

## 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 Arts</b>
<b>Name of Assessment: Architectural Design</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 4-18-2012</b>

Assessment Profile									
<b>Grade Level(s) suggested by this assessment:</b> 8th									
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> VA09-GR.8-S.1-GLE.2; VA09-GR.8-S.2-GLE.2; VA09-GR.8-S.3-GLE.1; VA09-GR.8-S.4-GLE.3									
<b>What is the DOK of the assessment?</b> 3-4									
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b> 2-4									
<b>Describe the content knowledge/concepts assessed:</b> Economic, environmental and aesthetic concerns, architectural elements of design, variety of building materials, ability to plan and communicate artistic intent.									
<b>List the skills/performance assessed:</b> Two architectural drawings, written response of architectural choices									
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b> <b>Selected Response</b> (multiple choice, true-false, matching, etc.)  <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.)  <b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)  <b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)  <b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) <b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </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: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply		x	X	x		X	
Check All That Apply									
x									
X									
x									
X									
<b>The assessment includes:</b> <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 ...) <b>Scoring Guide/Rubric</b>  <b>Sample evidence to show what student performance might look like:</b>  <b>Materials</b> (if needed to complete the assessment) <b>Estimated time for administration</b> <b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? <b>Other:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="height: 20px;"> </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: 20px;"> </td></tr> </tbody> </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? <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>X 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>Strength: There is a partial match to the following CAS: VA-GR.8-S.1-GLE.2; VA-GR.8-S.2-GLE.2; VA-GR.8-S.3-GLE.1; VA-GR.8-S.4-GLE.3 .</p> <p>Suggestion: Revision of tasks/prompts/rubrics to address specific language/content/concepts in the matched CAS.</p> <p>Note on Rigor: This assessment is more rigorous than what the CAS ask for.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response: .</b></p> <p>Prompts from the assessment:  <i>Who is to use this dwelling, how did you organize the living spaces and why did you arrange them in that way? What types of building materials did you use and why did you choose these? How does your designed dwelling reflect and fit into the environment that you chose? How did you make it beautiful?</i>                      Prompts are a partial match to VA CAS GR.8-S.4-GLE.3: Visual arts provide an opportunity to explore sustainable environments, design and architecture.                      EO.a. Plan and articulate architectural elements within urban and rural setting                      EO.b. Plan, design, and construct a public art installation                      EO.c. Discuss environmental and aesthetic issues related to the design and packaging of industrial products and cities</p>		
<b>Alignment with Standards Score</b>		<b>2</b>

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? <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>	

From the assessment: *Keep in mind that you will be working with and assessed on the same criteria that Frank Lloyd Wright used when he designed a building. Which are:*

- *well planned living space*
- *appropriate use of materials in response to economics and \*environment*
- *Beauty in response to the \*environment*

*\*environment = climate, geography and environmental impact*

From the Standard: GR.8-S.4-GLE.3 Visual arts provide an opportunity to explore sustainable environments, design & architecture

Similar Rigor=2; More Rigor=1; Less Rigor= 1

**Depth of Knowledge (Rigor) Score**

**1**



<p>the task is evaluated in the rubric. For example, the drawing prompt says: <i>Keep in mind that you will be working with and assessed on the same criteria that Frank Lloyd Wright used when he designed a building. Which are:</i></p> <ul style="list-style-type: none"> <li>• <i>well planned living space</i></li> <li>• <i>appropriate use of materials in response to economics and *environment</i></li> <li>• <i>Beauty in response to the *environment</i></li> <li>*environment = <i>climate, geography and environmental impact</i></li> </ul> <p>This criteria is not specifically addressed in the rubric. For example, the rubric says: <i>Basic level- Student shows simple planning in rectangles of rooms in a house: food preparation, sleeping, living/dinning, hygiene areas. Proficient level- Student shows the above areas plus mapping out traffic patterns, and shows or states a connection to the elevation drawing and site. Advanced level- Student shows the above and makes references to things like materials used, dimensions, landscaping, multiple floors and/or great detail.</i></p>	<p>Yes=3, Somewhat=2, No=1</p>
<p align="center"><b>Rubric/Scoring Alignment</b> <span style="float: right;"><b>1</b></span></p>	
<p><b>2d.</b> 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? <b>Why or why not?</b></p> <p>No, the scoring criteria is subjective and ambiguous. For example, rubric for written task Question #1 says: <i>Proficient level- Short answers that correlate to what is shown in the drawings</i> . No examples are provided for what a proficient answer would look like.</p>	<p>No=3, Somewhat=2, Yes=1</p>
<p align="center"><b>Inter-rater Reliability Score</b> <span style="float: right;"><b>3</b></span></p>	
<p><b>2e.</b> 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?</p> <p>No student work is included, but an exemplar would be helpful, particularly for the drawing task. There are written examples for the writing tasks, but these examples do not help with scoring reliability. For example, writing Question #1 gives this as an acceptable student response for Advanced: <i>"This dwelling is for resort living people, being an escape from the cold during the winter for nearby nudist colonies. This resort will bring in money for the area. The hot tubs are very large, the largest being 30' by 30'. This is built over natural hot springs. The paths are organized in a manner that would lead people to look in all directions. Shrubs and flowers are planted at the borders of the side walks. All the areas are equally good areas for rest, so squabbles would be eliminated among the people."</i></p>	<p>Yes=3, Somewhat=2, No=1</p>
<p align="center"><b>Student Work Samples Score</b> <span style="float: right;"><b>1</b></span></p>	

