



# California Subject Examinations for Teachers®

**PORTFOLIO  
REQUIREMENTS**  
*Please read carefully.*

## Portfolio Procedures Manual

### **ART SUBTEST II**

**IMPORTANT NOTE:** Subtest II requires the submission of photographs of examinee artwork at the test site. Approximately one week following the regular registration deadline, a Portfolio Procedures Manual and accompanying preparation materials will be mailed to registered examinees via U.S. mail. Some steps described in this manual (e.g., labeling photographs, signing submission forms) may only be completed once a packet has been received in the mail.



### IMPORTANT NOTE

Read this entire manual very carefully! It contains information critical for the preparation and submission of your CSET: Art Subtest II portfolio materials.

Failure to follow all requirements described in this manual could result in your written responses for the portfolio component being designated "Unscorable."

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## FOR FURTHER INFORMATION

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If you have questions after reading this **CSET: Art Subtest II Portfolio Procedures Manual**, or if you have questions regarding **requirements for preparing portfolio materials**, contact:

**CSET Program**

Evaluation Systems

Pearson

P.O. Box 340789

Sacramento, CA 95834-0789

Telephone: (800) 205-3334 or (916) 928-4003

9:00 a.m.–5:00 p.m. Pacific time

Monday through Friday, excluding holidays

6:30 a.m.–3:00 p.m. on Saturday test dates

(Automated Information System available  
24 hours daily)

Fax: (866) 483-6460 or (916) 928-6110

Teletypewriter (TTY): (866) 483-6461 or  
(916) 928-4191

For program information, please visit the CSET  
Web site at **[www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)**.

If you have questions regarding **credentialing requirements**, contact:

**Commission on Teacher Credentialing (CTC)**

Information Services

P.O. Box 944270

Sacramento, CA 94244-2700

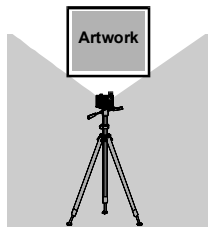
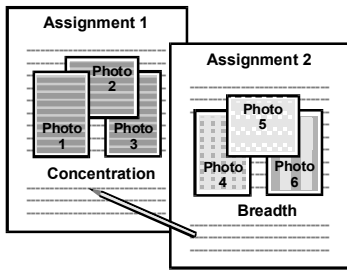
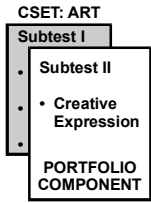
CTC Web Site: **[www.ctc.ca.gov](http://www.ctc.ca.gov)**

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## BACKGROUND INFORMATION

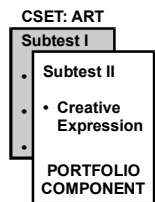
### California Credentialing Requirements

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. The Commission on Teacher Credentialing (CTC) provides candidates with two options for satisfying this requirement. Candidates can either (a) complete a CTC-approved subject matter preparation program or (b) pass the appropriate CTC-adopted subject matter examination(s).

The California Subject Examinations for Teachers® (CSET®) registration bulletin, available on the CSET Web site ([www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)), provides detailed information about California requirements for certification. The registration bulletin also includes important information about the procedures and policies, including the Rules of Test Participation, which you agree to abide by upon registration for an examination of the CSET.

### Subject Matter Requirements for CSET: Art

The subject matter requirements for CSET: Art are contained in six domains. These six domains comprise the subject matter knowledge and skills expected of a California public school art educator, and are incorporated into the two subtests of CSET: Art. The six Art domains delineate the teacher competencies that are important for the provision of effective art instruction to students in grades K–12. The CSET: Art subject matter requirements are provided in Appendix A of this manual.



CSET: Art Subtest II includes a portfolio component that requires you to **demonstrate and reflect upon** your knowledge and skills as described in the Creative Expression domain of the CSET: Art subject matter requirements. You will address these requirements by submitting six photographs of your artwork and writing reflective written responses about your selected artwork at the CSET: Art administration.

Information about both CSET: Art subtests is available in the CSET: Art test guide provided on the CSET Web site ([www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)).

### Testing Requirements for CSET: Art Subtest II

CSET: Art Subtest II consists of two sections: (1) a multiple-choice question section, presented in your test booklet on the day of the test, and (2) a portfolio component, described in this manual, for which constructed-response items will be presented in your test booklet on the day of the test.

#### Photograph Submission Policy

The Commission on Teacher Credentialing (CTC) requires that you submit six photographs in order for CSET: Art Subtest II to be scored. You are required to submit six photographs at the test site when you sign in for the CSET: Art Subtest II administration for which you are registered. Your photographs will not be returned to you.

If *one or more* of your photographs do not meet the requirements specified on page 8 of the CSET: Art Subtest II Portfolio Procedures Manual, you will receive a rating of "Unscorable" on the portfolio component written assignment(s). If your written assignment(s) are rated as "Unscorable," you may not receive a passing score on CSET: Art Subtest II and may need to retake the subtest.

