

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: Bodies of Water, NAEP
Reviewer: Content Collaborative
Date of Review: March 2012

Assessment Profile				
<p>Grade Level(s) suggested by this assessment: High School Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: 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.3; VA09-GR.HS-S.3-GLE.2; VA09-GR.HS-S.4-GLE.2</p> <p>What is the DOK of the assessment? DOK 1: (example) Identify cultural or stylistic period with appropriate art work DOK 2: (example) Discuss differences and similarities in two works of art DOK 3: (example) Create an artwork with a concern for content, unity and expression using a variety of art materials. DOK 4: (example) Create an artwork that provides insight into a personal experience with a river, pond, lake, stream, creek or ocean using multiple sources for inspiration.</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK 1-4</p> <p>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 -Interpretation is a means for understanding and evaluating works of art -Interpretation is a means for understanding and evaluating works of art -The art of art scholars impacts how art is view today -Appropriate understanding and use of techniques, materials and processes are necessary to create works of art -Academic content vocabulary is required in order to interpret and answer questions about sculpture</p> <p>List the skills/performance assessed: *Identification of artwork -Demonstrating how to aesthetically and formally -interpret works of art -Identify characteristics and expressive features of art and how to recognize them in artwork -Describe how artists 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 -Relating works of art to cultural traditions -Creating art work to communicate artistic intent</p> <p>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.)</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Check All That Apply</td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">X</td> </tr> </table>	Check All That Apply		X
Check All That Apply				
X				

Extended Response (essay, multi-step response with explanation and rationale required for tasks)

X

Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)

X

Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)

Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)

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 align="center">Strengths?</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>Assessment allows students to develop inferences and conclusion using previous knowledge and development of earlier hypothesis</p>
<p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p>	<p>X</p>	<p>Assessment provides a variety of types of questions, progressing from selected response to short answer to extended response to product development, allowing students to recall before moving to higher order thinking for extended response and creation.</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>All DOK levels are applied (see examples at left)</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>It is difficult to determine the intended standard for each task: e.g. THESE PAINTINGS, YOU WILL IDENTIFY, COME FROM VARIOUS CULTURES AND PERIODS IN ART HISTORY. LOOK AT THE FIVE PAINTINGS REPRODUCED HERE. THERE ARE BLACK AND WHITE REPRODUCTIONS IN YOUR BOOKLETS. NOW, FOR EACH PIECE, FIRST, WRITE THE CULTURE, ETHNIC GROUP OR STYLISTIC PERIOD IDENTIFIED WITH THE PAINTING. THEN, STATE WHY YOU HAVE CHOSEN THIS CULTURE OR PERIOD FOR THE PAINTING. THE THIRD TASK IS TO TELL SOMETHING ABOUT THE MOOD AND THE CONTENT OF THE PAINTING.</p> <p>It can be inferred that the tasks align in the following way: Demonstrate ability to identify style, culture, history and function (mood and content) of artworks aligns with Standard: Comprehend, GLE 1, GLE 2 and 3; Standard: Reflect, GLE 1 and GLE 3; and Standard: Create, GLE 2; Standard: Transfer, GLE 1.</p> <p>Discussing the purpose(s) art had or has in the society/ culture it was created aligns with Standard: Transfer, GLE 1.</p>	<p>Full=3; Partial =2; No Match= 1</p>	<p>Suggestions?</p> <p>Artworks provided should be substituted for relevance to students and to reflect the specific curricular content of the course and/or art program.</p>
<p align="right">Alignment with Standards Score</p>	<p align="right">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>X</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>		

Demonstrate ability to analyze style, culture, history and function (mood and content) of artworks aligns with Standard: Comprehend, GLE 1 and GLE 2; Standard: Reflect, GLE 3; and Standard: Create, GLE 2. Students are engaged in defining, describing (DOK 1), comparing (DOK 2), and analyzing (DOK 3).

Discussing the purpose(s) art had or has in the society/ culture it was created aligns with Standard: Transfer, GLE 1. Students are engaged in drawing and defining conclusions about how art is influenced by and influences culture (DOK 4).

Creating an artwork that allows the viewer to gain insight into an artist's personal experience with water aligns with Standard: Comprehend, GLE 1 and GLE 2; Standard: Create, GLE 2. Students are engaged in defining, describing, (DOK 1) and using (DOK 3) characteristics and expressive features of art, and creating original artwork within a parameter (DOK 3) of personal interest using a variety of sources for inspiration (DOK 4).

Creating an artwork incorporating content, unity and expression aligns with Standard: Comprehend, GLE 1 and GLE 3; Standard Reflect, GLE 1 and GLE 3; Standard: Create, GLE 2. Students are engaged in defining, describing, (DOK 1) and using (DOK 3) expressive features of art, and creating original artwork within a parameter (DOK 3) of personal interest using a variety of sources for inspiration (DOK 4).

