**Performance Assessment Development Process**

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

*Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)*

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](http://cete.ku.edu/) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments.

**The Performance Assessment Development Process** is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

**Performance Assessment Development Template**

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| **Who is developing this assessment?** | | | | | |
| **Name:**  Colorado Content Collaborative  in Visual Arts | | | | **Position/Affiliation:**  Colorado Content Collaborative  in Visual Arts | |
| 1. **CONTENT STANDARDS** | | | | | |
| **Content Area: Visual Arts** | | | | | |
| **Colorado Academic Standards**  Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks.  [Colorado Academic Standards Online](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=0&stid2=3&glid2=0)  (hold CTRL and click to visit the website)  [Colorado Career and Technical Education](http://coctestandards.cccs.edu/)  (hold CTRL and click to visit the website) | | | Standards Focus in Bold  **Standard.1-GLE.**1,**2**,3  **Standard.2**-**GLE.**1,**2**  **Standard.3-GLE**.1,2,**3**,4  **Standard.4-GLE.1**,2,3  All Standards are contained and the performance task focus could be modified to meet the needs of the particular art room.  VA09-GR.7-S.1-GLE.2:  Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time.  VA09-GR.7-S.2-GLE.2  Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines  VA09-GR.7-S.3-GLE.3  Use of various media, materials, and tools to express specific meaning in works of art  VA09-GR.7-S.4-GLE.1  Critical thinking in the arts transfers to multiple uses in life | | |
| **Grade Level(s)** | | | Grade 7 | | |
| **Indicate the intended Depth of Knowledge (DOK) for this assessment.** | | | **☐DOK 1 ☐DOK 2**  **☐DOK 3 ☒DOK 4** | | |
| **What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under “Relevance and Application.”** | | | * Commercial design problems can be solved using graphic art skills such as experimentation, research, and the application of fundamental design strategies in new contexts. * Knowledge of visual arts media, materials, and tools provide a repertoire for interpreting the world around us. * Artists create artworks for different purposes, including personal, functional, decorative, symbolic, social, cultural, and political. * The manipulation of works of art through technology furthers careers for a variety of artists in contemporary society. | | |
| **Summary.** Provide a brief summary describing the task in the boxes below. | | | | | |
| **Performance Task Name**  (about 2–5 words)  Ways of Seeing: The Power of Visual Literacy | **Brief Description of the Task**  *An artist can create an image to intentionally communicate an idea that can be read and interpreted by a viewer or an audience.*  Brainstorming and Development: Student deduces big ideas/concepts from visual stimuli then brainstorms a topic of personal interest similarly related. and formulate questions about a topic and define answers to a topic of personal interest and identify frequency and power words from answers to the topic questions.  Design and Create: Apply design elements using appropriate typography and fonts to communicate power words. Develop and design visual symbols that represent the topic of interest. Create a visual representation of topic of interest using chosen typography and symbolism.  Evaluate and refine design: Evaluate using characteristics and expressive features and refine design for greater visual impact as well as for effectiveness of communication of idea.  Group/peer reflection: Interpret meaning of individual pieces orally and or in writing in terms of personal, community or cultural importance. | | | | |
| 1. **Claims, Skills, Knowledge & Evidence** | | | | | |
| **Claims.** *What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.* | | **Successful completion of this task would indicate…**  Students can:  VA09-GR.7-S.1-GLE.1-EO.b  Investigate and discuss how exposure to various cultures and styles influences feelings and emotions  toward art forms (DOK 1-3)  VA09-GR.7-S.2-GLE.2-EO.c  Create works of art by incorporating themes that  represent and interpret ideas from visual narratives and other fields of knowledge (DOK 3-4)  VA09-GR.7-S.3-GLE.3-EO.a  Create works of art using a variety of media and materials (DOK 3-4)  VA09-GR.7-S.3-GLE.3-EO.b  Create works of art that convey intended meaning (DOK 3-4)  VA09-GR.7-S.4-GLE.1-EO.b  Recognize and articulate how artists & designers use critical-thinking skills in the community (DOK 1-3) | | | |
| **Skills.** *Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.* | | Student should be able to…   * Synthesize visual stimuli to brainstorm ideas for a topic of personal interest, formulate questions about that topic, and define words that answer those questions. * Create a visual representation of topic of interest using chosen typography and symbolism, use or create expressive font or typography to develop communicative symbols * Manipulate, revise, redesign, and evaluate a work of art by:   + choice of media and or material   + color choice   + placement and design   + spatial relationships   + etc. * Evaluate the effectiveness of student communication within the work of art through but not limited to:   + critiques   + peer feedback   + self-assessment   + artists statements   + community display | | |