Furthermore, if you do not submit six photographs at the test administration (as described above), you will not have satisfied the CSET: Art Subtest II testing requirements; you will not pass CSET: Art Subtest II; and you will need to retake the entire subtest.

## REGISTRATION INFORMATION

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### Your CSET: Art Subtest II Registration

Your registration for the CSET: Art Subtest II is valid only for the test date listed on your admission ticket. If you do not submit your portfolio materials at the CSET: Art Subtest II administration for which you are registered, your written responses for the portfolio component will be designated as "Unscorable." If you are absent from the administration, you will not receive a refund or credit for any test registration fees and must submit a new registration along with the appropriate fee if you wish to take the subtest on a future test date.

See the current registration bulletin, available on the CSET Web site ([www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)), for detailed information about:

- your admission ticket for the day of the test;
- withdrawing your registration (requests to withdraw your registration must be received by the late registration deadline for the test date for which you are registered);
- changing your registration to a future test date (requests to change your registration must be received by the late registration deadline for the test date for which you are registered);
- correcting or updating personal information on your registration materials;
- test site rules;
- the day of the test;
- retaking a CSET subtest.

### Testing on Consecutive Test Dates

The registration deadline for CSET: Art Subtest II is the regular registration deadline (late and emergency registration services are not available for CSET: Art Subtest II). For many test dates, examinees receive score reports after the regular registration deadline for the next consecutive test date. For these test dates, if you are concerned that you will not fulfill testing requirements in time to accommodate deadlines you wish to meet (e.g., program admission, employment), you may wish to consider registering for the next consecutive test date prior to receiving your score report.

If you wish to register for the next consecutive test date:

- During the regular registration period, submit a completed registration and include appropriate payment.
- Upon receipt of your score report, if you no longer wish to take subtest(s) for which you are registered on the next test date, immediately submit for those subtests a Withdrawal/Refund Request Form (located in the CSET registration bulletin, available online at [www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)). In order for you to receive a refund, your Withdrawal/Refund Request Form must be received by 5:00 p.m. Pacific time on the late registration deadline for the test date for which you are registered. You will receive a refund of all test fees.

## MATERIALS PACKET

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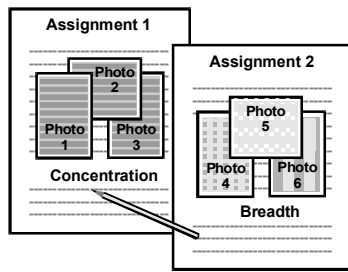
The CSET: Art Subtest II portfolio component materials packet you have received contains the following:

- this CSET: Art Subtest II Portfolio Procedures Manual
- a submission envelope for **Portfolio 1: Concentration**
- a submission envelope for **Portfolio 2: Breadth**

The following materials are included with each submission envelope:

- removable **identification labels** affixed to the envelope (instructions for the use of these labels are provided in this manual)
- a **checklist**, affixed to the envelope, outlining key steps for submitting your completed materials
- an **Art Subtest II Submission Form**

Check the materials in your packet. If any materials are missing, call Evaluation Systems immediately at (800) 205-3334 or (916) 928-4003.



## OVERVIEW: PORTFOLIO COMPONENT

### Portfolio 1: Concentration

For **Portfolio 1: Concentration**, you will select and photograph three pieces of your original artwork in one medium that is **your area of concentration** and bring the photographs of three works of art to the test site on the day of the test.

On the day of the test, you will compose a written response to a constructed-response assignment directing you to discuss specific features of your artwork in your area of concentration, as evidenced in your Portfolio 1: Concentration photographs.

### Portfolio 2: Breadth

For **Portfolio 2: Breadth**, you will select and photograph three pieces of your original artwork in three media **not in your area of concentration**. Each piece of artwork that you select to photograph for Portfolio 2: Breadth must represent a different medium. Bring the photographs of three works of art to the test site on the day of the test.

On the day of the test, you will compose a written response to a constructed-response assignment directing you to discuss specific topics related to the breadth of your artwork, as evidenced in your Portfolio 2: Breadth photographs.

**Note:** Your submissions for Portfolio 1: Concentration and Portfolio 2: Breadth need to reflect the kinds of artwork represented in the *Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts* (2001). Your selections should not include crafts (e.g., rubber stamping, journaling, or scrapbooking).

### A Total of Four Different Media

In combination, your submissions for Portfolio 1: Concentration and Portfolio 2: Breadth must include four different media that sufficiently demonstrate your artistic breadth. See the following examples.

Portfolio combinations in Examples A and B **DO** sufficiently demonstrate breadth.

