

# Sample Performance Assessment

**Content Area:** Visual Arts

**Grade Level:** Six (6)

**Instructional Unit Sample:** Pop Culture and Art

**Colorado Academic Standard(s):** VA09-GR.6-S.1-GLE.1; VA09-GR.6S.2-GLE.1; VA09-GR.6-S.3-GLE. 2; VA09-GR.6-S.4-GLE. 2

## Unit Description

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In this unit, [Pop Culture and Art](#), students will explore symbols, cultural meaning, juxtaposition, re-contextualization, and cultural value through the lens of Pop Art. Students will begin by researching and studying the historical context and influence of Pop Art and move into a focus on the transformation of cultural meaning using symbols and everyday objects in new and inventive ways. Across the unit, students will explore the roles of color, language, irony, etc. in seminal works of Pop Art and experiment with the creation of their own Pop Art commentaries. The unit culminates with the students creating an artistic expression/commentary on a relevant school/community issue.

## Performance Assessment Description

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Students will create a large scale work of art that will highlight a community concern or issue which will be on public display. The work of art will use and transform symbols or representations of objects that are influenced by the history and genre of Pop Art as well as the artist's personal cultural understanding.



### RUBRIC: Pop Culture and Art

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
<b>Scoring Criteria</b>	4	3	2	1	Weight
<b>Brainstorming and Development</b> Uses characteristics and expressive features of art and design in unique ways to respond to two- and three-dimensional art	Shows evidence of each of the Mastery criteria in innovative ways	Shows evidence of each of the following: <ul style="list-style-type: none"> <li>➤ Identifies concepts and brainstorms topics related to community concerns and issues.</li> <li>➤ Identifies attributes of the Pop Art genre.</li> <li>➤ Explores symbols and objects from personal culture and visual stimuli.</li> <li>➤ Develops ways to use characteristic and expressive features.</li> </ul>	Shows evidence of three of the Mastery criteria	Shows evidence of two or one of the Mastery criteria	X1
<b>Design and Refine</b> Visual symbols and metaphors can be used to create visual expression	Shows evidence of each of the Mastery criteria in innovative ways	<ul style="list-style-type: none"> <li>➤ Applies elements of Pop Art and popular culture.</li> <li>➤ Designs ways to use and transform cultural meaning of symbols/objects.</li> <li>➤ Create an initial draft of a large scale work of art.</li> </ul>	Shows evidence of two of the Mastery criteria	Shows evidence of one of the Mastery criteria	X1
<b>Create and Evaluate</b> Explores various media, materials, and techniques used to create works of art	Shows evidence of each of the Mastery criteria in innovative ways	<ul style="list-style-type: none"> <li>➤ Evaluates the effectiveness of the use of symbols and everyday objects and refines design as appropriate</li> <li>➤ Executes final design of a large scale work of art highlighting a community concern or issue</li> <li>➤ Uses various media, materials, and techniques with appropriate craftsmanship</li> </ul>	Shows evidence of two of the Mastery criteria	Shows evidence of one of the Mastery criteria	X1
<b>Group/peer reflection</b> Demonstrates an understanding that visual arts impact community, cultural traditions, and events	Shows evidence of each of the Mastery criteria in innovative ways	<ul style="list-style-type: none"> <li>➤ Interprets meaning of individual artworks verbally and/or in writing</li> <li>➤ Appropriately presents work of art in public display.</li> <li>➤ Able to define how symbols/objects were used to illustrate cultural meaning</li> </ul>	Shows evidence of two of the Mastery criteria	Shows evidence of one of the Mastery criteria	X1
				<b>TOTAL</b>	



## Performance Assessment Development Template

Who is developing this performance assessment?	
<b>Name:</b> Colorado Content Collaborative in Visual Arts	<b>Position/Affiliation:</b> Colorado Content Collaborative in Visual Arts

