

High Quality Assessment Content Validity Review Tool

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

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

Content Area: Visual Art
Name of Assessment: Visual Arts Exercise, Grade 4 (a)
Reviewer(s): Content Collaborative
Date of Review: 4/18/12 (reviewed and revised on 6/09/13)

Assessment Profile								
<p>Grade Level(s) suggested by this assessment: 4th grade</p> <p><u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> VA09-GR.4-S.2-GLE.1; VA09-GR.4-S.4-GLE.1; VA09-GR.4-S.1-GLE.1; VA09-GR.4-S.1-GLE.3</p> <p>What is the DOK of the assessment? DOK 1-3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK 3-4</p> <p>Describe the content knowledge/concepts assessed: "identifying visual characteristics in the works of others; providing reasons for an artist's specific selections of content and the communication role of visual form in specific works of art; demonstrating understanding that there are various purposes and reasons for works of art"</p> <p>List the skills/performance assessed: "selecting and using basic media and techniques to communicate ideas, while using art materials in ways that result in the purposeful use of form; planning compositions using specific organization of elements, symbols, and images that communicate the intended meaning; providing reasons for specific selections; evaluating final compositions for use of expressive features."</p> <p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;">X</td> </tr> <tr> <td style="height: 20px;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </tbody> </table>	Check All That Apply		X	X		X	
Check All That Apply								
X								
X								
X								

The assessment includes:

Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)

Scoring Guide/Rubric

Sample evidence to show what student performance might look like:

Materials (if needed to complete the assessment)

Estimated time for administration

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

Check All That Apply
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
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<input checked="" type="checkbox"/>
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A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p>1a. 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? Select one option below.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>This assessment provides students an opportunity to view and interpret personal and others' art work through short constructed response.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
Alignment with Standards Score		2
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>The prompt questions require low level thinking, e.g. "Who looks happiest, why do they look happiest, etc."</p>	<p>Similar Rigor=3; More Rigor=2; Less Rigor= 1</p>	
Depth of Knowledge (Rigor) Score		1

A high quality assessment should be...Scored using Clear Guidelines and Criteria

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
Scoring Guide Present: Answer key, scoring template, computerized/machine scored Generalized Rubric (e.g., for persuasive writing, for all science labs) Task-Specific Rubric (only used for the particular task) Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	2	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: The tasks ask students to interpret meaning from art, but are too low of rigor to fully align.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Somewhat; e.g. "Level 1: Student was able to provide one reason for the painting selected. Level 2: Student was able to provide two reasons for the painting selected, using visual terms. Level 3: Student provided three or more reasons for the painting selected, and supported opinion in terms of visual imagery, analyzing the communication role of visual form."	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score	2	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Somewhat; e.g. Task asks, "WHICH PORTRAIT DO YOU LIKE THE BEST? WRITE THE NUMBER DOWN. THEN SAY WHY YOU PICKED THAT PAINTING. WHAT DO YOU LIKE ABOUT THE PAINTING?" and the rubrics asks, "Level 2: Student was able to state more than one reason for choice, or was able to state preference in visual terms."	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment	2	
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? The scoring criteria is explicit and scorers would likely arrive at the same score for each task.	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	3	
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? No exemplars are included.	Yes=3, Somewhat=2, No=1	
Student Work Samples Score	1	

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
3a. 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)?		
Provide an explanation of your response: This is a teacher copy of the assessment tasks and has not been formatted for the student to use.		
"Clear & Uncluttered" Score	1	
3b. To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?		
Provide an explanation of your response: Yes, the items are presented in a straight forward way; e.g. "TELL ABOUT YOUR SECOND SELF-PORTRAIT. WHAT FEELINGS WERE YOU TRYING TO SHOW?"		
"Straight Forward" Score	3	
3c. To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? Provide an explanation of your response: The tasks are non-specific to content or culture and would be accommodating for most students.		
Free of 'Cultural or Unintended Bias' Score	3	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Somewhat; e.g. "NOW PICK A PAINTING IN WHICH YOU THINK THE SUBJECT IS SAD OR UNHAPPY. WHAT CLUES DID YOU FIND THAT MADE YOU THINK SO?"		
"Academic Language" Score	2	
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards" http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language</p>		
3e. 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?		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> ○ Presentation Accommodations —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. ○ Response Accommodations —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. 		

- **Setting Accommodations** —Change the location in which a test or assignment is given or the conditions of the assessment setting.
- **Timing and Scheduling Accommodations** —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- **Linguistic Accommodations** — 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.

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

No accommodations are presented or identified 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>4a. Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? Provide an explanation of your response: Somewhat... The tasks are specific to portraits and portraiture with an element of inference and empathy (perhaps a life skill).</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		2
<p>4b. 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? Provide an explanation of your response: Somewhat... the assessment would be indicative of students' ability to analyze, interpret and critique works of art; but there is no indicator of what student mastery for these looks like in the scoring rubrics, making it difficult to gage student learning over time.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		2
<p>4c. 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? Provide an explanation of your response: This assessment could help inform students/teachers as a beginning-of-year evaluation, but does not meet the DOK requirements for end-of-year GLEs for 4th grade.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		1
<p>4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? Provide an explanation of your response: No, this assessment does not meet the DOK requirements for the end-of-year GLEs for 4th grade.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		1
<p>4e. 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? Provide an explanation of your response: See above.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		1
<p>4f: Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can identify what purpose the assessment serves (e.g., diagnostic, report card grades, adjusting instruction, etc.)? Provide an explanation of your response: At most, this assessment could be used as a beginning-of-year evaluation, but does not address the DOKs for 4th grade end-of-year GLEs</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score		1

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	1	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	1	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	1	3
Competency on Standards Score	1	3
Locate evidence Score	1	3
Subtotal	8	18
Opportunities to Learn Percentage		44.4%
Grand Total	33	57
Overall Percentage		57.9%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	