A.	Portfolio 1: Concentration	Portfolio 2: Breadth
	1. Oil <b>painting</b>	2. <b>Ceramics</b> 3. Digital <b>photography</b> 4. Charcoal <b>drawing</b>
B.	Portfolio 1: Concentration	Portfolio 2: Breadth
	1. <b>Computer-generated art</b>	2. Metal <b>sculpture</b> 3. Pen and ink <b>drawing</b> 4. Watercolor <b>painting</b>

Portfolio combinations in Examples C and D **DO NOT** sufficiently demonstrate breadth.

C.	Portfolio 1: Concentration	Portfolio 2: Breadth
	1. <b>Computer-generated art</b>	2. Pencil <b>drawing</b> 3. Charcoal <b>drawing</b> 4. Pen and ink <b>drawing</b>
D.	Portfolio 1: Concentration	Portfolio 2: Breadth
	1. Oil <b>painting</b>	2. Acrylic <b>painting</b> 3. Lithography 4. Watercolor <b>painting</b>

**You bear the burden of proof** to demonstrate sufficient breadth across the four different media that you select to photograph.

## Written Responses

The constructed-response assignments for Portfolio 1: Concentration and Portfolio 2: Breadth will be contained in your CSET: Art Subtest II test booklet at the site on the day of the test. The constructed-response assignments require that you demonstrate knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum and knowledge of the process of creating original works of art. There are two constructed-response assignments to which you will respond and each will require you to reference your portfolios. **Your scores on the portfolio component will be based on your written responses to the constructed-response assignments, not on the quality of your artwork.**

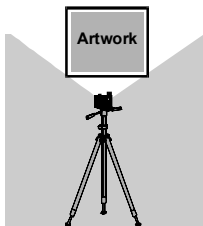
For **Portfolio 1: Concentration**, you will compose a written response about your artwork as represented by the three photographs of artwork in your area of concentration. In this written response, you will be asked to address the following general topics:

- **the ideation process** (sources of your visual ideas, factors influencing your choice of theme, etc.)
- **the content of your visual expression** (your uses of elements of art and principles of design, the relationships between your choice of medium and the expressive qualities of your work, etc.)
- **your artistic growth and development** (evolution of your visual ideas, stages in your artistic growth, etc.)

For **Portfolio 2: Breadth**, you will compose a written response about your artwork as represented by the three photographs of artwork in three media *not* in your area of concentration. In this written response, you will be asked to address the following general topics:

- **technical aspects of the creative process** (the tools you used in a given work, the procedures you followed, etc.)
- **critical thinking related to the creative process** (solutions to aesthetic problems you encountered, effects of specific design decisions you made, etc.)

**Note:** Be sure that the photographs of your artwork you choose to submit will allow you to address the topics described above.



## STEPS FOR PREPARING PHOTOGRAPHS OF YOUR ARTWORK

**Note:** Carefully prepare photographs of your artwork according to the procedures and requirements outlined in this manual. Your portfolio materials must meet the "Portfolio and Photograph Requirements" outlined on page 8 or your written responses for Portfolio 1: Concentration and/or Portfolio 2: Breadth will be designated "Unscorable."

### Select Artworks to Photograph

Select six artworks as follows:

- For **Portfolio 1: Concentration**, select three artworks that represent your highest-quality work in a single medium that is your area of concentration.
- For **Portfolio 2: Breadth**, select three artworks that illustrate your artistic breadth; these artworks must be in three different media **not** used in Portfolio 1: Concentration.

The six artworks you select must represent four media: one medium for Portfolio 1: Concentration and three different media for Portfolio 2: Breadth. If you are retaking CSET: Art Subtest II, you may select new artworks and/or some or all of the artworks you selected for a past administration.

**You bear the burden of proof** to demonstrate sufficient breadth across the four different media that you select to photograph.

If after reading this manual you have questions regarding specific types of media, please submit your questions in writing to the CSET program by mail or fax (see the contact information at the front of this manual) or by e-mail at the CSET Web site ([www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com)).

## Photograph Your Artwork

Photograph your artwork as soon as possible to allow time to retake any photographs. If you plan to have your photographs professionally printed, you may need additional time after your photographs are developed to have 8" × 10" prints made of the six photographs you choose to submit. Note that you are expected to submit clear, high-quality photographs of your artwork.

### Photographing Suggestions

- Use a tripod or other stabilization device for your camera.
- Use high-quality film with a slow shutter speed.
- If you are photographing outdoors, a cloudy or overcast day is recommended.
- For electric lighting, blue daylight balance bulbs (available at camera stores) are recommended (standard or fluorescent lightbulbs shed a green light, which may change the color of your artwork).
- As you look through the viewfinder of the camera, the **artwork should fill the frame as completely as possible**, with as little background (e.g., wall, easel) showing as possible. Depending on the dimensions and nature of your artwork, eliminating background may not be possible; in this case try to minimize background.
- Artwork should be evenly lit, with no glare. Avoid positioning the camera so that windows or other bright lights are behind your artwork as you photograph it.
- If you are using a digital camera, set it for photographing at a high resolution (a minimum of 3.2 megapixels).

