

## High Quality Assessment Content Validity Review Tool

To understand the review process and the use of the review tool, go to:

[How to use the Assessment Review Tool](#)

<b>Content Area: Visual Art</b>
<b>Name of Assessment: Develop A Design For a Park Environment</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 4/19/2012</b>

Assessment Profile																	
<p><b>Grade Level(s) suggested by this assessment:</b> 4th grade</p> <p><u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u></p> <p>VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.1-GLE.2, VA09-GR.4-S.1-GLE.3, VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2</p> <p><b>What is the DOK of the assessment?</b> DOK 3-4</p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations:</b> DOK 3-4</p> <p><b>Describe the content knowledge/concepts assessed:</b> Students will demonstrate their knowledge of design, form, and function as it relates to art during the design of a Public Park.</p> <p><b>List the skills/performance assessed:</b> Students will first draw their Public Park to accommodate young and old patrons, and then explain their designs using artistic terms in a written constructed response.</p>																	
<p><b>Item Types - check all that apply (note: there is often overlap among certain item types):</b></p> <p><b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p> <p><b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p><b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)</p> <p><b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"></td> </tr> </table>	Check All That Apply		X		X	X	X		Check All That Apply	X	X	X	X	X	X	
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<p><b>The assessment includes:</b></p> <p><b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p><b>Scoring Guide/Rubric</b></p> <p><b>Sample evidence to show what student performance might look like:</b></p> <p><b>Materials</b> (if needed to complete the assessment)</p> <p><b>Estimated time for administration</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?</p> <p><b>Other:</b></p>																	

**A high quality assessment should be...Aligned**

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b>To what extent do you see a strong content match between the set of items reviewed or the task and the corresponding Colorado Academic Standard/s? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>This assessment is a great creative prompt but need an alignment to the VA CAS. This can be easily done by looking at VA CAS 1 and 3.</p> <p>The cognitive demand is directly aligned with the GLEs for VA CAS 1 and 3.</p> <p>The most intriguing part of this assessment is that students have created the work of art that requires analysis/explanation... giving them potentially greater ownership of the task. This is a great assessment format for the visual arts.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p><b>Standard: 3. Invent and Discover to Create (task: design a Public Park in a drawing), Standard: 1. Observe and Learn to Comprehend (task: explain design features of the park in a written constructed response)</b></p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right"><b>Alignment with Standards Score</b></p>		<p align="right"><b>2</b></p>
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p><b>The task requires proficiency at the GLEs.</b></p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>		<p align="right"><b>2</b></p>

A high quality assessment should be...Scored using Clear Guidelines and Criteria		
Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b>  <b>Answer key, scoring template, computerized/machine scored</b>  <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task)  <b>Checklist</b> (e.g., with score points for each part)  <b>Teacher Observation Sheet/ Observation Checklist</b>	          <b>Yes, several types=3, Yes, at least one type=2, None=1</b>	Rubrics are task specific and GL appropriate (4th grade)  Rubrics could be aligned with a little design work and rewording (VA CAS 1 and 3)
<b>Scoring Guide Present Score</b>		<b>2</b>
<b>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</b>  <b>Provide an explanation of your response: The drawing rubric could align with VA CAS 3: Invent and Discover to Create, GLE: Use media to express and communicate ideas about an issue of personal interest. The written constructed response rubric could align with VA CAS 1: Observe and Learn to Comprehend, GLE: Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design.</b>	          <b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b>	The rubrics could be enhanced with more detailed indicators of possible evidence outcomes (EO) for each task. The VA CAS EO will be very helpful in defining this EOs.
<b>Rubric Aligned with Standards Score</b>		<b>2</b>
<b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, the performance levels indicate levels of understanding/comprehension, from 'no response' to 'explaining design in artistic terms.'</b>	          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Coherent Score</b>		<b>3</b>
<b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</b>  <b>Explain:</b> The rubric are generalized and do address the demands of the tasks for drawing/creating and writing.	          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<b>2d. Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to arrive at the same score for a given response? Why or why not?</b>  There are some subjective words in the rubric, e.g. "beautiful" can be interpreted in a variety of ways.	          <b>Yes=3, Somewhat=2, No=1</b>	Recommendation... vet the rubrics for subjective language.
<b>Inter-rater Reliability Score</b>		<b>2</b>
<b>2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work would be needed?</b>  There is no student work, but there are visual reproduction as exemplars for students to reference.	          <b>Yes=3, Somewhat=2, No=1</b>	recommendation... provide teachers with a student exemplar at the masterly GLE levels (4th grade)
<b>Student Work Samples Score</b>		<b>2</b>



