

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: Master Works, NAEP, Grade 12
Reviewer: Content Collaborative
Date of Review: 4/11/2012

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.2-GLE.1; VA09-GR.HS-S.3-GLE.3; VA09-GR.HS-S.3-GLE.2</p> <p>What is the DOK of the assessment? DOK 1-2 (example) List the elements of style which makes each example (comparing and analyzing multiple works of art) distinctive DOK 3: (example) Choose the style that can best express an idea you can relate to. Use that style to create a drawing reflecting any idea you choose. DOK 4: (example) Write one or more paragraphs about why you chose the style and how this style helped you to express your idea.</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 -Interpretation is a way for understanding and evaluating works of art -Art and design have purpose. -Reflective strategies are used to understand the creative processes -Assess and produce art with various materials</p> <p>List the skills/performance assessed: Skills -Demonstrate how artists create meaning and how to recognize and interpret intended meaning in an artwork -Making inferences -Use of art materials, techniques, and processes by creating art -Making informed judgments -Creating artwork to communicate artistic intent -Writing about art</p> <p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Selected Response (multiple choice, true-false, matching, etc.)</td> <td style="width: 15%; text-align: center; border: 1px solid black;">Check All That Apply</td> </tr> <tr> <td style="padding: 5px;">Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</td> <td style="text-align: center; border: 1px solid black;">X</td> </tr> <tr> <td style="padding: 5px;">Extended Response (essay, multi-step response with explanation and rationale required for tasks)</td> <td style="text-align: center; border: 1px solid black;">X</td> </tr> </table>	Selected Response (multiple choice, true-false, matching, etc.)	Check All That Apply	Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	X	Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
Selected Response (multiple choice, true-false, matching, etc.)	Check All That Apply					
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	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:	Check All That Apply
Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	X
Scoring Guide/Rubric	X
Sample evidence to show what student performance might look like:	
Materials (if needed to complete the assessment)	X
Estimated time for administration	X
Student Directions & Assessment Task/Prompt – what does the student see/use?	X
Other:	

Please provide evidence from both the grade level expectations and assessment to support your response:

Students list the elements of style (DOK 1) which makes each example (comparing and analyzing multiple works of art) distinctive (DOK 2) aligns with Standard: Comprehend, GLE 1; Standard: Reflect, GLE 1.

Choose the style that can best express an idea you can relate to. Use that style to create a drawing (DOK 3) reflecting any idea you choose aligns with Standard: Create, GLE 2.

Write one or more paragraphs about why you chose the style and how this style helped you to express your idea (DOK 4) aligns with Standard: Comprehend, GLE 1; Standard: Reflect, GLE 1 and GLE 3.

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>	<p align="center">X</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
Scoring Guide Present Score		2
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: Alignment to VA09-GR.HS-S.1-GLE.1; VA09-GR.HS-S.2-GLE.1; VA09-GR.HS-S.3-GLE.3; VA09-GR.HS-S.3-GLE.2 in rubric specific by evaluation of: identifying and listing elements of style, an idea in a chosen style, and defending artistic choices in drawing/product</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	<p>Suggestions? Scoring guide should address quality of the response in the assessment. This could be accomplished by providing examples of artworks, short answers, etc., as they are exemplified at the various levels.</p> <p>Relationship of task to assessment for creating (Scorable Unit #2) and defending the drawing (Scorable Unit #3) is not as clearly defined. Effectiveness of “reflecting an idea” through a drawing is required in the task but not assessed in Scorable Unit #2.</p>
Rubric Aligned with Standards Score		2
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Score categories are generally defined within the performance levels, and are awarded for identifying art styles, using art vocabulary and creating a drawing based on a chosen style. But the rubrics do not provide specifics for what proficiency looks like.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Assessment of defending artistic decisions (Scorable Unit #3) is based on identifying elements and art vocabulary and not the quality of the defense of artistic choices.</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? Explain: Scoring criteria somewhat 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 identifying elements of style in works of art asks students to list the elements of style which makes each example distinctive. Evaluating criteria reflects “degrees of identifying elements of style”; full understanding and accurately identify/basic understanding/little or no understanding/unable to identify elements of style is given in the rubric/scoring guide.</p> <p>Relationship of task to assessment for creating (Scorable Unit #2) and defending the drawing (Scorable Unit #3) is not as clearly defined. Effectiveness of “reflecting an idea” through a drawing is required in the task but not assessed in Scorable Unit #2. Assessment of defending artistic decisions (Scorable Unit #3) is based on identifying elements and art vocabulary and not the quality of the defense of artistic choices.</p>		
Rubric/Scoring Alignment		2

