

High Quality Assessment Content Validity Review Tool

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

[How to use the Assessment Review Tool](#)

Content Area: Visual Arts
Name of Assessment: Visual Arts Exercise, Grade 4(b)
Reviewer(s): Content Collaborative
Date of Review: April 19, 2012 (reviewed and revised on 6/09/13)

Assessment Profile									
<p>Grade Level(s) suggested by this assessment: 4th Grade</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: VA09-GR.4-S.4-GLE.2-EO.b, VA09-GR.4-S.2-GLE.2,EO.b</p> <p>What is the DOK of the assessment? DOK 1,2,3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK of CAS GLEs are 1,2,3</p> <p>Describe the content knowledge/concepts assessed: viewing and describing an artwork's visual characteristics and expressive features to infer the artist's culture, experience, country and time period</p> <p>List the skills/performance assessed: observation, comparing, describing, writing</p> <p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> </tbody> </table>	Check All That Apply	x	x					
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<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> </tbody> </table>	Check All That Apply	x	x		x	x	x	
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A high quality assessment should be...Aligned

Alignment with Standards	Rating Column	Strengths & Suggestions
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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.**

Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.

Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.

No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.

Please provide evidence from both the standards and assessment to support your response:

The tasks in this assessment are only partially aligned with the Colorado Academic Standards. The assessment asks for students to look at work of arts and infer information about the artists' country of origin based on visual characteristics. This task is aligned with one of Colorado's Academic Standard (Grade 4: Relate and Connect to Transfer, GLE: Historical time periods and cultural settings are interpreted in works of art, b. Recognize the characteristics and expressive features of art and design through various historical periods and cultures). However there is a task in this assessment that asks students to look at two different works of art and "Identify and describe the differences between the two sculptures you have chosen" which is not asking the student to use a higher depth of knowledge or infer any type of meaning which is in our Colorado Academic Standard Grade 4: Envision and Critique to Reflect, GLE: The processes and philosophies of art and design inform interpretations in works of art, b. Compare and contrast intended meaning in works of art across time and culture

Full=3; Partial =2; No Match= 1

Alignment with Standards Score	2	
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Depth of Knowledge as Measured by this Assessment	Rating Column	
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1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.**

More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.

Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.

Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.

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

The task would need to ask the student to think deeper and infer meaning more complex observation about the works of art that they are viewing in order to provide more rigor.

Similar Rigor=3; More Rigor=2; Less Rigor= 1

Depth of Knowledge (Rigor) Score

3

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><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></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: The scoring rubric only partially aligns to the Colorado Academic Standards because the tasks only partially align to the Colorado Academic Standards.</p>	<p><input type="checkbox"/></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: There are three scoring rubrics in this assessment because there are three tasks. Two of the scoring rubrics are clearly defined and coherent across performance levels however there is one rubric that is not measuring the same item across different performance levels. In specific the performance don't move up or down a continuum but rather jump to different ideas that can be assessed.</p>	<p><input type="checkbox"/></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? Explain: The rubric criteria's address all of the demands within the tasks.</p>	<p><input type="checkbox"/></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? One of the scoring rubrics is very specific and therefore would not lead different raters to arrive at different rates. However the other two rubrics are assessing writing. The assessment does give an example of writing at each performance level however the criteria in the rubrics' could lead to different score for different raters because there is some semantic vagueness and therefore open to interpretation.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
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? If this assessment were to have no edits then there would not need to be any student work to show mastery. However to make this assessment better align with Colorado Academic Standards and have more rigor students would then need to create a work of art that relates to their culture.</p>	<p><input type="checkbox"/></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: This assessment is formatted for teachers but would need to be formatted to eliminate clutter and produce visual clarity for students. The assessment says students use text books and reproduction cards however these were not provided so therefore a judgment could not be made	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: Yes; e.g. "Identify and describe the differences between the two sculptures you have chosen."	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: Somewhat. Tasks ask students to infer meaning, but without bias of specific content; e.g. "Please choose one image from the six images presented in the booklet. This time you will be looking for visual clues that make that sculpture unique to its culture, time period and country of origin."	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, students are asked to infer meaning and determine artistic intent; e.g. "What are the visual clues in the sculpture you have chosen that reflect the time, country and culture it comes from?"	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	3	
*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		
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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> 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:

No accommodations were provided.

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: Somewhat. This assessment asks students to infer meaning and determine artistic intent but does not explicitly connect to real world context.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">"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: Somewhat. This assessment would provide pre or post evaluative information about students' ability to infer meaning and determine artistic intent, but lacks a product component to the test.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Classroom Learning Score</p>		<p>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: Somewhat. See above.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Learning Expectations/Outcomes Score</p>		<p>2</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: Somewhat. The assessment asks students to infer meaning and determine artistic intent, which is GLE appropriate for 4th grade.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Communicates Academic Excellence Score</p>		<p>2</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: This assessment would a give a teacher a basis for standard competency. The answers are only allowed to be give in a written form, which is not dictated the same as in the Colorado Academic Standards. Writing only limits some students to show competency. Also the assessment allows students to make judgments about the art to find out about the artist and culture but doesn't allow for other interpretations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Standards Competency Score</p>		<p>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>		

This assessment is structured mainly to provide summative information but because the rigor is not suited for fourth graders this test would not give a teacher very good summative information. But this test could be used to guide a lesson to the next level or to see what information needs to be re-taught and revisited.

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

Locate evidence Score

2

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	3	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
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	3	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	40	57
Overall Percentage		70.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	