

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: Movement in Art, NAEP, GR.8 |
| Reviewer: Content Collaborative |
| Date of Review: 4-18-2012 |

Assessment Profile

Grade Level(s) suggested by this assessment: 8th

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

VA09-GR.8-S.1-GLE.1; VA09-GR.8-S.1-GLE.2; VA09-GR.8-S.1-GLE.3; VA09-GR.8-S.2-GLE.2; VA09-GR.8-S.3-GLE.1; VA09-GR.8-S.3-GLE.2; VA09-GR.8-S.3-GLE.3; VA09-GR.8-S.4-GLE.2

What is the DOK of the assessment?

1-4

Indicate the DOK range of the CAS Grade Level Expectations:

1-4

Describe the content knowledge/concepts assessed:

element and principals, understanding media use and choice

List the skills/performance assessed:

Use drawing skill and techniques to represent elements and principles such as movement, and for. Use planning and revision before evaluating a final design. Meeting deadline within timeframes. Use of appropriate media.

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)

| Check All That Apply |
|----------------------|
| x |
| 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:

| Check All That Apply |
|----------------------------|
| x |
| x |
| gives written descriptions |
| 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>Please provide evidence from both the standards and assessment to support your response:</p> <p>It partially matches CAS for GR.8 (e.g. asks students to compare and contrast works of art and infer artistic intent). But the assessment has severe limitations because its primary concern relates to "motion" and "movement" in works of art and does not fully address the enduring and conceptual qualities of the CASs and the GLEs.</p> | <p>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:</p> <p>Unfortunately, the scope of rigor for these assessment items only relates to "motion" and "movement" in art.</p> | <p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p> | |
| <p align="right">Depth of Knowledge (Rigor) Score</p> | | <p align="center">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 |
|--|--|-----------------------|
| 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 checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1 | |
| Scoring Guide Present Score | | 3 |
| 2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Aligns with many of the standards and eo's such as 8:1:1: Students can: a. Create two- and three-dimensional works of art - individually or collaboratively - that employ the characteristics and expressive features of art and design (DOK 3-4) b. Describe and justify a work of art that clearly illustrates characteristics and expressive features of art and design as distinguishing attributes (DOK 1-3) c. Investigate and debate quality in art and design such as symmetry and balance, rhythm, and scale and proportion (DOK 1-3) | Completely aligned=3, Somewhat aligned=2, Not aligned=1 | |
| Rubric/Scoring Coherent Score | | 2 |
| 2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes. | Yes=3, Somewhat=2, No=1 | |
| Rubric/Scoring Coherent Score | | 3 |
| 2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? There is scoring guide and description for each task | Yes=3, Somewhat=2, No=1 | |
| Rubric/Scoring Alignment | | 3 |
| 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? Very descriptive and with examples of appropriate responses. | Yes=3, Somewhat=2, No=1 | |
| Inter-rater Reliability Score | | 3 |
| 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 student work provided, but there are examples of acceptable responses. Exemplars would be helpful. | Yes=3, Somewhat=2, No=1 | |
| Student Work Samples Score | | 2 |

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 for this assessment is difficult to follow... it is difficult to locate the scoring criteria/rubrics for each task and section. | All=3, Some=2, None=1 | |
| "Clear & Uncluttered" Score | 1 | |
| 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 prompts are difficult to interpret: e.g. "Pretend that you are living in the time of Saint Anthony and Saint Paul. You are standing on the path talking with the saints about your day. Suddenly Duchamp's figure appears on the path and begins to walk toward you. What does the figure look like? Describe the shapes, lines, colors, and textures." I foresee students from all backgrounds having a difficult time responding to these prompts. | All=3, Some=2, None=1 | |
| S | 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: | | |
| See explanation above. | 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: | | |
| The prompts require a high level of academic language for GR.8, but the scope of conceptual rigor is limited: e.g. limited to "motion" and "movement" in art. | No=3, Somewhat=2, Yes=1 | |
| "Academic Language" Score | 1 | |
| <p>*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</p> | | |
| 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? | | |
| <p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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. | All of these should be listed with note to the teacher to use as is appropriate. | |

- **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.

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

Non specified

1

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>Unfortunately, this assessment provided little to no real world application. It is difficult seeing students engaged with this assessment.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">"Engages Students" Score</p> | | <p align="center">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>Because the scope of rigor is limited to "motion" and "movement" in art, the assessment cannot provide ample evidence of all four CASSs.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">Classroom Learning Score</p> | | <p align="center">1</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>Please see comment above.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">Learning Expectations/Outcomes Score</p> | | <p align="center">1</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:</p> <p>It would be very difficult to communicate learning expectations for this assessment to students. Some to the prompts seem irrelevant: e.g. "How did the figure move? What sounds did the figure make when moving?"</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">Communicates Academic Excellence Score</p> | | <p align="center">1</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:</p> <p>The narrow scope of this assessment does not provide adequate student data to determine CAS competency.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">Standards Competency Score</p> | | <p align="center">1</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> <p>The purpose of this assessment would be difficult to determine because of the narrow focus on "motion" and "movement" in art.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| <p align="center">Locate evidence Score</p> | | <p align="center">1</p> |

| Summary | Earned | Possible |
|---|--------|----------|
| Standards Rating | 2 | 3 |
| Rigor Rating | 1 | 3 |
| Subtotal | 3 | 6 |
| Standards Alignment Percentage | | 50.0% |
| Scoring Guide Present | 3 | 3 |
| Rubric Aligned w/standards | 2 | 3 |
| Rubric/Scoring Coherent | 3 | 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 | 1 | 3 |
| Straight Forward Presentation | 2 | 3 |
| Free of Cultural or Unintended Bias | 2 | 3 |
| Academic Language Load | 1 | 3 |
| Adequate Accommodations Allowed | 1 | 3 |
| Subtotal | 7 | 15 |
| Fair & Unbiased Percentage | | 46.7% |
| Engagement | 1 | 3 |
| Reflects Classroom Learning | 1 | 3 |
| Reflects Learning Expectations/Outcomes | 1 | 3 |
| Communicates Academic Excellence | 1 | 3 |
| Competency on Standards Score | 1 | 3 |
| Locate evidence Score | 1 | 3 |
| Subtotal | 6 | 18 |
| Opportunities to Learn Percentage | | 33.3% |
| Grand Total | 32 | 57 |
| Overall Percentage | | 56.1% |

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

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