

## 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](#)

<b>Content Area: Visual Arts Middle school</b>
<b>Name of Assessment: Kahlo.NAEP.GR.8</b>
<b>Reviewer: Content Collaborative</b>
<b>Date Reviewed: 4/19/2012</b>

Assessment Profile												
<b>Grade Level(s) suggested by this assessment: Grade 8</b>												
<a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a>												
VA09-GR.8-S.1-GLE.2; VA09-GR.8-S.1-GLE.3; VA09-GR.8-S.2-GLE.1; VA09-GR.8-S.3-GLE.1; VA09-GR.8-S.4-GLE.2; VA09-GR.8-S.4-GLE.1												
<b>What is the DOK of the assessment?</b>												
1-4												
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b>												
1-4												
<b>Describe the content knowledge/concepts assessed:</b>												
Cultures of the US and Mexico in the 1930's, symbolism												
<b>List the skills/performance assessed:</b>												
Being able to create a symbol with the meaning intended about self and surroundings												
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b> <b>Selected Response</b> (multiple choice, true-false, matching, etc.) <b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.) <b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks) <b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) <b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) <b>Process</b> (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="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply		x	X	x						
Check All That Apply												
x												
X												
x												
<b>The assessment includes:</b> <b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...) <b>Scoring Guide/Rubric</b> <b>Sample evidence to show what student performance might look like:</b> <b>Materials</b> (if needed to complete the assessment) <b>Estimated time for administration</b> <b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? <b>Other:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> <th style="padding: 2px; font-size: small;">Strength - tells where to locate images used and whether or not they are copyright protected</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">x</td><td rowspan="4"></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;">x</td><td style="font-size: small;">Weakness: Needs separate test for students and teachers</td></tr> <tr><td style="height: 20px;"> </td><td></td></tr> </tbody> </table>	Check All That Apply	Strength - tells where to locate images used and whether or not they are copyright protected	x		x	x	x	x	Weakness: Needs separate test for students and teachers		
Check All That Apply	Strength - tells where to locate images used and whether or not they are copyright protected											
x												
x												
x												
x												
x	Weakness: Needs separate test for students and teachers											

**A high quality assessment should be...Aligned**

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b> 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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>(VA09-GR.8-S.1-GLE.3) Item Question 1. Select some objects from the left side of the painting and using these describe what she might be expressing about her native Mexico.</p> <p>(VA09-GR.8-S.2-GLE.1) Item Question 2. Select some objects from the right side of the painting and using those objects as a reference describe what she might be saying about the United States.</p> <p>(VA09-GR.8-S.1-GLE.2) Item Question 3. Describe how she has painted herself, her position or the way she is standing, what she is holding, the expression on her face and describe what she is telling us about herself.</p> <p>(VA09-GR.8-S.3-GLE.1) Item Question 4. In the space given, you will do a self-portrait in which you will depict yourself standing or caught between two places, one in which you feel comfortable and you want to be and another place where you are not comfortable and you do not want to be. Convey each place by drawing symbols that convey what you feel about each place.</p>	<p><b>Full=3; Partial =2; No Match= 1</b></p>	
<b>Alignment with Standards Score</b>	<b>3</b>	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b> Similar Rigor</p>		

(DOK 1-2) (VA09-GR.8-S.1-GLE.3) Item Question 1. Select some objects from the left side of the painting and using these describe what she might be expressing about her native Mexico.

(DOK 1-2) (VA09-GR.8-S.2-GLE.1) Item Question 2. Select some objects from the right side of the painting and using those objects as a reference describe what she might be saying about the United States.

(DOK 2-3) (VA09-GR.8-S.1-GLE.2) Item Question 3. Describe how she has painted herself, her position or the way she is standing, what she is holding, the expression on her face and describe what she is telling us about herself.

(DOK 2-4) (VA09-GR.8-S.3-GLE.1) Item Question 4. In the space given, you will do a self-portrait in which you will depict yourself standing or caught between two places, one in which you feel comfortable and you want to be and another place where you are not comfortable and you do not want to be. Convey each place by drawing symbols that convey what you feel about each place.