| **Knowledge.** *Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.* | | Student should know/understand…   * Different graphic design systems (art media and technology) that are used to communicate an idea. * How to use design elements such as hierarchy, scale, proportion, typography, and expressive color to communicate an idea. * The elements involved in reading an image such as: subject matter, cultural context, style and composition, production techniques. * Examples of artists that use symbol and metaphor to convey an idea in a work of art such as but not limited to: Ben Shahn, David Alfaro Siqueiros, Cindy Sherman, Jenny Holzer, and Barbara Kruger, media advertisements, propaganda posters, among others. | | |
| **Evidence.** *What can the student do/produce to show evidence of the above knowledge and skills?* | | **Student will show evidence of skills and knowledge by…**  Providing evidence of each step of the process as artifacts for the body of work of the summative performance task. Such as:  Use graphic design systems (art media and technology) to create a work of art.  The student:   * Views visual stimuli, identifies big ideas/concepts. * Brainstorms multiple topics of interest related but not limited to visual stimuli and chooses one to develop into a visual composition. Evidence could include but is not limited to: * Think, pair, share * Circle maps * Mind maps * Lists * Formulates two questions around the topic of interest. Evidence could include but is not limited to: * how and why questions * open ended questions * targeted questions * Uses a free writing process to formulate answers to the questions * Identifies and/or highlights frequently used words, power words, or common themes or ideas that emerge within the written answers * Chooses or creates fonts and typography that create meaning for the highlighted words * Choose or create symbols or other visual images that represent the meaning of the highlighted words * Combine words, visual images, and design elements to create a visual composition that communicates the idea * Revise and self-evaluate the effectiveness of their design, communication, composition and aesthetic appeal * Participates in reflective peer feedback activity | | |
| **III.A. PERFORMANCE TASKS:**  **Instructions to the Student** | | | | |
| ***Think about the assessment process from a student’s perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level. For more detailed guidelines on writing instructions, please refer to the “Performance Task Review” sheet.*** | | | | |
| ***Give the student an overview of the assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).***  Students will use different graphic design systems (art media and technology) to visually communicate an idea of personal interest. This task will take 5 days based on a 50 minute class session. Keep evidence of each step in the process to be assessed.  Look at visual stimuli provided by teacher and identify themes or topics presented and how artists communicated that intent  Brainstorm topics that interest you related to larger concepts  Formulate questions about that topic  Research and define answers to that personal interest topic  Identify frequency (words that appear a lot) and power words (words that seem meaningful to you) from answers to the topic questions  Choose or design appropriate typography and fonts to communicate power words  Choose and or design visual symbols or other images that represent the topic of interest  Create a rough draft combining previous planning work into a composition to communicate your topic of interest  Revise your composition to make any necessary revisions/improvements keeping in mind characteristics and expressive features and use of media and technique  Create your final composition as a visual representation of your topic  Interpret meaning of individual pieces orally and or in writing as indicated by your teacher in group or peer reflections | | | | |
| **Stimulus Material*.******Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.***  Students will be shown examples of artwork from artists who use symbols, visual images, fonts and typography and/or metaphor to convey an idea in a work of art (such as Ben Shahn, David Alfaro Siqueiros, Cindy Sherman, Jenny Holzer, Barbara Kruger, Banksy, propaganda posters, advertising images, among others). | | | | |
| ***Explain to the student what documents/materials they have for the assessment. Explain what the student should do with those documents/materials.***  Access to stimuli material  Pencils or other writing implements  Paper for sketches and planning  Access to *Way of Seeing Performance Task* rubric  Access to dictionary and thesaurus if needed  Access to digital means of creating artwork such as a computer lab or computers or iPads in the classroom with software to allow art creation if being used  Access to art media and materials to create final composition  Space to display art work for sharing and/or critiques | | | | |
| ***Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?***  As determined by teacher depending on media sources | | | | |
| ***Explain what students need to do when they complete each task (e.g., submit work to the evaluator, move on to the next task, etc.).***  Keep evidence of each step of the process to turn in to teacher as a complete body of evidence of the creative process from brainstorming to reflection. | | | | |
| ***Provide any other relevant information for the students’ instructions.***  Remember to have an artifact for each step of the process to turn in for evaluation. | | | | |
| **III.B. PERFORMANCE TASKS:**  **Instructions to the Evaluator** | | | | |
