



# VISUAL ARTS Assessment

Performance Task V.T209  
Redesign—Make it Bad, Then Make it Better

Grade 5

## **Student Booklet**

Student Directions  
Student Worksheet  
Teacher Scoring Rubric

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

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## ACKNOWLEDGEMENTS

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## **STUDENT DIRECTIONS**

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This assessment has three parts to it:

- Part 1–Cutting and Pasting an Everyday Designed Object (Day 1)
- Part 2–Redesign Drawings (Days 1 and 2)
- Part 3–Assessment Questions (Day 2)

The directions for each part are given in the Student Booklet.

### **PART 1–CUTTING AND PASTING AN EVERYDAY DESIGNED OBJECT (DAY 1)**

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Visual objects designed by artists are essential to everyday life. Common objects such as clothing, furniture, cars, toothbrushes, and backpacks are all designed and often redesigned to better fit people’s wants and needs. Design ideas can be good or bad.

This assessment begins with you selecting, cutting out, and pasting an image of an everyday human-made object from an old magazine. Turn to the Design Worksheet on pages 4–10 in your Booklet. You will have 15 minutes to select, cut out, and then paste your image in the space provided on page 4. If the picture is too big for the space provided, you may paste it on page 10 or fold it and insert it in your Booklet.

Also, be sure to write your answer to question 1 on page 4. This question asks you to write the name of the object you pasted into your Booklet. Don’t respond to questions 2, 3, or 4, since the directions for these will be given to you in Part 3 of the assessment.

When you are finished, close your Booklet, or place your Booklet on a drying rack if glue is not yet dry.

### **PART 2–REDESIGN DRAWINGS (DAYS 1 AND 2)**

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For this part of the assessment, you will have to consider the differences between a good redesign that improves an object and a bad redesign that makes an object unappealing, impractical, or harder to use.

To do this, you must carefully analyze the object’s intended use and how it relates to people’s wants and needs. Reviewing and improving designs is something all good artists do.

After careful thought, draw both kinds of redesigns in the spaces provided in the Design Worksheet on pages 5 and 6 in your Booklet. You are encouraged to label any special features or new instructions for your object. You will have up to 25 minutes during this class and about 40 minutes in the next class period to complete this part of the assessment.

When time is up, be sure that your name is written on your Student Booklet and leave it on your desk.

### **PART 3–ASSESSMENT QUESTIONS (DAY 3)**

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Now return to the Design Worksheet on page 4 in your Booklet.

For this part of the assessment you will have 25 minutes to complete the questions on pages 4, 5, and 6.

2. How does the current design of this object relate to everyday life?
3. Why is the redesign of your chosen object a bad idea?
4. How does the redesign of your chosen object improve it?

The Teacher Scoring Rubric that will be used to score your redesign drawings and constructed responses is on page 3 of your Student Booklet. Review Level 4, the highest level of performance.

### TEACHER SCORING RUBRIC

Dimension	1	2	3
<b>Bad Redesign Drawing</b> Creativity and Content	The chosen everyday object remained drawn the same. Little was reimagined or redesigned.	The student changed the everyday object a bit and made it slightly impractical, unappealing and/or harder to use.	The student thoughtfully changed the chosen everyday object and transformed it into something impractical, unappealing, and/or harder to use. The student recognized the object's intended use and successful design attributes and redesigned against them.
<b>Good Redesign Drawing</b> Creativity and Content	The chosen everyday object remained drawn the same. Little was reimagined or redesigned.	The student changed the everyday object a bit and made it slightly improved, more appealing, and/or more useful.	The student thoughtfully changed the chosen everyday object and transformed it into something improved, more appealing, and/or more useful. The student recognized the object's intended use and designed additional successful attributes.
<b>Assessment Question 2</b>	The student's response was unclear or incomplete.	The student correctly names the common object and somewhat explains the object's current relationship to everyday life.	The student correctly explains the current relationship of the object to everyday life.
<b>Assessment Question 3</b>	The student's response was unclear or incomplete.	The student somewhat explains how the bad design interferes with the object's relationship to everyday life.	The student explained how the bad redesign interferes with the object's essential relationship to everyday life.
<b>Assessment Question 4</b>	The student's response was unclear or incomplete.	The student somewhat explains how the good design improves the object's relationship to everyday life.	The student explained how the good redesign improves the object's essential relationship to everyday life.









