

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](#)

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| Content Area: Visual Arts |
| Name of Assessment: Masks - NAEP/SCASS, Grade 4 |
| Reviewer: Content Collaborative |
| Date of Review: 04/18/12 |

| Assessment Profile | | | | | | | | |
|--|--|----------------------|---|---|---|---|---|---|
| Grade Level(s) suggested by this assessment: 4 | | | | | | | | |
| Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: | | | | | | | | |
| VA09-GR.4-S.4-GLE.2-EO.a; VA09-GR.4-S.4-GLE.2-EO.b; VA09-GR.4-S.3-GLE.1-EO.a; VA09-GR.3-S.1-GLE.2-EO.a; VA09-GR.3-S.1-GLE.2-EO.b | | | | | | | | |
| What is the DOK of the assessment? 1- 3 | | | | | | | | |
| Indicate the DOK range of the CAS Grade Level Expectations: Grade 4: 1-3 Grade 3: 1-3 | | | | | | | | |
| Describe the content knowledge/concepts assessed: observe and recognize what culture specific masks come from, understanding history and culture | | | | | | | | |
| List the skills/performance assessed: writing, constructing a 3-D sculpture/mask | | | | | | | | |
| 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) | <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="height: 20px;"> </td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table> | Check All That Apply | | x | X | x | | X |
| Check All That Apply | | | | | | | | |
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| 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: | <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;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> </tbody> </table> | Check All That Apply | x | x | | x | x | x |
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| 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: These items assess: 1. students ability to recognize cultural or historical characteristics in art (specifically masks), 2. also to create a mask, and 3. to think and write about the pros and cons of materials when making the masks. The first two aspects of this assessment (identifying and making) are aligned with the CAS however the final part (thinking and writing about materials) is not directly relevant to CAS.</p> | <p align="center">Full=3; Partial =2; No Match= 1</p> | |
| <p align="right">Alignment with Standards Score</p> | | <p align="center">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>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: One of the content standards in the assessment ("analyze a variety of purposes for creating works of art and design") is matched more closely matched to a CAS for grade level 3 (Art has intent and purpose - a. Learn to "read" a work of art, b. Hypothesize and discuss artist intent and mood)</p> | <p align="center">Similar Rigor=2; More Rigor=1; Less Rigor= 1</p> | |
| <p align="right">Depth of Knowledge (Rigor) Score</p> | | <p align="center">2</p> |

A high quality assessment should be...Scored using Clear Guidelines and Criteria

| Scoring Guidelines for this Assessment | Check all that apply: | Strengths/Suggestions |
|---|---|-----------------------|
| 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 | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1 | |
| Scoring Guide Present Score | | 2 |
| 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 partially align with CAS. Further alignment can be achieved by replacing "facial features" with "expressive features" in the scoring/rubric criteria. | <input type="checkbox"/> <input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1 | |
| Rubric Aligned with Standards Score | | 2 |
| 2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Some (the first one and last) of the rubrics have clearly defined levels but the second one does not have clearly defined levels of mastery. | <input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1 | |
| Rubric/Scoring Coherent Score | | 2 |
| 2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The scoring rubrics will need more explicit criteria as it relates to the task. Consider changing "facial features" to "expressive features" in order to more closely align with CAS. | <input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1 | |
| Rubric/Scoring Alignment | | 2 |
| 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? Different raters would come to somewhat different scores because the scoring is generalized and focuses too specifically on "facial features," and does not provide examples of student proficiency or mastery. Recommendation: replace "facial features" with "expressive features" to align more closely to CAS and provide a worded example of student proficiency for the product task. | <input type="checkbox"/> <input type="checkbox"/> 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 exemplars to illustrate proficiency of mastery for the short-constructed response items or the product item. Recommendation: consider including student exemplars for scoring purposes. | <input type="checkbox"/> <input type="checkbox"/> 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 |
|---|--|-----------------------|
| 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 is a teacher version, and is somewhat visually clear. A student version will need to be created. | 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: The items are somewhat presented in a straightforward way. Consider providing more explicit language for expectations/criteria or exemplars when asking student to "Choose a function in society on which to base the creation of your mask." | All=3, Some=2, None=1 | |
| "Straight Forward" Score | 2 | |
| 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: Language in the items and task for free of cultural or unintended bias. No issues here. | All=3, Some=2, None=1 | |
| Free of 'Cultural or Unintended Bias' Score | 3 | |
| 3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: The assessment asks student to explain their thinking through short constructed response that allows for high level academic language to be used to communicate their understanding. | No=3, Somewhat=2, Yes=1 | |
| "Academic Language" Score | 3 | |
| *Please reference "Defining Features of Academic Language in WIDA's | | |
| 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"> ○ 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. | All accommodations should be permitted for this assessment | |

3f: Identify and write down the accommodations permitted for this assessment:

No accommodations are listed for this assessment. Consider accommodation for students that may need more time to complete the product item.

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:</p> <p>Yes. The assessment asks students to apply their understanding of mask making to a "function" in society, and asks students to evaluate the use of materials and processes in creating the mask.</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 could provide evidence of student learning for either pre or post evaluation. Specifically, it can provide evidence of how students connect art to society and the students ability to describe their art through written constructed response. This would provide good information for GR.4-S.4</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:</p> <p>This assessment could foster a meaningful dialogue about students learning, expectations and outcomes, particularly in how students related art to society and how they describe their art through written constructed response.</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? Provide an explanation of your response:</p> <p>Yes, but consider revising item prompts and scoring to reflect the CAS.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| 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>Somewhat. This assessment scoring will need better alignment to CAS in order to provide results to understand student competency.</p> | <p>Yes=3; Somewhat=2; No=1</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:</p> | | |

This assessment could be used as pre or post/summative data. The assessment includes an art project which can serve as an end of a study (summative) or to midway and to inform future instruction. It can be used as a midway assessment because the teacher could use the masks to see how well students are using materials to build 3-D sculptures.

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

Locate evidence Score

3

| Summary | 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 | 2 | 3 |
| Student work present | 1 | 3 |
| Subtotal | 11 | 18 |
| Scoring Percentage | | 61.1% |
| Clear & Uncluttered Presentation | 2 | 3 |
| Straight Forward Presentation | 2 | 3 |
| Free of Cultural or Unintended Bias | 3 | 3 |
| Academic Language Load | 3 | 3 |
| Adequate Accommodations Allowed | 1 | 3 |
| Subtotal | 11 | 15 |
| Fair & Unbiased Percentage | | 73.3% |
| 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 | 43 | 57 |
| Overall Percentage | | 75.4% |

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

| | |
|-----------------------|---|
| Fully Recommended | |
| Partially Recommended | X |
| Not Recommended | |