## A high quality assessment should be...FAIR and UNBIASED

FAIR and UNBIASED <i>(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Strengths/Suggestions
<b>3a.</b> To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered (e.g., use of white space, graphics, and illustrations)?  <b>Provide an explanation of your response:</b>  This is a teacher copy. A student copy would need to be formatted.	All=3, Some=2, None=1	This assessment could provide great summative information for all learners, provided there are accommodations for diverse learners and special needs... e.g. oral communication for struggling writers.
<b>"Clear &amp; Uncluttered" Score</b>	<b>2</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?  <b>Provide an explanation of your response:</b>  The tasks are described in a clear way for the teacher and student.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b>  The tasks are unbiased and allow for a variety of ways for students to communicate their ideas (drawing and writing)	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? <b>Provide an explanation of your response:</b>  The written component asks for students to use artistic terms and provides an example of grade level appropriate terms in the rubric.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>3</b>	
*Please reference "Defining Features of Academic Language in WIDA's		
<b>3e.</b> If applicable, what type of accommodations should be considered to ensure that students with special needs can fully access the content represented by the task or set of items reviewed?  <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> <li>○ <b>Presentation Accommodations</b> —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.</li> <li>○ <b>Response Accommodations</b> —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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>○ <b>Linguistic Accommodations</b> — 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.</li> </ul>		

3f: Identify and write down the accommodations permitted for this assessment:

There are no accommodations suggested in this assessment.

Yes, Several allowed=3;  
Yes, Some allowed=2;  
None allowed =1

**"Adequate Accommodations Allowed" Score**

**1**

A high quality assessment should ...increase OPPORTUNITIES TO LEARN		
The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities	Check all that apply:	Strengths/Suggestions
<p><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b></p> <p>Yes, it is an engaging student task that asks them to design a public park and think about civic duties (accommodating young and old patrons in the park) and architectural, landscape design features.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Again... this assessment has potential to be an excellent assessment with alignment to the VA CAS and clearer evidence outcomes in the scoring rubrics.</p>
<b>"Engages Students" Score</b>	<b>3</b>	
<p><b>4b.</b> To what extent do you think the knowledge and skills tested by the assessment can provide good information about what students have learned in the classroom? <b>Provide an explanation of your response:</b></p> <p>This would inform the students' technical drawing abilities, creativity, innovation, and use of grade level artistic terms in a written constructed response.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>3</b>	
<p><b>4c.</b> To what degree do the results from this assessment (scores and student work analysis) foster meaningful dialogue about learning expectations and outcomes with students and parents? <b>Provide an explanation of your response:</b></p> <p>There is no indication of how this data will be used by the students and parents, but could obviously be used by the teacher in both formative and summative ways.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>2</b>	
<p><b>4d.</b> To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? <b>Provide an explanation of your response:</b></p> <p>The use of exemplars, the use of students own work as a prompt for analysis and the engaging task all help communicate the expectations for academic excellence to students.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>3</b>	
<p><b>4e.</b> Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can use the results (scores and student work analysis) to understand what competency on standard/s look like? <b>Provide an explanation of your response:</b></p> <p>Once the tasks are aligned with the VA CAS and the rubrics are aligned with the GLE evidence outcomes, there will be a strong correlation between the tasks, results and the students competency on the standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>2</b>	
<p><b>4f:</b> Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? <b>Provide an explanation of your response:</b></p> <p>With VA CAS alignment, this assessment could easily fit into the curriculum for 4th grade</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>2</b>	





Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	2	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	1	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	45	57
Overall Percentage		78.9%

This assessment is: Place an 'X' in the appropriate box

Fully Recommended	
Partially Recommended	X
Not Recommended	