| ***Think about the assessment process from an evaluator’s perspective. What instructions do the evaluators need? Instructions to the evaluator should be clear and concise.*** | | | | |
| **Before the Testing Period**  ***How should the evaluator prepare the test site? Be as specific as possible.***  This is a culminating, summative assessment designed for end of term or end of unit like a final exam. **This is not an individual lesson or project**. There must be several formative lessons taught before this assessment can be completed. These formative lessons will depend of your district curriculum. They could include: a lesson on how to view and discuss master works of art; typography or use of fonts; elements of art; composition and other principles of design; values and shading such as a value chart; color mixing such as a color wheel; technical skill in various media including technology if appropriate; how to critique; perspective; proportion; the creative process including planning, experimenting, practice, revising, final work, and reflection; other formative lessons as determined by teacher expertise of what is needed for individual students.  Students should need little scaffolding or re-teaching of information for this culminating, summative assessment task. However, please adhere to all IEP requirements.  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  ***AN EXAMPLE OF WHAT EACH DAY OF PERFORMANCE TASK MIGHT LOOK LIKE, BUT IS NOT REQUIRED TO LOOK LIKE, FOLLOWS:***  Day 1:   * Students will become familiar with modern and contemporary artists who use text and visual symbols in their artwork. Students will visually examine and interpret the work in small groups and report back the whole class. Students will compare and contrast interpreted meaning in the visual symbols and text chosen. * Students will develop and choose two questions related to a topic of interest. * Students will do a quick-write or free-write to answer their own questions.   Day 2:   * Students will review their work from the day before and edit or change anything necessary. Students will then identify words used with frequency and highlight them. * There will be a brief discussion on power words. Students will look at stimulus artwork seen the day before and identify power words in those works of art and discuss. Next, students will identify power words from their quick writing and add any as they think of it. * Students will review symbols and visual images in works of art seen earlier and discuss the meaning. Student will look at their writing and add symbols that will help define, clarify, contrast, or intensity the thesis of what they are trying to say.   Day 3:   * Students will go to the computer lab and pull up the paint program, or InDesign, or whatever is available. If necessary, there may need to be a mini-lesson on how to use the technology. Then, students will use their writing and choose words to put into a digital work of art. * Students will determine the background color and texture. Students will determine the choice of fonts, typography design, size, texture and visibility of word choice. Students will save different versions. * Students will critique their choices and choose one typography design to turn in for a grade along with an artist statement describing choice and reasoning. Students will compare and contrast their design to one or more of the artists studied.   Day 4:   * Students will add symbols to their digital typography using the characteristics and expressive features of art and design. * Students will save versions.   Day 5:   * Students will choose the final version of their artwork that best expresses what they want to say as a response to their original questions. * Students will choose a one word title – choose a word that best speaks to the meaning of the work of art. Students should keep their title secret until after a group sharing. * Work will be printed and displayed. Students will do a class critique or other form of sharing. One example would be displaying the finished art work and having other students guess the topic question involved in the art work.   **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  ***What materials should be provided to students? Be as specific as possible.***  Access to stimuli material  Directions and steps for *Ways of Seeing Performance Task*  Pencils or other writing implements  Access to *Ways of Seeing Performance Task* rubric  Paper for sketches and planning  Access to dictionary and thesaurus if needed  Access to digital means of creating artwork such as a computer lab or computers or iPads in the classroom with software to allow art creation if being used  Access to art media and materials to create final composition  Space to display art work for sharing and/or critiques  ***What materials should the student bring to the testing site? Be as specific as possible.***  As determined by the teacher.  ***What materials should not be available to the student during the testing session (e.g., cell phones, calculators, etc.)?***  This will be determined by the teacher, keeping in mind there should be little need for scaffolding or re-teaching of information for this culminating, summative assessment task. However, please adhere to all IEP requirements. | | | | |
| ***Should the evaluator keep track of time? If so, specify how much time the student will have to complete the assessment. Explain how the evaluator should keep track of and record time.***  As determined by teacher expertise and adherence to IEP requirements. | | | | |
