

## 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 Art</b>
<b>Name of Assessment: Connecting Ideas and Images</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: March 2012</b>

### Assessment Profile

**Grade Level(s) suggested by this assessment:**

**High School**

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

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

**What is the DOK of the assessment?**

DOK 1: (example) Describe expressive features and characteristics of art in their completed collage/mixed media work

DOK 3: (example) Analyze and interpret completed collage/mixed media work and create an artwork that conveys the meaning and intent of teen life.

DOK 4: (example) Create an art work based on “teen issues” and use print materials (photographs) as resources in developing their art work. Elements, organizational principles, expressive features and techniques are employed and an artist statement (interpretation) is provided.

**Indicate the DOK range of the CAS Grade Level Expectations:**

DOK 1, 3, and 4

**Describe the content knowledge/concepts assessed:**

Concepts:

- Visual art has inherent characteristics and expressive features
- Art and design have purpose and function
- Reflective strategies are used to understand the creative process
- A personal interpretation of art is accomplished through use of sophisticated language and studio art processes
- Interpretation is a means for understanding and evaluating works of art
- Assess and produce art with various materials and Methods
- Make judgments from visual messages
- Communication through advanced visual methods is a necessary skill in everyday life
- Appropriate understanding and use of techniques, materials and processes are necessary to create works of art
- Academic content vocabulary is required in order to

**List the skills/performance assessed:**

- Demonstrate how to aesthetically and formally interpret a work of art
- Identify characteristics and expressive features of art and how to recognize them in artworks
- Describe how artists create meaning and how to recognize and interpret intended meaning in a work of art
- Making inferences
- Knowledge of characteristics and expressive features of art
- Knowledge of art materials, techniques and processes
- Making informed judgments
- Creating art work to communicate artistic intent

**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

**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
X
X
X

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>X</p>	<p>Strengths?</p> <p>Assessment allows students to develop an idea, create an artwork and defend it.</p> <p>DOK levels 1, 3, and 4 are applied (see examples at left)</p> <p>Suggestions?</p> <p>Assessment should/could add an element or task that addresses DOK2.</p> <p>Assessment should/could add a component that addresses technical skills.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>Students were asked to complete three tasks:</p> <p>Task #1: Identify and describe an idea or concern related to teen life aligns with Standard: Observe and Learn to Comprehend, GLE 1 and GLE 3; Standard: Envision and Critique to Reflect, GLE 2</p> <p>Task #2: Create an artwork that conveys the meaning and intent of Teen Life using elements, organizational principles, and expressive features aligns with Standard: Invent and Discover to Create, GLE 2 and GLE 3; Standard: Relate and Connect to Transfer, GLE 2</p> <p>Task #3: Describe, analyze and interpret your work of art aligns with Standard: Observe and Learn to Comprehend, GLE 1 and GLE 3; Envision and Critique to Reflect, GLE1, GLE2, GLE3;</p>	<p>Full=3; Partial =2; No Match= 1</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>X</p>	
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p>		

Task #1: Identify and describe (DOK4) an idea or concern related to teen life aligns with Standard: Observe and Learn to Comprehend, GLE 1 and GLE 3; Standard: Envision and Critique to Reflect, GLE 2

Task #2: Create (DOK1,3) an artwork that conveys the meaning and intent of Teen Life using elements, organizational principles, and expressive features aligns with Standard: Invent and Discover to Create, GLE 2 and GLE 3; Standard: Relate and Connect to Transfer, GLE 2

Task #3: Describe, analyze, and interpret (DOK1,3,4) your work of art aligns with Standard: Observe and Learn to Comprehend, GLE 1 and GLE 3; Envision and Critique to Reflect, GLE1, GLE2, GLE3;

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
<b>Scoring Guide Present:</b> <b>Answer key, scoring template, computerized/machine scored</b> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task) <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	   X   Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>	<b>2</b>	
<b>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</b> <b>Provide an explanation of your response:</b> Task #1: specific rubric for generating an idea for a work of art: 1 – 5 levels awarded for elaboration of idea, supporting detail, and connection to personal, social, or cultural/historical concerns.  Task #2: specific rubric for creating a teen life collage/drawing: 1 – 5 levels awarded for “appropriate” use of sensory elements, organizational principles, expressive features and communication of idea.  Task #3: specific rubric for analyzing and interpreting completed artwork: 1 – 4 levels awarded for reflection of idea.  Because the answers require specific academic language and direct response to questions posed, and questions are aligned to CAS, the scoring criteria are also aligned to the standards and GLEs identified previously.	          Completely aligned=3, Somewhat aligned=2, Not aligned=1	Suggestions? Explanation needs to be given as to why there are two basic and two proficient categories.  Scoring guide should address quality of the response in the assessment. This could be accomplished by providing examples of artworks, short answers, extended essays, etc., as they are exemplified at the various levels.
<b>Rubric Aligned with Standards Score</b>	<b>3</b>	
<b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</b> Score categories are clearly defined within the performance levels. Levels are awarded for demonstration of knowledge assessed through the task.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>	<b>3</b>	
<b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</b> <b>Explain:</b> Scoring criteria reflects the demands of the assessment task or item. Assessment is written using the task or item parameters provided students. For example, the task for creating (Task #2) asks students to complete a work of art based on conveying the theme “teen life” using knowledge of sensory elements, organizational principle, expressive features. Evaluating criteria reflects “degrees of demonstrating task demands”; no demonstration/ partial demonstration/complete demonstration of an idea conveyed and an understanding of sensory elements, organizational principles, and expressive features is given in the rubric/scoring guide.		
<b>Rubric/Scoring Alignment</b>	<b>3</b>	
<b>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?</b> Probably not.		