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

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>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="checked" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input checked="checked" type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td></tr> </table> <p style="font-size: small;">Yes, several types=3, Yes, at least one type=2, None=1</p>	<input type="checkbox"/>	<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Scoring Guide Present Score	2								
<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 and extended response answers: 1 – 4 levels awarded for “quality” of response.</p> <p>Task specific rubric for creating: 1 – 4 levels awarded for each of four tasks (9 through 12).</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</p>	<p style="text-align: center;">Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	<p style="text-align: center;">Suggestions?</p> <p>Scoring guide should address quality of the response in the assessment. This could be accomplished by providing examples of artworks, short answers, extended essays, etc., as they are exemplified at the various levels.</p> <p>Creative product should reflect the artwork used in the assessment. Students should have multi 2D materials available for creating the product.</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: Score categories are clearly defined within the performance levels. Levels are awarded for correctness of identification, for degrees of appropriateness with examples given, for answers including key words and creating using the parameters provided.</p>	<p style="text-align: center;">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: Scoring criteria reflects the demands of the assessment task or item. Assessment is written using the task or item parameters provided students. For example, the task for creating asks students to <i>select and arrange imagery that is informative and/or insightful about their selected theme</i>. Students should <i>present imagery in a way that reflects understanding of sensory elements, organizational principles, expressive features and craftsmanship</i>. Evaluating criteria reflects “degrees of demonstrating task demands”; no demonstration/partial demonstration/complete demonstration of <i>insightful theme and understanding of sensory elements, organizational principles, expressive features and craftsmanship</i> is given in the rubric/scoring guide.</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? In some cases. See explanation below.</p>									

The scoring guide is descriptive throughout.

As the DOK level increases with extended response and performance tasks (creating), however, scoring guides neglect to define the quality of the response needed to be successful at each level. Descriptors in the scoring rubrics such as: appropriate, predictable, exceptional, etc. need definitions or examples for the scorer to reference.

Yes=3, Somewhat=2,
No=1

Inter-rater Reliability Score

2

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 examples to anchor student mastery. There would need to be several examples of completed artworks and extended responses at various levels of mastery.

Student Work Samples Score

1

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: The administrator’s version of the assessment is visually clear, with sufficient white spaces between each paragraph, section, and unit. However, formatting is inconsistent and the layout could be improved by delineating each section more clearly. It’s also not clear how the arrangement and space available for students is provided for creating the required artwork.</p>	<p align="right">All=3, Some=2, None=1</p>	
<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: Most items and tasks are presented in a clear, straightforward language for Native English speakers. ELL students will have difficulty with the presentation of tasks: e.g. SCRIPT: PLEASE KEEP THE CONTENTS, STYLES AND TECHNIQUES OF THE WORKS YOU HAVE JUST SEEN IN MIND AS WE LOOK AT SEVERAL ARTISTS FROM ONE ETHNIC GROUP AND HOW THEY DEPICTED BODIES OF WATER.</p>	<p align="right">All=3, Some=2, None=1</p>	
<p align="center">"Straight Forward" Score</p>		<p align="center">2</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: The assessment does not make accommodations for ELL students; also unintentionally biased against students with other disabilities. For example, in the multiple choice, matching and short answer section, the administrator is directed NOT to read questions aloud. This would not help ELL or other students who have reading difficulties. Visually impaired students would have limited, if any, ability to complete requested task.</p>	<p align="right">All=3, Some=2, None=1</p>	
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>		<p align="center">1</p>
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p>		
<p>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, critique, non-objective, cubism symbolism, expressionism, balance, form, texture, etc.</p>	<p align="right">No=3, Somewhat=2, Yes=1</p>	
<p align="center">"Academic Language" Score</p>		<p align="center">1</p>
<p>*Please reference “Defining Features of Academic Language in WIDA’s</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 align="center">Suggestions?</p>	

<p>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>See left hand column.</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:</p> <p>No accommodations explicitly stated. Teacher reads most of the questions/directions aloud, which could be interpreted as an accommodation for ELL.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
<p>"Adequate Accommodations Allowed" Score</p>	<p>2</p>

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. Students are asked to use higher-order thinking skills (analysis, interpretation, synthesis, evaluation, create) when formulating responses to short and extended answer questions. Evaluative thinking and making informed judgments are important components of critical thinking, a skill required in real-world situations.</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>This assessment is an excellent indicator of learning about how art can communicate ideas and information about a culture over time. It ranges from identifying and analyzing art to understanding “artistic intention” in creating art to communicate to an audience. 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 (recalling information about artwork, comparing and contrasting two or more artworks, defending opinions about art and creating art).</p>		
		Yes=3; Somewhat=2; No=1
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>Because this assessment can align well to the visual art high school CAS ECR, 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 but only if tasks and rubric are explicitly aligned to VA CAS.</p>		
		Yes=3; Somewhat=2; No=1
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>Because this assessment aligns well to the visual art high school CAS S.2, 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>		
		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>Only after closely connecting the rubric guidelines and tasks to the CAS, teachers can use results to inform instruction to target competencies addressed in targeted standards.</p>		
		Yes=3; Somewhat=2; No=1
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> <p>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>		
		Yes=3; Somewhat=2; No=1
Locate evidence Score		3

	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	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	1	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	3
Subtotal	8	15
Fair & Unbiased Percentage		53.3%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	42	57
Overall Percentage		73.7%

(Meets Alignment Criteria)

(Partially Meets Scoring Criteria)

(Partially Meets Fairness and Bias Criteria)

(Meets Opportunities to Learn Criteria)

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Review Team Recommendation: (check the statement that best reflects your team's recommendation):

Rationale: Tasks and rubrics need explicit alignment to VA CAS. Accommodations need to be stated for ELL.