work, the photographs should show the final artwork; you should also include the student's name and number with each photograph.
- ◆ Students must write their names/numbers on the backs of their drawings.
- ◆ 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).
- ◆ As an alternative to a written response, you may permit audiovisual or audio recording.
  - Recording setup should be in a defined space so that the speaker can be seen at all times.

- Prompt students to speak their names, numbers, and current grade level into the recording device before beginning the response.
  - Coach the students who are being recorded to face the recording device when they are responding.
  - Students must have a copy of the response sheet when they are being recorded.
  - The teacher’s role during recording is to read questions.
- ◆ Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
  - ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

### **Using the Glossary**

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



## Recommendations for Time Management

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

The following is a **three-day** suggested timeframe:

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### Day 1

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

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### Day 2

- 5 minutes: The teacher returns materials and sketches to the students.
- 35 minutes: The students transfer their sketches to the paper provided for the final work. The students begin to paint their sample backdrops.
- 5 minutes: The teacher collects all sketches, sample backdrops, and materials.

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### Day 3

- 5 minutes: The teacher returns sketches, sample backdrops, and materials.
  - 35 minutes: The students finish their sample backdrops and complete their response sheets.
  - 5 minutes: The teacher collects all sketches, sample backdrops, response sheets, and materials.
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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 *Picture This*.”
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: *Picture This* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

# 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 backdrop of the photo-shoot area. The dance committee, which will review all proposals, wants the backdrop to have an ocean theme.

The dance committee explains that you will need to create a planning sketch first and then a small-scale painting of the backdrop as a sample. The full-sized backdrop would need to be big enough to allow a group of four people to be photographed in front of it. The committee wants the 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.

## Your Task

### First, create your sketch—

The dance committee explains that you must meet the following requirements when creating your sketch of the backdrop:

- Create a scene with an ocean theme.
- Design the backdrop so that, if it were to be painted full-size:
  - Up to four people could stand in front of it at the same time for a group photograph.
  - The people standing in front of it would 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.

## **Second, create your sample of the backdrop—**

The dance committee explains that you must meet the following requirements when painting your sample of the proposed 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.

## **Third, show how you met the requirements—**

- Answer the questions on the response sheets to explain to the committee how you met their requirements.

**Note:** Remember that you are making a sample of the backdrop, not the full-sized painting. The scale of the objects in your sample should reflect the relationships that you want to create between painted objects in the full-sized backdrop and the people who will stand in front of it when photographs are taken at the dance.

*Picture This*

|                                     | 4 Points   | 3 Points  | 2 Points  | 1 Point   |
|-------------------------------------|--|---|---|---|
| Creating & Presenting (perspective) | <p>The student demonstrates a thorough understanding of perspective in the backdrop by meeting four or five of the following requirements:</p> <ul style="list-style-type: none"> <li>Creates a scene (with an ocean theme) that, when full size, would allow groups of up to four people to stand in front of it and appear to be part of the picture.</li> <li>Uses spatial devices effectively to create depth/distance (e.g., foreshortening, perspective).</li> <li>Applies color to define form and shape effectively.</li> <li>Defines space correctly using horizon, ground lines, foreground, middle ground, and/or background.</li> <li>Demonstrates balance (e.g., symmetrical, asymmetrical, radial) effectively.</li> </ul> | <p>The student demonstrates an adequate understanding of perspective in the backdrop by meeting three of the requirements listed at left.</p> | <p>The student demonstrates a partial understanding of perspective in the backdrop by meeting two of the requirements listed at left.</p> | <p>The student demonstrates a minimal understanding of perspective in the backdrop by meeting one of the requirements listed at left.</p> |
| Creating & Presenting (color)       | <p>In the painting of the backdrop, the student demonstrates a thorough understanding of the attributes of color by meeting four or five of the following requirements:</p> <ul style="list-style-type: none"> <li>Demonstrates how color and value can be used to show reflected light.</li> <li>Uses subdued colors effectively to create changes or hazy effects.</li> <li>Uses complementary colors effectively.</li> <li>Uses neutral colors (e.g., black, white, brown, or gray) effectively.</li> <li>Uses both light and dark colors effectively to create distinctly different areas.</li> </ul>  | <p>The student demonstrates an adequate understanding of the attributes of color by meeting three of the requirements listed at left.</p>     | <p>The student demonstrates a partial understanding of the attributes of color by meeting two of the requirements listed at left.</p>     | <p>The student demonstrates a minimal understanding of the attributes of color by meeting one of the requirements listed at left.</p>     |
| Responding                          | <p>The student successfully communicates understanding of the elements of visual arts by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>Explains the use of spatial devices to create depth/distance in the composition.</li> <li>Explains the use of color to define form and shape in the composition.</li> <li>Names and explains the use of balance in the composition.</li> <li>Explains the use of color and value to show reflected light in the composition.</li> </ul>  | <p>The student adequately communicates understanding of the elements of visual arts by meeting three of the requirements listed at left.</p>  | <p>The student partially communicates understanding of the elements of visual arts by meeting two of the requirements listed at left.</p> | <p>The student minimally communicates understanding of the elements of visual arts by meeting 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 & Presenting (perspective) Score | 4 | 3 | 2 | 1 |
| Creating & Presenting (color) Score       | 4 | 3 | 2 | 1 |
| Responding Score                          | 4 | 3 | 2 | 1 |

