

High Quality Assessment Content Validity Review Tool

To understand the review process and how to use the review tool, go to:

[Assessment Review Tool](#)

Content Area: Visual Art

Name of Assessment: Running Fence

Reviewer: Content Collaborative

Date of Review: April 19, 2012

Assessment Profile

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.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3

What is the DOK of the assessment?

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) "Prepare/create a drawing; prepare a presentation for a town meeting in which you will ask permission for the Fence to be erected in the way you are designing it; take on the role of the townspeople and decide what would be their concerns and objections to this project." DOK 4: Students select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. Conduct research using a variety of sources and develop ideas through a 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) "Write a report which describes the arguments used to persuade the townspeople to allow the Fence to go trough the town." This report does not appear to be a DOK 4, but rather a DOK 3. To be a DOK 4 students would need to have to synthesize multiple sources, apply knowledge from a novel perspective, or devise an approach with alternate and novel solutions, to name a few.

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 3-4

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
- Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas
- Assess and produce art with various materials and methods
- Make judgments from visual messages
- Communication through advanced visual methods is a necessary skill in everyday life
- Art is a lifelong endeavor
- Academic content vocabulary is required to discuss and understand art

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

-Discussing importance/role of public art in a community

-Making informed judgments

-Interpretation of art using knowledge of art history, art materials, techniques, and processes

-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.)

Check All That Apply
X
X
X

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>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>Prepare/create a drawing; prepare a presentation for a town meeting in which you will ask permission for the Fence to be erected in the way you are designing it; take on the role of the townspeople and decide what would be their concerns and objections to this project 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 and GLE 3. Write a report which describes the arguments used to persuade the townspeople to allow the Fence to go through the town. Aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflect, GLE 1 and GLE 3; Standard: Create, GLE 3; Standard: Transfer, GLE 2 and GLE 3.</p>	<p>Full=3; Partial =2; No Match= 1</p> <p align="center">3</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>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>Please provide evidence from both the grade level expectations and assessment to support your response: Identify (DOK 1) symbols used to portray a theme of life Create (DOK 3) a work of art using provided symbolic images that demonstrate the various stages of the life cycle</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	

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		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:</p> <p>Task specific rubrics for creating, responding, debating: 1 – 3 levels (advanced, proficient, basic) awarded for creating a drawing with an understanding of its integration into a public space; demonstrating insight into the nature of public art, the questions and concerns the public has about art and demonstrating the ability to respond to concerns in a convincing manner.</p> <p>Because the answers require specific academic language and direct response to situations and challenges posed scoring guides are aligned to CAS; the scoring criteria are also aligned to the DOKs and GLEs identified previously.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</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:</p> <p>Somewhat. The score categories are specific, but not fully clearly defined across performance levels: e.g. Advanced - The sketch of the Fence indicates a high degree of understanding of the Technical Information and applies that information to the drawing. The depiction of the Fence conforms to the pictorial space of the drawing of the town and indicates a high level of understanding of how this work of art should be integrated into a public space; Proficient - The sketch of the Fence goes through the town and allows for the passage of motor and foot traffic. The height of the Fence is about the height of the one story-buildings, (Technical information - 18 ft. high). The perspective of the Fence is accounted for, that is, if it begins in the distance at the top of the picture plane and continues towards the bottom the height of the fence gradually increases; Basic - The Fence is drawn but with little or no consideration of its relationship to the layout of the town or to the scale of the buildings.</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>		

	Yes=3, Somewhat=2, No=1	
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? Scoring guides are detailed and clearly identify criteria needed to fulfill each level. For example, a proficient sketch is defined as "the sketch of the fence goes through town and allows for the passage of foot traffic...the height of the fence is about the height of the one-story buildings..."</p>		
	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		2
<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 and needed.</p>		
	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
<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.</p> <p>A student version is not included.</p>		
"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: Vocabulary is simple and direction is clear. For example, students are asked "The town meeting is attended by 100 townspeople who have come to hear Christo and to vote on the project. Take the poll of the townspeople and list the concerns and objections that they might have to this project. Next to each concern outline what might be Christo's response to that concern".</p>		
"Straight Forward" Score		3
<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 items and tasks are presented in very clear, straightforward language (at least for Native English speakers). There are no “trick” or ambiguous questions.</p>		
Free of 'Cultural or Unintended Bias' Score		2
<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: Yes. The academic language is rigorous and appropriate for high school students. Examples from this assessment include, but are not limited to: technical information, public art, urban design, environmental impact etc.</p>		
"Academic Language" Score		1

[*Please reference "Defining Features of Academic Language in WIDA's Standards" \(http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language\)](http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)

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 tactily and verbally. ESL and SPED students will likely need more visual and verbal modes of access as well.
Response Accommodations: SSN students, depending on degree of impairment, might need assistive devices. See above for ESL, SPED and Visually Impaired students.
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.
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.
Linguistic accommodations: Because this assessment is text-rich, it is highly recommended the linguistic load be reduced for ELL students.

Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:

- o **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.
- o **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.
- o **Setting Accommodations** —Change the location in which a test or assignment is given or the conditions of the assessment setting.
- o **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.
- 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:
 Only one minor accommodation: teacher reads most of the questions/directions aloud.

Yes, Several allowed=3;
 Yes, Some allowed=2;
 None allowed =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: Yes. Students are asked to use higher-order thinking skills when formulating responses to real-life situation of planning public art for a community. Students must explain and defend their proposals to "community members".</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: Assessment provides good information about student learning. This assessment is an indicator of learning about how art can communicate ideas and reflects the needs and interests of a community. It ranges from identifying and creating a public art work to proposing and defending its placement. The assessment allows students to communicate their knowledge in multiple modes (creating graphic visual images, writing, speaking) and to demonstrate thinking at various levels of Bloom's Taxonomy.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
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: This assessment aligns to 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>	<p>Yes=3; Somewhat=2; No=1</p>	
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? Yes, the assessment does communicate expectations for academic excellence; e.g. "Christo and his associates had to go before numerous zoning bodies and town boards to get the necessary permissions in order to erect his Fence. One of these towns is Valley Ford a small town with a population of 534. Your team has four tasks:</p> <ol style="list-style-type: none"> 1. You need to prepare a drawing to show the townspeople how the Fence will go through their town. 2.You need to prepare a presentation for a town meeting in which you will ask permission for the Fence to be erected in the way you are designating. 3. You will take the role of the townspeople and decide what would be their concerns and objections to this project. 4. Finally, each member of the team will write a report which describes the arguments used to persuade the townspeople to allow the Fence to go through the town. 	
	<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? 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>	
	<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: The assessment can be used for summative and evaluative purposes.</p>	
	<p>Yes=3; Somewhat=2; No=1</p>
<p align="center">Locate evidence Score 3</p>	

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	1	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	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	2	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	9	15
Fair & Unbiased Percentage		60.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	42	57
Overall Percentage		73.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	