### Professional Photographs Not Required

It is not necessary to have professional photographs taken of your artwork, if you carefully follow the procedures in this manual. However, allow sufficient time to retake any photographs to ensure the quality of your images.

### Photography as an Artistic Medium

If photography (color or black and white) is one of your artistic media, you may submit examples of your photographic artwork. You may select photography as your medium for Portfolio 1: Concentration or for one of the media for Portfolio 2: Breadth.

#### Photograph Submission Policy

The Commission on Teacher Credentialing (CTC) requires that you submit six photographs in order for CSET: Art Subtest II to be scored. You are required to submit six photographs at the test site when you sign in for the CSET: Art Subtest II administration for which you are registered. Your photographs will not be returned to you.

If *one or more* of your photographs do not meet the requirements specified on page 8 of the CSET: Art Subtest II Portfolio Procedures Manual, you will receive a rating of "Unscorable" on the portfolio component written assignment(s). If your written assignment(s) are rated as "Unscorable," you may not receive a passing score on CSET: Art Subtest II and may need to retake the subtest.

Furthermore, if you do not submit six photographs at the test administration (as described above), you will not have satisfied the CSET: Art Subtest II testing requirements; you will not pass CSET: Art Subtest II; and you will need to retake the entire subtest.

## Portfolio and Photograph Requirements

Your submitted portfolios and photographs must meet the requirements listed below. If a portfolio does not meet these requirements, your written response for that portfolio (Portfolio 1: Concentration or Portfolio 2: Breadth) will be designated "Unscorable."

- **Submit three photographs of your original artwork for each portfolio.** You must submit a total of six photographs. For Portfolio 1: Concentration, you must submit three photographs of three separate artworks in a single artistic medium. For Portfolio 2: Breadth, you must submit three photographs of three artworks, each one created in a different medium **not** within your area of concentration.
- **Submit only one photograph of each different work of art.** Each of your six submitted photographs must be of a different work of art. For example, only one photograph of a particular sculpture may be submitted, not several views of the same sculpture.
- **Select original and appropriate artwork.** Your photographs must represent your own original work and be of art forms and in media that would be considered appropriate to teach in an assigned classroom (K–12).
- **Submit 8" × 10" color prints.** Photographs may not be in other formats (e.g., 3" × 5", 4" × 6", slides). If you are submitting digital photographs, you may submit 8.5" × 11" prints. If black-and-white photography is one of your artistic media, the submitted photograph(s) representing that medium may be in black and white.
- **Submit clear photographs.** Your photographs must be of sufficient quality that scorers are able to see details to which you may refer in your written responses.
- **Submit all required materials in each submission envelope.** Each submission envelope must contain a completed Art Subtest II Submission Form and three properly labeled photographs.

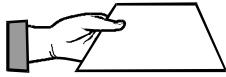
## Prepare 8" × 10" Color Prints

Submitted photographs must be **8" × 10" color prints**. Photographs in formats other than 8" × 10" prints (e.g., 3" × 5", 4" × 6", slides) are not acceptable. If your photographs are digital, they should be high resolution (i.e., a minimum of 3.2 megapixels) and printed on heavyweight glossy paper. If you are submitting digital photographs, you may submit 8.5" × 11" color prints.

If black-and-white photography is one of your artistic media, the photograph(s) representing that medium may be in black and white.

## Make Copies and Retain Negatives

Make copies of the six photographs of your artwork and retain the negatives for your records. **Your six submitted photographs will not be returned to you.**



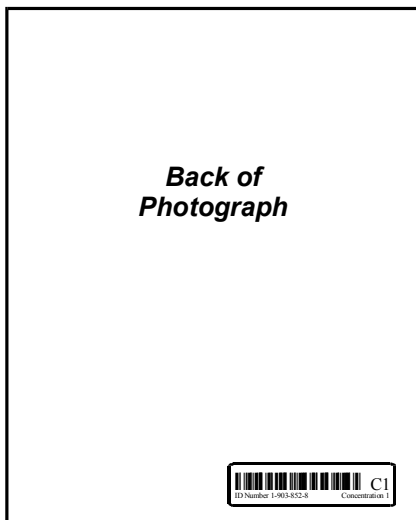
## PREPARING MATERIALS FOR SUBMISSION

### Affix Photograph Identification Labels

For each photograph, remove a Photograph Identification Label from the appropriate submission envelope (Portfolio 1: Concentration or Portfolio 2: Breadth). Affix the label to the back of the photograph, in the bottom right corner, as shown in Figure 1 below. Be sure you affix a label to a photograph only after deciding that you wish to submit the photograph; once a label is affixed, it cannot be removed. Verify you are correctly labeling your photographs for Portfolio 1: Concentration (use labels "C1," "C2," and "C3") and Portfolio 2: Breadth (use labels "B1," "B2," and "B3"); the labels for the two portfolios are not interchangeable.