## Responses

Respond to the following questions to explain how you met the dance committee's requirements when you created your artwork.

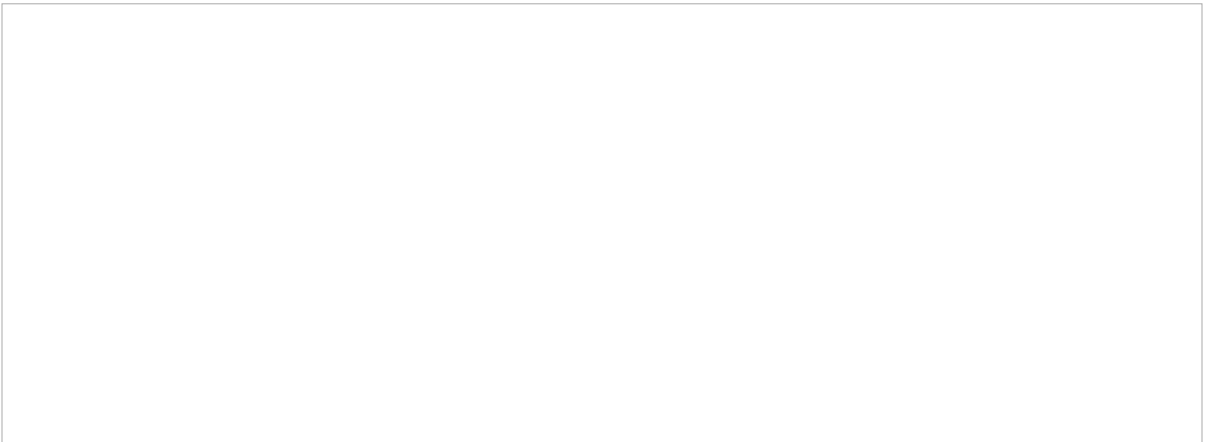
1. Which spatial devices did you use and how did you use them to create depth/distance?

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

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



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



## Glossary

**asymmetrical balance (informal balance):** the type of balance that results when two sides of an artwork are equally important, but one side looks different from the other

**background:** the area of an artwork that appears farthest away on a picture plane, usually nearest the horizon; a way of showing depth; background is the opposite of foreground; between the background and foreground is the middle ground

**color:** an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity

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

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

**foreground:** the area of an artwork or field of vision, often at the bottom of a picture plane, which appears closest to the viewer; also used to give priority to one aspect of a composition

**foreshortening:** the illusion that an object that is closer to the viewer is larger than one that is farther away

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

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

**horizon line:** based on an artist's eye level, an invisible plane that cuts through everything that exists at eye level; a line at which sky appears to meet earth

**intermediate color:** a color created by mixing a primary color with the secondary color next to it; also called a tertiary color; intermediate colors include red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet

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

**neutral color:** color that has no chromatic qualities: black, white, grays, and browns

**perspective:** a way to create the appearance of depth and three dimensions on a two-dimensional surface; types of perspective include one-point linear perspective, two-point linear perspective, and atmospheric perspective

**primary colors:** the basic colors from which all other colors are mixed: traditionally, red, yellow, and blue; no other colors can be mixed to make primary colors

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



**reflected light:** light that is bounced back from a source

**secondary color:** a color that is created by mixing two primary colors together in equal parts: green, violet, and orange

**shape:** an element of visual arts; a two-dimensional (flat) area enclosed by a line:

**geometric:** shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid.

**organic:** shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes

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

**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

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

**foreground:** the area of an artwork that appears closest to the viewer

**middle ground:** the area between the foreground and the background

**background:** the area of an artwork that appears farthest away: a way of showing space

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

**horizon line:** based on the artist's eye level, the line at which the sky appears to meet the earth

**overlap:** one part partly covers another part

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

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

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