| ***Will the evaluator need to video/audio record the testing session? If so, provide detailed instructions on how to set up the recording equipment.***  As determined by teacher. | | | | |
| **During the Testing Period**  ***How should the evaluator respond to students’ questions?***  Teacher should interact with the students and answer questions as needed but not discourage creativity or individual responses or skew assessment data by giving specific information.  ***What should the evaluator do while the student is completing the tasks (e.g., should the evaluator make notes about the student’s process, mark scores on rubrics, etc.)?***  Teacher should circulate to make sure students are on task and provide materials as needed. Keep in mind there should be little need for scaffolding or re-teaching of information for this culminating, summative assessment task. However, please adhere to all IEP requirements. | | | | |
| **Upon Completion of the Assessment**  ***What does the evaluator need to collect from the student?***  An artifact for each step in the process as evidence needed to effectively evaluate mastery of Colorado Academic Standards as identified in the *Ways of Seeing Performance Task* rubric, **not just the final product**. I.E.: Evidence of brainstorming, writing to determine topic questions and answers, planning sketches, checklists, transcripts of dialogue to evidence process, videos or photos, student artists statements or other evidence of creative process, final artwork, peer or individual discussion or evaluation.  ***What information should the evaluator give the student at the end of the testing session?***  “Make sure you turn in an artifact for each step in the process as identified in the *Ways of Seeing Performance Task* rubric, not just the final work of art.”  ***Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the evaluator? How should the workstation be cleaned?***  As determined by teacher established classroom procedures. | | | | |
| **Other relevant information for the evaluator’s instructions:**  There are two rubrics included in this assessment. One rubric is the specific rubric for this *Ways of Seeing Performance Task*. This rubric was made based on Standards and Grade Level Expectations (GLEs) assessed in this task. The teacher will need to add rigor descriptors and define innovation in the Exceeds Mastery category of each criterion relative to how teacher aligned performance task to district curriculum.  The other is a summative rubric, just for teacher use, that details all Colorado Academic Standards GLEs for 7th grade. The “Masters Expectation” column is actual GLE wording for each 7th grade Standard. This could be used to highlight which Standards have been taught and which still need to be uncovered/taught and is not specifically designed for an individual assessment.  There is also a checklist for teacher use as you may feel appropriate that details all 7th grade Standards and GLEs with room for class rosters. Teachers may find this a helpful way of keeping track of assessment data over the term. | | | | |
| **III.C. PERFORMANCE TASKS:**  **Other Considerations** | | | | |
| **How will students’ responses be recorded? *Describe how evidence will be collected about each student’s performance (e.g., student submits a work product, evaluator records information about the student’s process, etc.)***  Students submit body of evidence of process and final product. Teacher evaluates based upon Ways of Seeing Rubric and records grades per district procedure.  If this task is to be evaluated by someone other than the art teacher who administered the performance task, be sure to provide complete evidence of the process from brainstorming to evaluative critique, including but not limited to the final work of art. It would also be helpful to include an abstract of any specific adaptations, materials and/or supplies used in this performance task. | | | | |
| **What needs to be built for this assessment? *Refer to the materials list above. Think about what materials must be created for this assessment. Some examples include: worksheets, instruction sheets for the evaluators, videos, websites, etc.***   * The teacher will need to add rigor descriptors and define innovation in the Exceeds Mastery category of each criterion relative to how teacher aligned performance task to district curriculum. * Directions for student * Gather stimulus material | | | | |
| **III.D. PERFORMANCE TASKS:**  **Accommodations** | | | | |
| ***What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).***   * Presentation Accommodations—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual. * Response Accommodations—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. * Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting. * Timing and Scheduling Accommodations—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized. * Linguistic Accommodations—Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL’s limited English language proficiency, which is different than an accommodation based on a student’s disability or a cognitive need. | | | | |
| **IV. EVALUATOR INFORMATION** | | | | |
| ***What are the requirements to be an evaluator for this assessment? Please provide your recommendations below.***   * To be an art teacher who has been trained in art evaluation * To have a complete body of evidence of the entire performance task * If evaluated by someone other than the administering teacher, there should be an abstract detailing abstract of any specific adaptations, materials and/or supplies used in this performance task. | | | | |