To maintain candidate anonymity during scoring, do not place your name anywhere on the photographs. The Photograph Identification Labels identify the photographs as yours and include your CSET identification number.

**Figure 1. Placement of Photograph Identification Label on Back of Photograph**



### Complete the Art Subtest II Submission Forms

You must complete two Art Subtest II Submission Forms, one form for each submission envelope. Carefully read the signature section of the Art Subtest II Submission Form and provide the required information, including identification of media, on each form.

### Indicate Artwork Media on Submission Envelopes

On the label on each submission envelope, provide the requested information on the media of your artwork.

## Assemble Materials

Assemble the following materials for submission at the test site.

1. **Submission Envelope—Portfolio 1: Concentration**, containing
  - one completed **Art Subtest II Submission Form**
  - three **photographs** for Portfolio 1: Concentration, with labels "C1," "C2," and "C3" attached
2. **Submission Envelope—Portfolio 2: Breadth**, containing
  - one completed **Art Subtest II Submission Form**
  - three **photographs** for Portfolio 2: Breadth, with labels "B1," "B2," and "B3" attached

As you assemble your materials, refer to the checklist adhered to each submission envelope. These checklists will help you verify your completion of important steps for properly preparing your materials for submission. Be sure that you have provided the requested information regarding your artistic media on the appropriate label on each submission envelope.

Except as directed in this manual, do not write on your photographs, submission forms, or submission envelopes.

**Do not seal** the submission envelopes.

## Bring Materials to the CSET: Art Subtest II Administration

You must bring the two submission envelopes, each containing all required materials, to the test site on the day of the test. Do not seal the submission envelopes when bringing them to the test site. Your photographs will not be returned to you. Portfolios will **only** be accepted at the test site during your scheduled test session and all materials must be received at that time.

On the day of the test, bring your completed portfolio materials when you report to the assigned seat listed on your admission ticket.

## SCORING OF THE PORTFOLIO COMPONENT

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Your scores on the portfolio component of CSET: Art Subtest II will be based on your **written responses to the constructed-response assignments**, not on the quality of your artwork.

Your written responses must be written clearly enough to permit educators in your field to make a valid judgment of your conceptual knowledge of the process of creating original works of art. Each response will be read and holistically scored by at least two qualified California educators who are experienced and trained in a method known as focused holistic scoring. Your written responses to the constructed-response assignments for the portfolio component will be evaluated based on the performance characteristics and scoring scales for the corresponding portfolio provided in Appendix B of this manual.

Your portfolios and photographs must meet the requirements listed on page 8. If a portfolio and/or photograph(s) do not meet these requirements, your written response for the corresponding portfolio component assignment will be designated "Unscorable." If your written response(s) are designated "Unscorable" and you do not pass the subtest, you will receive no refund of your test fee or credit for the test fee at a future test date.

Furthermore, if you do not submit six photographs at the test administration, you will not have satisfied the CSET: Art Subtest II testing requirements; you will not pass CSET: Art Subtest II; and you will need to retake the entire subtest.



## **APPENDIX A**

### **CSET: Art Subject Matter Requirements**



## Art Subject Matter Requirements

### Part I: Content Domains for Subject Matter Understanding and Skill in Art

#### Domain 1. Artistic Perception

Candidates demonstrate an understanding of the foundations of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter and are able to accurately define and use the vocabulary of the visual arts. They possess highly developed perceptual and analytical skills that allow a sophisticated response to the world around them and to the formal and expressive qualities of works of visual art and of design across a multiplicity of forms, media, genres, purposes, and functions.

#### 1.1 Elements of Art

- a. Demonstrate knowledge of the elements of art (i.e., line, color, shape/form, texture, value, space) and how they are used in visual art and design.
- b. Analyze and discuss the characteristics and qualities of the elements of art in given artworks in various media.
- c. Describe how the elements of art are used to achieve specific effects in given works of two- and three-dimensional art.
- d. Analyze and describe how the elements of art are used and how they contribute to meaning or expressive qualities in given artworks.
- e. Apply knowledge of the elements of art to analyze and describe the environment, works of art, and design.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Art: Kindergarten: 1.3, Grade 1: 1.3, Grade 2: 1.2 and 1.3, Grade 3: 1.5, Grade 4: 1.2, 1.3, and 1.5, Grade 6: 1.1, Grade 7: 1.3, Grades 9 through 12–Advanced: 1.6.)

