

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: Creating a Time Capsule
Reviewer: Content Collaborative
Date of Review: April 19, 2012

Assessment Profile

Grade Level(s) suggested by this assessment: 4, 8, 12

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.1-GLE.2; VA09-GR.4-S.1-GLE.3; VA09-GR.4-S.2-GLE.1; VA09-GR.4-S.2-GLE.2; VA09-GR.4-S.2-GLE.3; VA09-GR.4-S.3-GLE.2; VA09-GR.4-S.3-GLE.3; VA09-GR.4-S.4-GLE1; VA09-GR.4-S.4-GLE.2; VA09-GR.4-S.4-GLE.3

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.1; VA09-GR.8-S.2-GLE.2; VA09-GR.8-S.2-GLE.3; VA09-GR.8-S.3-GLE.2; VA09-GR.8-S.3-GLE.3; VA09-GR.8-S.4-GLE1; VA09-GR.8-S.4-GLE.2; VA09-GR.8-S.4-GLE.3

VA09-GR.HS-S.1-GLE.1; VA09-GR.HS-S.1-GLE.2; VA09-GR.HS-S.1-GLE.3; VA09-GR.HS-S.2-GLE.1; VA09-GR.HS-S.2-GLE.2; VA09-GR.HS-S.2-GLE.3; VA09-GR.HS-S.3-GLE.2; VA09-GR.HS-S.3-GLE.3; VA09-GR.HS-S.4-GLE1; VA09-GR.HS-S.4-GLE.2; VA09-GR.HS-S.4-GLE.3

What is the DOK of the assessment? DOK 1,3,4

DOK 1: Students are able to define and describe the use of art elements, principles, style, media, and /or techniques. They can identify the function of art in a culture, and make connections between visual art and other content areas.(example) Students are asked to "compose" a picture from ideas they have generated reflecting their life and culture to be put in a time capsule for future generations to see.

DOK 3: Students create original artwork within a set of teacher-directed parameters which could include subject matter, themed, historical style, elements and principles, media, and /or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society. Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art. (example) Students write down ideas and sketch images that will symbolize their message, and then put their ideas together to create a final "picture or composition."

DOK 4: Students select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. They conduct research using a variety of sources and develop ideas through series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions. (example) Students create a final composition based on a series of idea generating activities (lists, sketches) Students write a statement naming the objects and images they used and telling what they symbolize. Students discuss the choices they made and any changes they would make from the first sketches to the final and any changes they would make with more time.

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1, 3, and 4

Describe the content knowledge/concepts assessed:

Concepts:

- Visual art has inherent characteristics and expressive features
- Historical and cultural context are found in visual art
- Art and design have purpose and function
- Reflective strategies are used to understand the creative process - Interpretation is a means for understanding and evaluating works of art
- Assess and produce art with various materials and methods
- Make judgments from visual messages - The work of art scholars impacts how art is viewed today
- Communication through advanced visual methods is a necessary skill in everyday life
- Appropriate understanding and use of techniques, materials and processes are necessary to create works of art
- Academic content vocabulary is required

List the skills/performance assessed:

- Identify characteristics and expressive features of art and how to recognize them in artwork
- Create meaning and how to recognize and interpret intended meaning in selected works of art
- Making inferences
- Knowledge of art materials, techniques, and processes
- Making informed judgments
- Interpretation of art using Knowledge of art history, art materials, techniques, and processes

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
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: Students are asked to "compose" a picture from ideas they have generated reflecting their life and culture to be included in a time capsule for future generations to see. This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard Reflect, GLE 1 and GLE 3; Standard: Create, GLE 2 and GLE 3 Standard: Transfer, GLE 1, GLE 2. Students write down ideas and sketch images that will symbolize their message, and then put their ideas together to create a final "picture or composition" to be included in a time capsule. This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2. Students create a final composition based on a series of idea generating activities (lists, sketches) Students write a statement naming the objects and images they used and telling what they symbolize. Students discuss the choices they made and any changes they would make from the first sketches to the final and any changes they would make with more time. This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2.</p>		
	<p>Full=3; Partial =2; No Match= 1</p> <p align="center">3</p>	
	<p align="center">Rating Column</p>	
<p>Partial 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 align="center">2</p>	
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p>		

Students are asked to "compose" a picture from ideas they have generated reflecting their life and culture to be included in a time capsule for future generations to see. (DOK 1 and DOK 3) This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard Reflect, GLE 1 and GLE 3; Standard: Create, GLE 2 and GLE 3 Standard: Transfer, GLE 1, GLE 2.

Students write down ideas and sketch images that will symbolize their message, and then put their ideas together to create a final "picture or composition" to be included in a time capsule. (DOK 3) This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2.

Students create a final composition based on a series of idea generating activities (lists, sketches) Students write a statement naming the objects and images they used and telling what they symbolize. Students discuss the choices they made and any changes they would made from the first sketches to the final and any changes they would make with more time. (DOK 3 and DOK 4) This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2.

