

DAY, DATE, TIME: Thursday -- 03/17/2016 11:00 AM - 03/17/2016 11:50 AM

## Performance Assessment in WA-Legacy Design via Creating, Performing, Presenting, Responding

Mari Atkinson [atkinsonmb@mukilteo.wednet.edu](mailto:atkinsonmb@mukilteo.wednet.edu)

Pick-up practical tips and learn strategies for selecting a visual art performance assessment that will provide concrete evidence of student growth - *without* compromising creativity. I will be sharing ways to scaffold instruction so students will understand how projects are themed to provide inner experiences, while focusing on skills, experiencing different mediums, and applying art elements toward a *visual art performance /summative* assessment. By selecting the most authentic assessment for your students, they will be able to demonstrate a confident outer expression of their learning.


A Component of the  
Washington State Assessment System

# The Arts Visual Arts

## The Real You Grade 8

OSPI-Developed Performance  
**Assessment**

Office of Superintendent of Public Instruction  
September 2015



### Synopsis of *The Real You*

Using pencils on paper, each student creates a realistic self-portrait that depicts head, face, neck, and shoulders. She/he must express an emotion or feeling in the facial features and demonstrate a variety of line types and qualities, different values, proportion, and balance. The student must also explain how she/he created the portrait and the expression of emotion that she/he chose.

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- *Many Student Examples* -



Example shows a self-portrait by a 14-year-old student, who had never had an art class. The left was drawn on Sept 9, 2015 as a formative assessment. The right was drawn Dec. 1, 2015.

**ENGAGEMENT - AUTHENTICITY - EVIDENCE of STUDENT GROWTH**