I. CONTENT STANDARDS	
<b>Content Area: Visual Arts</b>	
<b>Colorado Academic Standards</b> Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. <a href="#">Colorado Academic Standards Online</a> (hold CTRL and click to visit the website)	All Standards are contained and the performance task focus could be modified to meet the needs of the particular art room.  <u>VA09-GR.6-S.1-GLE.1</u> The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art  <u>VA09-GR.6S.2-GLE.1</u> Visual symbols and metaphors can be used to create visual expression  <u>VA09-GR.6-S.3-GLE. 2</u> Explore various media, materials, and techniques used to create works of art  <u>VA09-GR.6-S.4-GLE. 2</u> Visual arts impact community, cultural traditions, and events
<b>Grade Level(s)</b>	<b>Grade 6</b>
<b>Indicate the intended Depth of Knowledge (DOK) for this performance assessment.</b>	<input checked="" type="checkbox"/> DOK 1 <input checked="" type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4
<b>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."</b>	The characteristics and expressive features of art and design are used to express ideas and create images in various types of print and broadcast media and are distinct to many art and design careers.  The translation of knowledge into the many aspects of daily life is facilitated by the skills learned in art



	<p>experiences such as trial and error, the process of elimination, comparing and contrasting, and problem-solving.</p> <p>Once a skill such as drawing, painting, ceramic work, sculpting, printmaking, weaving, and computer imaging is achieved in art, it can transfer inherent applications and conceptualizations to other disciplines.</p> <p>The arts bring families and communities together to share, explain, and celebrate traditions.</p>
<p><b>Summary.</b> Provide a brief summary describing the task in the boxes below.</p>	
<p><b>Performance Task Name</b></p> <p><b>Pop Culture and Art</b></p>	<p><b>Brief Description of the Task</b></p> <p><u>Brainstorming and Development:</u> Student deduces big ideas/concepts from visual stimuli then brainstorms a topic of community concern, explores symbols and objects from personal culture and develops ways to use characteristic and expressive features in the overall artwork.</p> <p><u>Design and Refine:</u> Applies elements and expressive features of Pop Art and popular culture. Designs ways to use and transform cultural meaning of symbols/objects. Create an initial draft of a large scale work of art</p> <p><u>Create and Evaluate:</u> Evaluates the use of symbols and everyday objects from historical context and personal culture and refines design as appropriate; creates a large scale work of art that will highlight a community concern or issue; Uses various media, materials, and techniques with appropriate craftsmanship</p> <p><u>Group/peer reflection:</u> Interprets meaning of individual artworks orally and or in writing; presents work of art in public display; defines how symbols/objects were used to interpret cultural meaning</p>

<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<p><b>Claims.</b> <i>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.</i></p>	<p><b>Successful completion of this task would indicate...</b></p> <ul style="list-style-type: none"> <li>➤ Students are able to demonstrate the understanding that symbols can be repurposed to represent or express new or different cultural meanings and create a work of public art that uses expressive features and characteristic of art that defines and reflects cultural values.</li> </ul>



<p><b>Skills.</b> 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.</p>	<p><b>Student should be able to...</b></p> <ul style="list-style-type: none"> <li>➤ Describe historical impact of pop art on our culture</li> <li>➤ Compare and contrast different approaches to creating art.</li> <li>➤ Plan and showcase artwork</li> <li>➤ Use visual expressive and characteristics and features to create artwork</li> <li>➤ Use pop art expressive feature such as... symbols, bold color, bold line, texture, digital, soft sculpture, etc. to conceive ideas and transform them into works of art</li> <li>➤ Analyze and describe intended meaning in the transformation of the artwork</li> </ul>
<p><b>Knowledge.</b> 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.</p>	<p><b>Student should know/understand...</b></p> <ul style="list-style-type: none"> <li>➤ The contributions of various artists to the Pop Art movement such as but not limited to Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber and Marjorie Strider</li> <li>➤ Examples of ordinary objects that are transformed into works of art</li> <li>➤ The relevance of pop art to cross-curricular and cultural connections</li> <li>➤ Stylistic differences in works of art</li> <li>➤ Characteristic and expressive features of different Pop artists</li> <li>➤ The relevance of the re-interpreting of symbols and objects</li> </ul>
<p><b>Evidence.</b> What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p><b>Student will show evidence of skills and knowledge by...</b></p> <ul style="list-style-type: none"> <li>➤ Students will create finished artwork that creates cultural meaning using the expressive features of Pop Art such as heavy outlining, size variation, bright colors, collage, repetition, and juxtaposition. Criteria for evaluating this work will include but are not limited to: symbols and everyday objects from personal culture, transformation of their personal symbol/object using a specific pop culture technique, and the ability to create disparate cultural meaning of their chosen symbol/object.</li> </ul>



