

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: Personal Symbolism
Reviewer: Content Collaborative
Date of Review: 4-18-2012

Assessment Profile

Grade Level(s) suggested by this assessment: 8th

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

VA09-GR.8-S.1-GLE.2; VA09-GR.8-S.2-GLE.3; VA09-GR.8-S.2-GLE.1; VA09-GR.8-S.2-GLE.2; VA09-GR.8-S.3-GLE.1; VA09-GR.8-S.3-GLE.2; VA09-GR.8-S.3-GLE.3; 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:

Symbols and visual communication, knowledge of elements and principle, knowledge of eras and culture

List the skills/performance assessed:

problem solving, planning and evaluating through the creative process, skill and technique in various specific media,

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)

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
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.</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 student will look at each of the reproductions provided and choose one reproduction to respond to on the provided worksheet. Following this activity the student will make a list of five things that are important in his life. The student selects three things from his list and develops a visual symbol that represents each. Using the provided T-shirt template and colored markers the student then designs a T-shirt that incorporates these three symbols into a design that represents the student and would tell people something about him. Following the production activity the student responds to a series of questions about his design and the things that it reflects about him."</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="center">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>DOK's in the CAS GLEs are similar to the expectations listed in the assessment. For example GR.8-S.1-GLE.1-EO.a: Create two- and three-dimensional works of art - individually or collaboratively - that employ the characteristics and expressive features of art and design (DOK 3-4)</p> <p>b:Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes (DOK 1-3)</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="center">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 checked="" 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: Rubric states: "Student identifies the relationship between objects/images and the symbolic meaning of the artwork," which is partially aligned CAS GR.8-S.1-GLE.3	<input type="checkbox"/>	
<input type="checkbox"/>		
	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: No, the language in the rubrics are not clearly defined in order to determine performance levels. Consider more explicit performance language in the rubrics.	<input type="checkbox"/>	
<input type="checkbox"/>		
Rubric/Scoring Coherent Score		1
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The rubrics make it difficult to address the demands of the tasks, due to vagueness of the scoring criteria.	<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? Raters are likely to arrive at different scores, see the answer to 2b.	<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? There are no student exemplars provided. Consider providing exemplars for mastery or proficiency.	<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: The assessment provides graphic organizers and templates that relate to the prompts/tasks, which		
	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	2	
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: No issues here.		
	All=3, Some=2, None=1	
"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:		
No issues here.	All=3, Some=2, None=1	
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.: "...create a design that is easy to understand and uses art elements (line, shape/form, space, texture, and color) and design principles (rhythm, movement, balance, proportion, variety, emphasis and unity)"		
	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?		
<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. 	<p align="center">All listed accommodations should be considered.</p>	

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.

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>Somewhat. The assessment attempts to engage students through problem solving/challenge by prompting them to design a T-shirt based on important aspects of themselves.</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>The assessment is somewhat narrow in its scope, by mostly focusing on "symbolism" in a T-shirt design. It would be difficult to use the assessment as an indicator of what CASs students have mastered in the classroom.</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:</p> <p>Somewhat. Please see comment above.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		2
<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 attempts to transfer student knowledge through the task of symbolism and t-shirt design, however the expectations for academic excellence need to be more clearly communicated in the scoring/rubrics.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		2
<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>Somewhat. Please see response to 4b.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		2
<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>		

It is difficult to determine the purpose of this assessment, because the scope of the tasks are mostly specific to symbolism in a t-shirt design. This would not be a good comprehensive assessment of the GR.8 CASs

**Yes=3; Somewhat=2;
No=1**

Locate evidence Score

2

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	1	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	9	18
Scoring Percentage		50.0%
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	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	12	18
Opportunities to Learn Percentage		66.7%
Grand Total	36	57
Overall Percentage		63.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	