**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><b>Scoring Guide Present:</b></p> <p><b>Answer key, scoring template, computerized/machine scored</b></p> <p><b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)</p> <p><b>Task-Specific Rubric</b> (only used for the particular task)</p> <p><b>Checklist</b> (e.g., with score points for each part)</p> <p><b>Teacher Observation Sheet/ Observation Checklist</b></p>	<p align="center">x</p> <p align="center">x</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
<b>Scoring Guide Present Score</b>		<b>3</b>
<p><b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: Scoring criteria for Task 1 aligns with VA09-GR.8-S.1-GLE.3: e.g. Advanced - The interpretation of the symbols indicates a knowledge of Mexican artifacts and their meaning, and the ability to apply that meaning to this painting. the student has a high level of insight into the meaning of the symbols of the United States and an ability to describe the nuances of character of the central figure. The drawing shows the ability to depict symbols that convey meaning and to organize the drawing so that the ideas are clear and aesthetically moving. The symbols used are unique or used in a unique way. Proficient - The interpretation of the symbols shows some insight into the ideas that are conveyed and the student is able to express that meaning coherently. The drawing shows several symbols which convey the ideas clearly and the drawing is well organized.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
<b>Rubric Aligned with Standards Score</b>		<b>3</b>
<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b></p> <p>Suggested responses are mostly general.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Rubric/Scoring Coherent Score</b>		<b>2</b>
<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p><b>Explain:</b> It directly asks for explanations that correlate to the standards and the task.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<p><b>2d.</b> 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? <b>Why or why not?</b></p> <p>Raters are likely to arrive at similar or same conclusions; the scoring criteria is well defined. E.g. Scoring criteria for task 2: The students interpretation is well developed and elaborated and grounded in the meaning of the symbols.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Inter-rater Reliability Score</b>		<b>3</b>
<p><b>2e.</b> 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>		

Only of examples of written responses, not the product. But we do not feel it needs a sample product.

Yes=3, Somewhat=2,  
No=1

<b>Student Work Samples Score</b>	<b>2</b>
-----------------------------------	----------

## 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><b>3a.</b> 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><b>Provide an explanation of your response:</b></p> <p>This is a teacher format. It provides much additional and unnecessary information at the beginning and end of the assessment that could be omitted in order to read better. A student format would need to be created.</p>	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>2</b>	
<p><b>3b.</b> 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><b>Provide an explanation of your response:</b></p> <p>The 4 tasks are presented in a straightforward way for a range of learners. No problems here.</p>	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<p><b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b></p> <p>No potential cultural or unintended biases as presented by the 4 tasks.</p>	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>2</b>	
<p><b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p> <p><b>Provide an explanation of your response:</b></p> <p>Requires and understanding of symbolism, visual representation and interpretation, all of which are appropriate for 8th grade.</p>	Yes=3, Somewhat=2, No=1	
<b>"Academic Language" Score</b>	<b>3</b>	
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards"  <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">           (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language)         </a></p>		
<p><b>3e.</b> 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><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> <li>○ <b>Presentation Accommodations</b> —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.</li> <li>○ <b>Response Accommodations</b> —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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> </ul>		

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 stated.

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><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b> Requires interpretation of others' art and a creation of their own; requires use of metaphor and symbolism</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>"Engages Students" Score</b>	<b>3</b>	
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b> In relation to the standards addressed, it could provide both formative and summative information about student learning in the classroom</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>3</b>	
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b> In context to the standards, it could provide a meaningful dialogue about learning expectations with students and parents; e.g. ability to infer, follow a prompt, generate meaning, articulate ideas through constructed response, use of symbolism and metaphor.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>3</b>	
<p><b>4d.</b> 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? <b>Provide an explanation of your response:</b> This assessment offer many opportunities for students to display academic excellence; e.g. ability to infer, display cultural and emotional empathy, follow a prompt, generate meaning, articulate ideas through constructed response, use of symbolism and metaphor.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>3</b>	
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b> Once the items are explicitly aligned to the VA CAS, there is much potential to use the results of the assessment to understand student competency for the standards</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>3</b>	
<p><b>4f:</b> 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.)? <b>Provide an explanation of your response:</b> The assessment offers both formative and summative information.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>3</b>	





Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	2	3
Subtotal	16	18
Scoring Percentage		88.9%
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	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	50	57
Overall Percentage		87.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	