**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><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)?</p>		<p>We recommend student directions to be in a separate page from teacher directions.</p>
<p><b>Provide an explanation of your response:</b> Formatting is difficult to follow.</p>		
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>		
<p><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?</p>		<p>Suggestion: Revision of the drawing prompt to provide for clarity in what the task is asking for.</p>
<p><b>Provide an explanation of your response:</b> Some of the directions provided clearly. For example, the writing tasks ask: <i>Respond as specifically as possible to the following questions. 1. Who is to use this dwelling, how did you organize the living spaces and why did you arrange them in that way? 2. What types of building materials did you use and why did you choose these? 3. How does your designed dwelling reflect and fit into the environment that you chose? How did you make it beautiful?</i> The drawing task though is not as clear. For example, the drawing task says: <i>Now it is your turn to draw. Use one sheet of paper to draw your plan(top down view), and the other to draw you elevation( side view). You may use cutouts of furniture to draw and draw a sketch on how you will use</i></p>		
<p align="center"><b>"Straight Forward" Score</b></p>		
<p><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> Requires background knowledge of architectural and environmental aspects that may not be available for all students.</p>		
<p align="center"><b>Free of 'Cultural or Unintended Bias' Score</b></p>		
<p><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> Academic language of architectural and environmental elements are very high.</p>		
<p align="center"><b>"Academic Language" Score</b></p>		
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4q wcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4q wcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</p>		
<p><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?</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"> <li>o <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> </ul>		

o **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.

o **Setting Accommodations** —Change the location in which a test or assignment is given or the conditions of the assessment setting.

o **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.

o **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:

None specified

All of these accommodations would need be considered, with specific attention going towards ELL due to rigor in academic language used in the assessment.

1

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 because the task and knowledge displayed is necessary in a real world and career environment. The task description has defined it well: <i>Students will be asked to respond to an architectural design problem, to create a dwelling that deals with the considerations of adequate, well planned living space, appropriate use of building materials in response to economics and environment (climate, geography, environmental impact), and beauty.</i></p>	<p>Yes=3; Somewhat=2; No=1</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>There is an assumption that students have studied the architectural and environmental issues found in this assessment as a part of the school's curriculum.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>		<b>2</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>Assuming that background information has been taught, this assessment would determine their content knowledge and skills related to architecture.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>		<b>3</b>
<p><b>4d.</b> 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? <b>Provide an explanation of your response:</b></p> <p>It involves higher level thinking and real world problem solving.</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>In order to determine if the scores are an accurate representation of competency for the standards, revisions need to take place in the rubrics in order to align the scoring criteria with the CASs.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>		<b>3</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 identify what purpose the assessment serves (e.g., diagnostic, report card grades, adjusting instruction, etc.)? <b>Provide an explanation of your response:</b></p> <p>The assessment would provide content knowledge of students' ability to respond through drawing and writing prompts about their understanding of architecture.</p>	<p>Yes=3; Somewhat=2; No=1</p>	



Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment	1	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	1	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	1	3
Subtotal	7	15
Fair & Unbiased Percentage		46.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	38	57
Overall Percentage		66.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	