

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](#)

Content Area: Visual Art
Name of Assessment: Stylish Sneakers
Reviewer: Content Collaborative
Date of Review: 4-19-2012

Assessment Profile																				
<p>Grade Level(s) suggested by this assessment: 4th Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.2-GLE.1, VA09-GR.4-S.2-GLE.2, VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2, VA09-GR.4-S.4-GLE.1</p> <p>What is the DOK of the assessment? DOK 1-4</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK 1-4</p> <p>Describe the content knowledge/concepts assessed: To observe and describe art. To envision and plan a design. To critique and evaluate one's own art.</p> <p>List the skills/performance assessed: 1. To use the language of art to respond to their own art and the art of others. 2. To create 2D plans to design a functional 3D object 3. To evaluate/critique one's own art in reference to a prompt.</p> <p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Selected Response (multiple choice, true-false, matching, etc.)</td> <td style="width: 15%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Extended Response (essay, multi-step response with explanation and rationale required for tasks)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Selected Response (multiple choice, true-false, matching, etc.)	<input type="checkbox"/>	Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	<input checked="" type="checkbox"/>	Extended Response (essay, multi-step response with explanation and rationale required for tasks)	<input checked="" type="checkbox"/>	Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input checked="" type="checkbox"/>	Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input type="checkbox"/>	Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr><td style="height: 15px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 15px;"> </td></tr> <tr><td style="height: 15px;"> </td></tr> </table>	Check All That Apply		X	X	X		
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X																				
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<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</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: 15px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 15px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 15px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 15px;"> </td></tr> </table>	Check All That Apply		X	X		X	X		X										
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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: Direct alignment to VA09-GR.4-S.1-GLE.1, VA09-GR.4-S.2-GLE.1, VA09-GR.4-S.2-GLE.2, VA09-GR.4-S.3-GLE.1, VA09-GR.4-S.3-GLE.2: e.g. "Students invent and use ways of generating visual, spatial, and temporal concepts, in planning works of art and design; Students select and use form, media, techniques, and processes to achieve goodness of fit with the intended meaning or function of works of art and design; Students analyze and interpret works of art and design for relationships between: form and context, form and meaning or function, and the work of critics, historians, aestheticians, and artists/designers.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
Alignment with Standards Score		3
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: Provides DOK 2-3 in VA09-GR.4-S.4-GLE.1: e.g. Scorable Unit 3 states, "response demonstrates the student's ability to communicate their intentions, reflect on their actions and recognize purposes and reasons for making art."</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
Depth of Knowledge (Rigor) Score		2

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p>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</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p align="center"><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
Scoring Guide Present Score		2
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: Somewhat. The rubrics are loosely tied to the CAS, but with some rewording could align better: e.g. Scorable Unit 1 says, "Student specifically identifies the similarities of elements and styles between the art works A and B. And discerns differences in form as related to those elements," and could be reworded to address S.1-GLE-1 by saying, "Student compares and contrasts the characteristics and expressive features of design of art works A and B."</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score		2
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, the scoring categories are clearly defined by providing expectations for proficiency: e.g. "Student's artwork exhibits original and creative use of color, line, shape, and materials. The work creates a concept for an original design. The work exhibits structural elements and design principles related to the previous work."</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		3
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The rubric/scoring criteria address most of the demands within the task: e.g. Scorable Unit 2 says, "Students select and use form, media, techniques, and processes to achieve goodness of fit with the intended meaning or function of works of art and design. This response demonstrates the students ability to utilize materials in connection with creative problem solving, develop transfer of knowledge from one form to another, and produce an example of how one artwork will be used to analyze one art work to synthesize another." The task for the most part does this.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
Rubric/Scoring Alignment		3
<p>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? Yes, raters would arrive at similar or same conclusions due to clear criteria: e.g. Scorable Unit 3 says, "In describing their artwork, the student clearly describes the imagery and explicit details used in the artwork to reflect the previous artwork. Direct relationships among the student's own work and those observed are made through explicit examples from the artworks."</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
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 provided

Student Work Samples Score	1
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A high quality assessment should be...FAIR and UNBIASED

FAIR and UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)	Rating Column	Strengths/Suggestions
<p>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)?</p>		
<p>Provide an explanation of your response:</p>		
<p>This is a teacher version; a student version would need to be created. The teacher format is visually clear.</p>	All=3, Some=2, None=1	
<p align="center">"Clear & Uncluttered" Score</p>		<p align="center">2</p>
<p>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?</p>		
<p>Provide an explanation of your response:</p>		
<p>Yes, the items are presented in a straightforward way for a range of learners: e.g. Scorable Unit 3 asks students to, "1. What materials did you choose to use for you design? 2. Why did you use these materials? 3. Explain one thing that makes your design different from the artwork you chose. 4. Describe how you used certain lines, shapes, and colors to make your design. 5. Why did you choose to arrange the lines, shapes, and colors the way you did in you design?"</p>	All=3, Some=2, None=1	
<p align="center">"Straight Forward" Score</p>		<p align="center">3</p>
<p>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:</p>		
<p>The vocabulary and the context of the items are mostly free from cultural and other unintended biases. See 3b response for an example of question/prompt phrasing.</p>	All=3, Some=2, None=1	
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>		<p align="center">3</p>
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response:</p>		
<p>Somewhat. In the constructed response items, students are expected to use a high level of academic language, but there are no exemplar of what this academic language might include: e.g. Scorable Unit 3 says, "In describing their artwork, the student clearly describes the imagery and explicit details used in the artwork to reflect the previous artwork. Direct relationships among the student's own work and those observed are made through explicit examples from the artworks."</p>	No=3, Somewhat=2, Yes=1	
<p align="center">"Academic Language" Score</p>		<p align="center">2</p>
<p><u>*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)</u></p>		
<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>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> o 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 stated.

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:</p> <p>Yes, the central problem is to design a sneaker - which applies to a real world artistic task and would be an engaging challenge for a 4th grader.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		3
<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:</p> <p>The assessment would provide a evidence of student ability to observe and describe art, design, discuss function, and critique art.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		3
<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:</p> <p>This assessment would a useful tool for discussing students' understanding of compare and contrast, design principles, relating art to function/purpose, and ability to describe expressive features.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		3
<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:</p> <p>The task communicates expectations for academic excellence: e.g. "The students will view selected art works to identify, compare, and analyze relationships between two art forms using similar designs. The students will select an art work to develop relationships between the artwork and their design for a pair of sneakers."</p>		

	Yes=3; Somewhat=2; No=1
Communicates Academic Excellence Score	3
<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:</p> <p>Results for the assessment would provide evidence of student comprehension in the following categories: To observe and describe art, To envision and plan a design, To critique and evaluate one's own art.</p>	
	Yes=3; Somewhat=2; No=1
Standards Competency Score	3
<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:</p> <p>The assessment offers both formative and summative purposes.</p>	
	Yes=3; Somewhat=2; No=1
Locate evidence Score	3

	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	1	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	2	3
Adequate Accommodations Allowed	1	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	48	57
Overall Percentage		84.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	