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

Students write down ideas and sketch images that will symbolize their message, and then put their ideas together to create a final "picture or composition" to be included in a time capsule. This aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2.

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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:</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p align="center">x</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
Scoring Guide Present Score		1
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: Rubric provided for short response answers relating to knowledge of form, aesthetics, and context, idea generation, and expression of ideas through an original artwork. Levels 1 – 4 awarded.</p> <p>Because the answers require specific academic language and direct response to questions posed, and questions are aligned to CAS, the scoring criteria are also aligned to the standards and GLEs identified previously.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score		3
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Somewhat; descriptors are not clearly defined, for example, "student expressed ideas in greater detail" OR "The response is higher level than most in this specific age level" does not provide ample qualifications to determine if task was clearly met or exceeded.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		2
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>Explain: Yes; the main requirements of the tasks are reflected in the scoring rubrics</p>	<p>Yes=3, Somewhat=2, No=1</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? No. See 2b</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score		1
<p>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. Examples of written responses and creative work are needed.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
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 administrator's version of the assessment is visually clear, with sufficient white spaces between each paragraph, section, and unit.		
	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: For example, students are asked to generate a list and sketches including "how I look, what I am like, what ideas or activities are important to me, modern inventions, images and celebrities." Vocabulary is simple and direction is clear.		
	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: The imagery used in reference for the prompt comes from multiple cultures and time periods. It is not assumed that students have prior understanding or knowledge of these artworks. The items and tasks are presented in very clear, straightforward language (at least for Native English speakers). There are no "trick" or ambiguous questions.		
	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: Yes. All art vocabulary is academic because it is content specific. Examples from this assessment include, but are not limited to: style, symbols, symbolism, composition, self-portrait, etc.		
	No=3, Somewhat=2, Yes=1	
"Academic Language" Score		1
*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? Presentation accommodations: Students with visual impairment will NOT be able to complete assessment as administered. They will need to respond tactilely and verbally. ESL and SPED students will likely need more visual and verbal modes of access as well.</p> <p>Response Accommodations: SSN students, depending on degree of impairment, might need assistive devices. See above for ESL, SPED and Visually Impaired students.</p> <p>Setting Accommodations: This might be required due to the highly visual and sensory-stimulating nature of the visual art classroom. Moving students with sensory issues to a stimulus-neutral environment might help them to maintain focus on a text-rich section of the assessment without experiencing sensory overload.</p> <p>Timing and scheduling accommodations: Time may not be appropriate for some students to be able to think critically, write coherent responses, and create effective artwork.</p> <p>Linguistic accommodations: Because this assessment is text-rich, it is highly recommended the linguistic load be reduced for ELL students.</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"> ○ 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. 	
<p>3f: Identify and write down the accommodations permitted for this assessment: Only one minor accommodation: teacher reads most of the questions/directions aloud.</p>	
	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
<p>"Adequate Accommodations Allowed" Score</p>	<p>1</p>

A high quality assessment should ...increase OPPORTUNITIES TO LEARN

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. Students are asked to use limited higher-order thinking skills (interpretation, create, and reflect) when formulating responses to short answer questions and creating. Interpretation is an important component of critical thinking, a skill required in real-world situations. Students are asked to consider their time and place in the world and create and artwork that communicates that idea to a future generation. The personal connection to the students allows for a wide range of students to be engaged.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Yes=3; Somewhat=2; No=1		
"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: Somewhat. This assessment is an indicator of learning about how art can communicate personal ideas and information to an audience. It ranges from identifying personal symbols within an artwork from a historical context, to creating an artwork using symbols that are personally relevant. The assessment allows students to communicate their knowledge in multiple modes (creating graphic visual images, writing) and to demonstrate thinking at various levels of Bloom's Taxonomy (identifying information about artwork, creating art, and reflecting).</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Yes=3; Somewhat=2; No=1		
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 aligns to many of the visual art high school CAS. An art teacher could easily use the standard in its template form as a way to illustrate visual art learning expectations. Teacher can discuss growth with parents from the rubric, growth can be shown, instructional next steps can be identified, etc.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>
Yes=3; Somewhat=2; No=1		
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? This assessment aligns to some of the visual art high school CAS. An art teacher could easily use the standard in its template form as a way to illustrate visual art learning expectations. Teacher can discuss growth with parents from the rubric, growth can be shown, instructional next steps can be identified, etc.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>

This doesn't appear to answer the question. Please revise.	Yes=3; Somewhat=2; No=1
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: By closely following rubric guidelines, teachers can use results to inform instruction to target competencies addressed in targeted standards.</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: It can be integrated into any curriculum. Teachers can pull the big evidence outcomes and transition them into daily learning targets that address formative assessments to reach the end assessment objectives.</p> <p>This question has been revised, please edit response.</p>	
Locate evidence Score	3

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	1	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	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	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	1	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	41	57
Overall Percentage		71.9%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	