### III.A. PERFORMANCE TASKS: Instructions to the Student

***Think about the performance 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.***

***Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).***

- You will be introduced to the characteristics and expressive features, cultural value, and historical context involved with Pop Art. Students will then create a large scale work of art that highlights a community concern or issue. The time from of this task will vary and be determined by your teacher and depending on how often students attend art class and the materials chosen to complete the task. Keep evidence of each step in the process to be assessed. Be sure to reference the rubric for this performance task.
- Look at visual stimuli provided by teacher and identify themes or topics presented and how artists communicated various cultural meanings using symbols.
- Brainstorm topics or issues that are a concern for your community.
- Experiment and sketch designs that show evidence of the expressive features of Pop Art such as, but not limited to: heavy outlining, size variation, bright colors, collage, repetition, and juxtaposition. Identify symbols from your personal culture and how you could use and repurpose them to express new or different cultural meanings.
- 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 community concern.
- Prepare your work of art for public display.
- Interpret meaning of individual pieces verbally and/or in writing as indicated by your teacher in group or peer reflections. Be sure to define how symbols/objects were used to interpret cultural meaning.



**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.**

As an artist with a strong connection to this school/community, you have been commissioned to create an artistic work that will bring a community concern or issue to everyone's attention. Influenced by the history and genre of Pop Art, you consider how to use transformation to repurpose commonly used symbols/language to create a finished two- or three-dimensional art work that expresses a particular point of view on a community issue. This art work will be a large scale mural (painting) or sculpture that will be on public display.

**Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.**

- Access to visual stimuli material by various artists associated to the Pop Art movement such as but not limited to Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber and Marjorie Strider
- Pencils or other writing implements
- Paper for sketches and planning
- Access to Pop Culture and Art Performance Task rubric
- Access to visual images as needed to locate symbols and everyday objects that could be used as symbols
- Access to art media and materials to create final composition
- Space and supplies to display art work for sharing and/or critiques and reflections

**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 educator, 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 Educator**

***Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.***

#### **Before the Performance Assessment is Administered**

***How should the educator prepare the site where the performance assessment will be administered? 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; an art history lesson of Pop Art and how contemporary artists communicate issues and or ideas, irony and social commentary; the use of symbols to convey meaning; 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 sculpture or painting 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.

***What materials should be provided to students? Be as specific as possible.***

- Access to visual stimuli material by various artists associated to the Pop Art movement such as but not limited to Fred Wilson, Mark Dion, Eduardo Paolozzi, Portia Munson, John Wesley, Richard Hamilton, Peter Blake, Pauline Boty, Rosalyn Drexler, Marisol Escobar, Niki deSaint Phalle, Idelle Weber and Marjorie Strider
- Pencils or other writing implements
- Paper for sketches and planning
- Access to Pop Culture and Art Performance Task rubric
- Access to visual images as needed to locate symbols and everyday objects that could be used as symbols
- Access to art media and materials to create final composition





- Space to create and to store large scale art work
- Space to display art work for sharing and/or critiques and reflections

***What materials should the student bring to the performance assessment session? Be as specific as possible.***

As determined by teacher depending on media sources

***What materials should not be available to the student during the performance assessment 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 educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.***

As determined by teacher expertise and adherence to IEP requirements.

***Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.***

As determined by the teacher.

### **During the Performance Assessment Session**

***How should the educator 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 educator do while the student is completing the tasks (e.g., should the educator 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 Performance Assessment

***What does the educator 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 Pop Culture and Art 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 educator give the student at the end of the performance assessment session?***

“Make sure you turn in an artifact for each step in the process as identified in the Pop Culture and Art Performance Task rubric, not just the final work of art.”

***Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator? How should the workstation be cleaned?***

As determined by teacher and established classroom procedures.

**Other relevant information for the educator’s instructions:**

Symbols are different than commercially produced signs and logos. Instruction should make sure that students understand the meaning of each. As always in the case with the use of artistic visual images in a school environment, all resources should be pre-screened by the teacher before use.

### 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, educator records information about the student’s process, etc.)***

Students submit body of evidence of process and final product and reflection. Teacher evaluates based upon Pop Culture and Art 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 performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, 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. EDUCATOR INFORMATION

**What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance 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 any specific adaptations, materials and/or supplies used in this performance task.



### **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](#) 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. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

**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.