#### 1.2 Principles of Design

- a. Demonstrate understanding of the principles of design (e.g., balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, unity).
- b. Identify and describe the principles of design in given visual compositions.
- c. Identify the principles of design as observed in natural and human-made objects and environments.
- d. Analyze how the composition of a work of art is affected by the use of a particular principle of design.
- e. Analyze how various principles of design are used in given works of art.
- f. Analyze how various elements of art are used to illustrate principles of design in given artworks.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 3: 1.1, Grade 4: 1.1, Grade 5: 1.1 Grade 6: 1.4, Grade 8: 1.3, Grades 9 through 12–Proficient: 1.2 and 1.4.)

**Domain 2. Creative Expression**

Candidates demonstrate an understanding of the foundations of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the process of creating original works of art. They are involved in the translation of thoughts, perceptions, and ideas into visual form using a variety of media, techniques, and problem-solving abilities. Candidates have a comprehensive knowledge of and technical proficiency in the use of tools, techniques, and media taught in the preK–12 and adult school art curriculum.

**2.1 Creating Original Art**

- a. Identify the artistic problem to be solved and generate a variety of solutions.
- b. Apply divergent thinking processes to the production of original works of art.
- c. Analyze how meaning or expressive qualities of artworks are affected by compositional decisions in various media.
- d. Develop a possible solution to an artistic problem that expresses individual commitment, thematic content, and artistic style and vision; explain the rationale for the choice.
- e. Demonstrate knowledge of appropriate tools, techniques, and materials to create an original work of art.
- f. Articulate the process and rationale for refining and reworking a work of art.
- g. Analyze the intent, purpose, and technical proficiency of an artwork based on the elements of art and principles of design.

**2.2 Two-Dimensional Art and Design**

- a. Demonstrate knowledge of materials, tools, and techniques used in drawing (e.g., contour, gesture, perspective).
- b. Demonstrate knowledge of materials, tools, and techniques used in painting (e.g., tempera, acrylic, oil, watercolor).
- c. Demonstrate knowledge of materials, tools, and techniques used in printmaking (e.g., relief, screenprinting, lithography, intaglio).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original two-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of two-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in two-dimensional art (e.g., overhead/slide projector, printmaking press, computer, scanner).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.1 and 2.3–2.6, Grade 1: 2.1, 2.2, 2.4, 2.8–2.8, Grade 2: 2.1–2.5, Grade 3: 2.2–2.4, 2.6 Grade 4: 2.1–2.2, 2.5–2.8 Grade 5: 2.1, 2.3, Grade 6: 2.2–2.5, Grade 7: 2.2–2.4, Grade 8: 2.1, Grades 9 through 12–Proficient: 2.4. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

**2.3 Three-Dimensional Art and Design**

- a. Demonstrate knowledge of techniques (e.g., additive, subtractive, casting) used in sculptural processes.
- b. Demonstrate knowledge of materials and tools used in three-dimensional art (e.g., wood, stone, metal).
- c. Demonstrate knowledge of materials and tools used in ceramics (e.g., hand-built, wheel-thrown, decorative techniques).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original three-dimensional works of art and of design.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of three-dimensional art.
- f. Demonstrate knowledge of the uses of appropriate technological tools in three-dimensional art (e.g., kiln, potter's wheel, power tools).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 2.2 and 2.7, Grade 1: 1.2, Grade 4: 2.3, 2.4, Grade 5: 2.5, Grade 8: 12.2.2, 2.4, and 2.6, Grades 9 through 12—Proficient: 2.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

**2.4 Media Art**

- a. Demonstrate knowledge of materials, tools, techniques, and procedures used in photography.
- b. Demonstrate knowledge of materials, tools, techniques, and procedures used in film and animation.
- c. Demonstrate knowledge of materials, tools, techniques, and procedures used in the manipulation of digital imagery (e.g., computer-generated art, digital photography, videography).
- d. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of media art.
- e. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of media art.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6, Grade 8: 2.1 and 2.3, Grades 9 through 12—Proficient: 2.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

## 2.5 New and Emerging Art Forms

- a. Demonstrate knowledge of materials, tools, and processes used in new genres of art (e.g., site-specific, installation, environmental, performance, multimedia).
- b. Apply knowledge of the elements of art and principles of design to create and express meaning in original works of visual art in new genres.
- c. Demonstrate knowledge of safety issues associated with materials, tools, and techniques used in the production of artworks in new genres.
- d. Demonstrate knowledge of documentation techniques used in the creation and installation of works of visual art in new genres.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 2.7, Grades 9 through 12–Advanced: 2.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 2.)

## Domain 3. Historical and Cultural Context of the Visual Arts

Candidates demonstrate an understanding of the historical and cultural foundations of art contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter including cultural frames of reference and worldviews. They demonstrate wide knowledge of world arts, of the history and diversity of art, and of the roles and forms of the visual arts in societies past and present.

