

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 Arts
Name of Assessment: Patterns of Meaning in Works of Art
Reviewer: Content Collaborative
Date of Review: 4/18/2012

Assessment Profile												
<p>Grade Level(s) suggested by this assessment: 4th</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: VA09-GR.4-S.1-GLE.1; VA09-GR.4-S.1-GLE.2; VA09-GR.4-S.1-GLE.3; VA09-GR.4-S.2-GLE.1; VA09-GR.4-S.2-GLE.2</p> <p>What is the DOK of the assessment? DOK 1-3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK 1-3</p> <p>Describe the content knowledge/concepts assessed: Art criticism, art history, and aesthetics.</p> <p>List the skills/performance assessed: Written answers that identify, describe, analyze, infer, compare & contrast works of art</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="text-align: center; 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;"> </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> <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	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="text-align: center; padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <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;">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;">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;"> </td></tr> </tbody> </table>	Check All That Apply			X				X		X	
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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>7 of the 11 questions align. This assessment also uses art prints as the grounds for discussion. The references cited could easily be changed to better work with an individual school/district.</p> <p>It is a good format for a non-artmaking assessment. It is concise and realistic in time to complete for 4th grade. Each question is clearly addressing a specific concept, such as art criticism questions, art history questions. Yet the whole test is working with the same prompts, the same art prints. Of course the art print prompts and questions could be tailored to work with a school/district's own curriculum.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Observe and Learn to Comprehend #1, comparing and contrasting works of art to determine artistic intent is part of the assessment. #2 a, discuss how characteristics of art are used to express meaning is met by assessment questions asking how feelings, color, and style create meaning in various works of art. Envision & Critique to Reflect #1 c,d, articulating and justifying the emotional impact of the characteristics of a work of art, is met by the assessment's questions on feelings and expression.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
Alignment with Standards Score		2
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>		

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 CO VA standards used here are DOK 1-3. In addition to describing and analyzing, students are asked to compare and contrast, a DOK 1 and upper DOK 2.

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>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
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 rubrics are not as closely aligned as the tasks are: e.g. "The student provides a variety of explanations or descriptions for the use of color and style as comparison and contrast statements," when the task asks, "COMPARE AND CONTRAST...DESCRIBE HOW THE USE OF COLOR AND THE USE OF STYLE HELPS TELL YOU THE MEANING OF THE WORK OF ART. FIND HOW THEY ARE DIFFERENT AND FIND HOW THEY ARE THE SAME."</p>	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
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: Each assessment question has it's own clear Evaluation Criteria. They are consistent with each other in format.</p>	Yes=3, Somewhat=2, No=1	
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: See 2a.</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? The evaluative criteria is specific enough to lead raters at similar/same conclusions.</p>	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		3
<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? There are no exemplar provided.</p>		To add artmaking to the assessment would make it more comprehensive - but would require specific evaluation criteria for product.
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: The format is clear but is for teacher use only and would need to be re-formatted for student use.		
	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 tasks are presented in student friendly terms and are straightforward.		
	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:		
The items and tasks are free from cultural and other unintended biases		
	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: Yes, a high level of academic language and content specific language and concepts are required, appropriate for 4th grade.	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:bjkids4gwcy&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"> ○ 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. 		

<p>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.</p>	
<p>3f: Identify and write down the accommodations permitted for this assessment:</p>	
<p>No accommodations are stated.</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>No. The immediate connection to the real world depends on the art prints selected. The ones referenced for this assessment are not necessarily pertinent to the students' world. The tasks require students to compare and contrast and respond to the works of others, not their own. To make it more pertinent, the assessment could prompt them to respond to a work of their own.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>It is a good format for a non-artmaking assessment. It is concise and realistic in time to complete for 4th grade. Each question is clearly addressing a specific concept, such as art criticism questions, art history questions. Yet the whole test is working with the same prompts, the same art prints. Of course the art print prompts and questions could be tailored to work with a school/district's own curriculum.</p>
<p>"Engages Students" Score</p>	<p>1</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 art history MC questions are specific, but not aligned. The other constructed response questions show how a student can articulate what he/she sees and provides a better snapshot of student learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>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:</p> <p>Results to this test would be limited to how student respond to the art work of others, but provides no evidence in how they respond to their own work.</p>	<p>Yes=3; Somewhat=2; No=1</p>	

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>The assessment communicates the expectations for academic excellence in the constructed response items: e.g. YOU SHOULD TRY TO GIVE MANY RICH EXPLANATIONS AND DESCRIPTIONS FOR THE USE OF COLOR AND FOR THE USE OF STYLE AS COMPARISON AND CONTRAST STATEMENTS THAT SHOW YOUR UNDERSTANDING OF THE ARTIST'S INTENT IN EACH OF THE WORKS OF ART. BE SURE TO PROVIDE AS MANY EXPLANATIONS AS POSSIBLE THAT DESCRIBE THE USE OF COLOR AND THE USE OF STYLE AS COMPARISON STATEMENTS BETWEEN THE WORKS OF ART THAT SHOW YOUR UNDERSTANDING OF WHAT THE ARTIST WAS TRYING TO SAY IN HIS/HER WORK.</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>Results from this assessment would provide student competency in VA CAS S.1 and S.2, but neglect to address S.3 and S.4</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> <p>The assessment could have formative and summative purposes related to VA CAS S.1 and S.2</p>	<p>Yes=3; Somewhat=2; No=1</p>
Locate evidence Score	3

	<u>Earned</u>	<u>Possible</u>
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	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	1	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	1	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	13	18
Opportunities to Learn Percentage		72.2%
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	