



VISUAL ARTS Assessment

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

Grade 5

Teacher Booklet

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ACKNOWLEDGEMENTS

USING THIS MAEIA ASSESSMENT TO DEMONSTRATE EDUCATOR EFFECTIVENESS (METHOD 1)

This assessment can be used to demonstrate arts educator effectiveness by changing the prompt (such as musical selection, play, work of art) used, if any, and repeating the item one or more times either in the current school year or the next one. Sufficient instructional time on the underlying concepts assessed (not the assessment item itself) should occur so that change in student performance is possible. This is especially suitable for assessments (e.g., MAEIA events) that require less time and effort to administer.

Michigan Student Learning Standards Assessed	
MAEIA Performance Standard(s)	VA.EL.R.1–All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
Michigan Content Benchmark(s) and GLCE(s)	ART.VA.V.EL.1–Explain how visual arts have inherent relationships to everyday life. ART.VA.V.5.1–Explain how the visual arts have inherent relationships to everyday life.
Intended Students	Fifth-grade visual arts students
Alignment to National Core Arts Standards	
Anchor Standard	VA:Cr1–Generate and conceptualize artistic ideas and work.

OVERVIEW AND OUTLINE OF THE PERFORMANCE TASK

Each student will select and cut out of a magazine a picture of a designed object from everyday life. Each student will paste the picture into his or her Student Booklet and then redesign it in two different ways. Three assessment questions will ask students to explain how different design choices can be good or bad ideas as they relate to the object’s intended everyday use.

SUGGESTED TOTAL TIME

This assessment has three parts to it. The assessment should take 100 minutes to complete, as shown below:

- Part 1–Cutting and Pasting an Everyday Designed Object (Day 1, 15 minutes)
- Part 2–Redesign Drawings (Days 1 and 2, 60 minutes)
- Part 3–Assessment Questions (Day 2, 25 minutes)

LIST OF REQUIRED MATERIALS

The materials required for this assessment are:

- Student Booklets
- Pencils
- Old magazines with pictures of designed everyday objects or another teacher-provided source of images that students can sort through, select from, and cut out
- Scissors
- Glue sticks

ASSESSMENT SETUP

The teacher should make sure that a variety of old magazines or other sources of images are available for each student to look through and cut out. Students should be in individual seats at tables in a visual arts classroom.

DETAILED SCRIPT WITH TEACHER AND STUDENT DIRECTIONS

Directions for teachers are in regular text. Directions to be read to students are in **bold**.

Pass out Student Booklets, scissors, glue sticks, and pencils. When ready to begin, say:

You should have a Student Booklet and a pencil. Begin by filling in the information requested on the front cover.

Pause while students complete the requested information. When ready say:

Now open your Booklet to page 2 and read the directions silently as I read them to you.

Pause while students turn to page 2. Then say:

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)

Each student will need his or her Student Booklet and the materials listed above. When ready, say:

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.

Pause while students do this first step. After 15 minutes or when students are finished, say:

Time is up. Now it is time to move on to Part 2.

PART 2—REDESIGN DRAWINGS (DAYS 1 AND 2)

For this part of the assessment, each student will need his or her Student Booklet and a pencil. Then say:

Now turn to page 2.

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.

Pause while students do this second step. When there are 5 minutes remaining in Day 1 or Day 2, say:

You have 5 minutes remaining.

After 5 minutes in Day 1 or Day 2, say:

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 2)

This part of the assessment should occur after students have had a total of 65 minutes to complete their redesigns in Part 2. For Part 3 of the assessment, each student will need his or her Student Booklet and a pencil. When ready to begin, say:

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.

Read Level 4 aloud to students.

Dimension	1	2	3
Bad Redesign Drawing 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.
Good Redesign Drawing 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.
Assessment Question 2	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.
Assessment Question 3	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.
Assessment Question 4	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.

TEACHER SCORING RUBRIC

Pause while students review the rubric. Then say:

You may start answering the questions on pages 4, 5, and 6 in your Student Booklet.

Pause while students answer the questions. When there are 5 minutes remaining, say:

You have 5 minutes remaining.

After 5 minutes, say:

Time is up. Be sure that your name is written on the Student Booklet and leave it on your desk.