<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?</p> <p>No. The scoring guides are fairly vague and do not always align (see above).</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Inter-rater Reliability Score</p>		<p>1</p>
<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?</p> <p>There are no examples to anchor student mastery. It would be helpful to have several examples of completed artworks and responses at various levels of mastery.</p>		
<p>Student Work Samples Score</p>		<p>1</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>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:</p> <p>The administrator’s version of the assessment is visually clear, with sufficient white spaces between each paragraph, section, and unit. A student version would need to be designed.</p>		<p>Suggestions?</p> <p>A potential bias could exist depending on the images each student receives. It is not clear whether students are receiving the same images. Images should accommodate student demographic area and represent an array of student interests and backgrounds.</p>
	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	2	
<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:</p> <p>The items and tasks are presented in clear, straightforward language. For example, when given the task to create, students are asked to: "...create a drawing reflecting any idea you choose. For example, you are feeling 'angry' so you choose to draw a picture showing anger using abstract expressionism." To make this task more accessible to ELL, the student could be presented with an example of "abstract expressionism," in order to help students to interpret artistic styles.</p>		
	All=3, Some=2, None=1	
"Straight Forward" Score	2	
<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:</p> <p>The assessment does not make accommodations for ESL students; also unintentionally biased against students with other disabilities. For example, visually impaired students would have limited, if any, ability to complete requested task.</p>		
	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	1	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response:</p> <p>Yes. All art vocabulary is academic because it is content specific. Students will have to know technical terms and terms related to the expressive features of art (elements and principles) to successfully write about and create works of art.</p>		
	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	3	
<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>		
<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>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>		(See comments to the left.)
<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 explicit accommodations are mentioned, however the teacher reads most of the questions aloud, which can be inferred as an accommodation, but should be stated as one.</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		
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. Students are asked to use higher-order thinking skills (analyses, interpretation, create) when creating the final product and defending the artistic choices to create it but its application to a “real world” context is limited.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>"Engages Students" Score</p>		<p>2</p>

<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>Somewhat. The assessment allows students to communicate their knowledge in multiple modes (creating graphic visual images, writing) and to demonstrate thinking by discussing artwork, identifying elements of style in images/artworks, and creating art.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Classroom Learning Score 2</p>	
<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 aligns well to the visual art high school CAS S.1, 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>	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Learning Expectations/Outcomes Score 3</p>	
<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>This assessment provides students an opportunity to "understand the elements of style, and how style affects artistic expression, then creating a personal expression in a style."</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Communicates Academic Excellence Score 3</p>	
<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?</p>	
<p>Provide an explanation of your response: Assessment tasks are loosely tied to VA CAS but not explicitly: e.g. elements of style, how style affects artistic expression, creating a personal expression in a style.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Standards Competency Score 2</p>	
<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>Provides formative and summative assessments opportunities in the areas of: elements of style, how style affects artistic expression, and creating a personal expression in a style. But does not accurately assess VA CAS in the way that the tasks are written and scored.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Locate evidence Score 2</p>	

	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	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	10	18
Scoring Percentage		55.6%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	1	3
Academic Language Load	3	3
Adequate Accommodations Allowed	1	3
Subtotal	9	15
Fair & Unbiased Percentage		60.0%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	14	18
Opportunities to Learn Percentage		77.8%
Grand Total	37	57
Overall Percentage		64.9%

(Partially Meets Alignment Criteria)

(Partially Meets Scoring Criteria)

(Partially Meets Fairness and Bias Criteria)

(Partially 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: Explicit alignment to the VA CAS in the tasks and rubrics with proficiency defined using exemplars.