

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 Arts
Name of Assessment: Optical Design
Reviewer: Content Collaborative
Date of Review: 4-18-2012

Assessment Profile									
Grade Level(s) suggested by this assessment: 8th									
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u>									
VA09-GR.8-S.1-GLE.1; VA09-GR.8-S.1-GLE.2; VA09-GR.8-S.1-GLE.3; VA09-GR.8-S.2-GLE.2; VA09-GR.8-S.3-GLE.2; VA09-GR.8-S.4-GLE.1; VA09-GR.8-S.4-GLE.2									
What is the DOK of the assessment?									
1-4									
Indicate the DOK range of the CAS Grade Level Expectations:									
1-4									
Describe the content knowledge/concepts assessed:									
element and principals, color schemes, optical illusions									
List the skills/performance assessed:									
Use protractor, ruler, create optical illusion, linear perspective, persuasive description skills, symmetry, focal point, and something called "fooling a depth of movement"									
Item Types - check all that apply (note: there is often overlap among certain item types): Selected Response (multiple choice, true-false, matching, etc.) Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.) Extended Response (essay, multi-step response with explanation and rationale required for tasks) Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) Process (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="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:	<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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x									
x									
x									
x									
x									

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. The evidence outcomes could be reworded to align as they mean similar things. However the tasks are not truly aligned to the intent of the standards.</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>Partial match. The prompt: "You work for a design firm and have just been asked to design a fabric for a client. This fabric is to utilize the principles of optical art and is to be a repeating pattern based on a geometric form," partially aligns with CAS GR.8-S.2-GLE.2</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>		<p align="center">2</p>
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 assessment requires similar rigor: e.g. "Optical art tries to recreate light and motion by making the design appear to move. What common aspects of the three paintings help to create the illusion of movement?" is similar in rigor to CAS GR.8-S.1-GLE.1-GLE.2</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>		<p align="center">2</p>

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 type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" 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: CAS GR.8-S.1-GLE.3: Art criticism strategies are used to analyze, interpret, and make informed judgments about works of art.	<input type="checkbox"/> <input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric/Scoring Coherent Score		2
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, no issues here.	<input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		3
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The expectations of the assessment are not fully addressed in the rubric/scoring. E.g. "The student effectively demonstrates the ability to employ techniques and media to create an optical design that meets the design criteria." But the "criteria" is not fully described in the prompt/task.	<input type="checkbox"/> <input type="checkbox"/> 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? Scorers would likely arrive at different scores. See comment above.	<input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		1
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 provided. Consider providing samples of project and constructed responses.	<input type="checkbox"/> <input type="checkbox"/> 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: Assessment provides teacher version and student response worksheets.	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
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: The items are not fully presented in a straightforward way. It is sometimes difficult to understand what the task is asking. E.g. "Optical art tries to recreate light and motion by making the design appear to move. What common aspects of the three paintings help to create the illusion of movement? What do these paintings have in common? State the likenesses in terms of art elements (line, shape/form, space, texture, and color) and design principles (rhythm, movement, balance, proportion, variety, emphasis and unity)." "	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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 vocabulary seems to be free of cultural or other unintended bias, but the wording of the prompts tend to be confusing, regardless of cultural background. See comment above.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Students would need a high level of academic language to understand the tasks and prompts, but do not necessarily need a high level of academic language to answer the prompts.	No=3, Somewhat=2, Yes=1	
"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? <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. 		All of these should be listed with note to the teacher to use as is appropriate.

- **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:

Non specified. Consider providing student exemplars.

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>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>The assessment attempts to connect to real world context: e.g. "You work for a design firm and have just been asked to design a fabric for a client. This fabric is to utilize the principles of optical art and is to be a repeating pattern based on a geometric form."</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:</p> <p>This assessment would not provide enough information as it relates to the CAS. The assessment tasks limit the presentation of knowledge and skill to only a couple of elements and principles.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		1
<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>Task are too restrictive or too content specific to provide for a meaningful dialogue about learning expectations.</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:</p> <p>The assessment does not clearly communicate expectations for academic excellence, particularly in how the scoring/rubrics are written: e.g. "The student adequately analyzes the common aspects of the three paintings using some terms of principles and elements of art."</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:</p> <p>It would be difficult to use the results of this assessment to determine data on student competency for the CASS.</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:</p> <p>It would be difficult to determine the purpose of the assessment with how it is currently written.</p>	<p>Yes=3; Somewhat=2; No=1</p>	

Locate evidence Score

1

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	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	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	1	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	1	3
Competency on Standards Score	1	3
Locate evidence Score	1	3
Subtotal	7	18
Opportunities to Learn Percentage		38.9%
Grand Total	32	57
Overall Percentage		56.1%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	