### 3.1 Visual Art and Society

- a. Demonstrate knowledge of how visual art is used to communicate ideas or document experiences.
- b. Demonstrate knowledge of how visual art is used to express emotions and share experiences (e.g., rites of passage, celebrations).
- c. Recognize the influences of the visual arts on communities.
- d. Analyze themes and ideas expressed in art (e.g., religion, social commentary).
- e. Demonstrate knowledge of the relationships between technological tools and visual art.
- f. Analyze the purposes of art in societies past and present.
- g. Analyze diverse social, economic, and political developments (e.g., feminism, environmentalism) reflected in works of past and present art.
- h. Analyze ways in which the works of contemporary artists reflect, play a role in, and influence present-day culture.
- i. Demonstrate knowledge of the roles and functions of arts agencies and institutions (e.g., arts councils, art museums, galleries, collectors).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 3.3, Grade 4: 3.2, Grade 5: 3.1, Grades 9 through 12–Proficient: 3.4, Grade 9 through 12–Advanced: 3.1-3.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 3 and 4.)

### 3.2 World Arts

- a. Demonstrate knowledge of artworks and artists, both male and female, in terms of their role and social context, from various times, places, and cultures.
- b. Recognize the characteristics of art forms from various times, places, and cultures (e.g., fine art, traditional art, folk arts).
- c. Analyze how artworks from various times, places, and cultures reflect features and characteristics of those societies.
- d. Identify similarities and differences among art forms or art objects from various times and places within and across cultures.
- e. Recognize how artworks from various times, places, and cultures both reflect and influence society.
- f. Demonstrate knowledge of the cultural contributions of various native, immigrant, and underrepresented groups to the art of the United States.
- g. Compare and contrast utilitarian and nonutilitarian artworks across times, places, and cultures.
- h. Analyze how artworks from different cultures past and present have contributed to California's history and art heritage.
- i. Identify major works of art created by women and describe the impact of those works on society at that time.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Kindergarten: 3.3, Grade 1: 3.1, 3.3–3.4, Grade 2: 3.2–3.3., Grade 3: 3.1–3.2, 3.4–3.5, Grade 4: 3.2, Grade 5: 3.2–3.4, Grade 6: 3.1–3.2, Grade 7: 3.1–3.2, Grade 8: 3.1–3.4, Grades 9 through 12–Proficient: 3.1. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 4.)

### Domain 4. Aesthetic Valuing

Candidates demonstrate an understanding of aesthetic valuing in art as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, interpret, and critique processes and works of visual art representing a wide diversity of forms, media, purposes, and functions. Candidates are able to make sound critical judgments about the quality and success of artworks, relying on their own experiences in and perceptions about the visual arts as well as the perceptions of others.

#### 4.1 Derive Meaning

- a. Demonstrate knowledge of the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- b. Demonstrate knowledge of the use and interpretation of symbols in the visual arts.
- c. Analyze the intentions and motivations of artists creating works of visual art.
- d. Analyze and articulate how form and content influence the interpretation and message of a work of visual art.
- e. Analyze and describe how society and culture influence the message of a work of art and its interpretation.

- f. Understand factors that influence the perception of art (e.g., personal beliefs; cultural traditions; past and present social, economic, and political contexts).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grades 9 through 12–Proficient: 4.1–4.3. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

#### 4.2 Make Informed Judgments

- a. Apply knowledge of the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- b. Demonstrate knowledge of various aesthetic theories (e.g., deconstructionism, formalism, cultural perspectives) to critique one's own and others' artworks.
- c. Construct rationales for the validity of specific artworks and aesthetic theories outside one's own conceptions of art.
- d. Employ current and emerging art criticism models in writing and speaking about works of art.
- e. Develop and apply strategies and criteria to assess and critique a creative process and its resulting work of art.
- f. Develop criteria with a rationale for the selection of a body of work from one's own portfolio that represents significant achievements.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 8: 4.4, Grades 9 through 12–Proficient: 4.5, Grades 9 through 12–Advanced: 4.4–4.6. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard 3.)

### Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an understanding of art connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001) at an advanced level of proficiency. Candidates have both broad and deep conceptual knowledge of the subject matter. They understand connections and relationships between visual art and the other arts, as well as those between visual art, other disciplines, and the world at large. Candidates possess a high degree of visual literacy. They are familiar with the broad range of career opportunities available in the field of visual art, as well as with the roles and functions of visual art in a variety of professions and industries.

#### 5.1 Connections and Applications Between Visual Arts and Other Disciplines

- a. Demonstrate knowledge of the common or interrelated concepts, areas of concern, and methods of inquiry among the arts disciplines.
- b. Demonstrate knowledge of content-specific connections between visual arts and one or more major subject areas.

- c. Demonstrate knowledge of how to substantively integrate visual art with other subject areas.
- d. Demonstrate knowledge of how art can be used to gain and express learning in other disciplines.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, Grades 9 through 12–Advanced: 5.1–5.2. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 6 and 7.)

## 5.2 Visual Literacy

- a. Recognize how different visual representations of the same object or event can lead to different interpretations of meaning.
- b. Analyze uses of visual images and symbols to communicate and persuade (e.g., advertising, propaganda).
- c. Demonstrate understanding of how visual communication media (e.g., television, music videos, film, Internet) influence all aspects of society.
- d. Compare and contrast works of art, probing beyond the obvious and identifying content (e.g., psychological, metaphorical, cultural) found in the symbols and images.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 6: 5.4, Grade 8: 5.3, Grades 9 through 12–Proficient: 5.3, Grades 9 through 12–Advanced: 5.2.)

## 5.3 Art Careers and Career-Related Skills

- a. Demonstrate knowledge of careers in the visual arts.
- b. Analyze the relationship between commercial products (e.g., appliances, home furnishings, automobiles) and careers in art.
- c. Demonstrate awareness of the skills required in art-related careers (e.g., designer, curator, animator, interactive game developer, photographer).
- d. Demonstrate knowledge of what various types of artists (e.g., architects, product designers, graphic artists, illustrators) produce and how their works play a role in the everyday environment.
- e. Demonstrate knowledge of how portfolios can be used for a variety of career-related purposes.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: Grade 2: 5.4, Grade 3: 5.4, Grade 5: 5.3, Grades 9 through 12–Proficient: 5.4.)

**Domain 6. History and Theories of Learning in Art**

Candidates demonstrate a comprehensive understanding of the history and theories of art education and the role of arts in human development related to the content contained in Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of proficiency levels and developmental stages in art.

**6.1 Art and Human Development**

- a. Demonstrate knowledge of the role of the visual arts in human development.
- b. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts.

**6.2 Theories of Learning in Art**

Demonstrate knowledge of current and historical purposes, philosophies, and theories of learning in art.

(Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 8 and 9.)

## **Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Art**

Candidates for Single Subject Teaching Credentials in the visual arts are proficient artists with comprehensive conceptual and technical skills. They are adept in a variety of art media and are able to demonstrate their skill effectively to structure meaningful art experiences. They apply comprehensive knowledge of art criticism; art heritage of cultures from around the world, past and present; aesthetics, including the diversity of global cultural perspectives; and relationships both among the visual arts and between the visual arts and other disciplines.

They know how to incorporate technology into the creative art process. Candidates are also well versed in a variety of techniques and technical skills, aesthetic awareness, critical analytical skills, and proficiency in creative problem solving in the visual arts. Being familiar with various careers available in the field of visual art, they are able to investigate opportunities for pursuing careers in the visual arts.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Visual Arts: All grade levels: Standards 1–5. Art Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards 2–11. National Board for Professional Teaching Standards [NBPTS] Early Childhood and Middle Childhood Art Standards: Standards 1–6 and 9. National Board for Professional Teaching Standards [NBPTS] Early Adolescence through Young Adulthood Art Standards: Standards 1–8 and 10.)



## **APPENDIX B**

### **Performance Characteristics and Scoring Scales**

- **Portfolio 1: Concentration**
- **Portfolio 2: Breadth**



## Portfolio 1: Concentration

### PERFORMANCE CHARACTERISTICS

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
<b>DEPTH AND BREADTH OF UNDERSTANDING</b>	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

### SCORING SCALE

SCORE POINT	SCORE POINT DESCRIPTION
<b>4</b>	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial and accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects a comprehensive understanding of the assignment.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequate understanding of the assignment.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is limited accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited understanding of the assignment.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no accurate application of relevant subject matter knowledge.</li> <li>• The supporting evidence is weak; there are no or few relevant examples.</li> <li>• The response reflects little or no understanding of the assignment.</li> </ul>
<b>U</b>	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, does not contain a sufficient amount of original work to score, or does not meet one or more of the requirements specified in the CSET: Art Subtest II Portfolio Procedures Manual.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>

## Portfolio 2: Breadth

### PERFORMANCE CHARACTERISTICS

<b>PURPOSE</b>	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
<b>SUBJECT MATTER KNOWLEDGE</b>	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
<b>SUPPORT</b>	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

### SCORING SCALE

SCORE POINT	SCORE POINT DESCRIPTION
<b>3</b>	<p><b>The "3" response reflects a command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is an accurate application of relevant subject matter knowledge.</li> <li>• There is appropriate and specific relevant supporting evidence.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a largely accurate application of relevant subject matter knowledge.</li> <li>• There is acceptable relevant supporting evidence.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Art.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is only partially or not achieved.</li> <li>• There is limited or no application of relevant subject matter knowledge.</li> <li>• There is little or no relevant supporting evidence.</li> </ul>
<b>U</b>	<p><b>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, does not contain a sufficient amount of original work to score, or does not meet one or more of the requirements specified in the CSET: Art Subtest II Portfolio Procedures Manual.</b></p>
<b>B</b>	<p><b>The "B" (Blank) is assigned to a response that is blank.</b></p>