<p>The scoring guide is descriptive throughout but neglects to define the quality of the response needed to be successful at each level. For example, the task for creating (Task 2) asks students to create a collage/drawing. Students should present imagery in a way that reflects an understanding of sensory elements, organizational principles, and expressive features. Evaluating criteria reflects “degrees of success”; no demonstration/partial demonstration/complete demonstration of idea/ theme and understanding of sensory elements, organizational principles, and expressive features. What is not defined is what, for example, “powerful or unique connection” looks like.</p>	<p>Yes=3, Somewhat=2, No=1</p>
<p><b>Inter-rater Reliability Score</b></p>	<p><b>2</b></p>
<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? There are no examples to anchor student mastery. There would need to be several examples of completed artworks and extended responses at various levels of mastery.</p>	
<p><b>Student Work Samples Score</b></p>	<p><b>1</b></p>

**A high quality assessment should be...FAIR and UNBIASED**

FAIR and UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)	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>The administrator’s version of the assessment is visually clear, with sufficient white spaces between each paragraph, section, and unit. However, formatting is inconsistent and the layout could be improved by delineating each section more clearly. It’s also not clear how the arrangement and space available for students is provided for creating the required artwork.</p>	<p align="right">All=3, Some=2, None=1</p>	
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>		<p align="center"><b>2</b></p>
<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>Suggestions?</p>
<p><b>Provide an explanation of your response:</b></p> <p>The items and tasks are presented in very clear, straightforward language. The task requested is described in detail. For example:</p> <p>All Tasks: “Today you are asked to complete a work of art based on the theme of “Teen Life”. This will involve three tasks or steps. First, thinking of and writing down an idea, second creating a work of art that reflects the idea, and third, writing an analysis explaining why you think the artwork is effective in communicating an idea”.</p> <p>These tasks require students to come up with an idea, create a work of art, and defend its purpose.</p>	<p align="right">All=3, Some=2, None=1</p>	<p>A potential bias could exist depending on the images each student receives. It is not clear whether students are receiving the same images. Images should accommodate student demographic area and represent an array of student interests and backgrounds.</p>
<p align="center"><b>"Straight Forward" Score</b></p>		<p align="center"><b>3</b></p>
<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>The assessment does not make accommodations for ESL students; also unintentionally biased against students with other disabilities. For example, ESL or other students who have reading difficulties may have problems with the written part of the assessment. Visually impaired students would have limited, if any, ability to complete requested task.</p>	<p align="right">All=3, Some=2, None=1</p>	
<p align="center"><b>Free of 'Cultural or Unintended Bias' Score</b></p>		<p align="center"><b>3</b></p>
<p><b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? <b>Provide an explanation of your response:</b></p>		
<p>Yes. All art vocabulary is academic because it is content specific. Examples from this assessment include, but are not limited to: elements and principles, composition, and theme.</p>	<p align="right">No=3, Somewhat=2, Yes=1</p>	
<p align="center"><b>"Academic Language" Score</b></p>		<p align="center"><b>3</b></p>
<p>*Please reference “Defining Features of Academic Language in WIDA’s Standards” (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4q wcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4q wcy&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>Presentation accommodations: Students with visual impairment will NOT be able to complete assessment as administered. They will need to respond tactilely and verbally. ESL and SPED students will likely need more visual and verbal modes of access as well.</p> <p>Response Accommodations: SSN students, depending on degree of impairment, might need assistive devices. See above for ESL, SPED and Visually Impaired students.</p> <p>Setting Accommodations: This might be required due to the highly visual and sensory-stimulating nature of the visual art classroom. Moving students with sensory issues to a stimulus-neutral environment might help them to maintain focus on a text-rich section of the assessment without experiencing sensory overload.</p> <p>Timing and scheduling accommodations: Time may not be appropriate for some students to be able to think critically, write coherent responses, and create effective artwork.</p> <p>Linguistic accommodations: Because this assessment is text-rich, it is highly recommended the linguistic load be reduced for ELL students.</p>		<p>Suggestions? Refer to left hand column.</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> <li>○ <b>Linguistic Accommodations</b> — 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.</li> </ul>		
<p><b>3f:</b> Identify and write down the accommodations permitted for this assessment: Only one minor accommodation: teacher reads most of the directions aloud.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>	
<p align="center"><b>"Adequate Accommodations Allowed" Score</b></p>		<p align="center"><b>2</b></p>

<p><b>A high quality assessment should ...increase OPPORTUNITIES TO LEARN</b></p>		
<p>The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities</p>	<p>Check all that apply:</p>	<p>Strengths/Suggestions</p>
<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></p>		



<p>Yes. Students are asked to use higher-order thinking skills (analysis, interpretation, synthesis, evaluation, create) when formulating response to extended answer question and creating artwork. Evaluative thinking and making informed judgments are important components of critical thinking, a skill required in real-world situations.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<b>"Engages Students" Score</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></p> <p>This assessment is an excellent indicator of learning about how art can communicate ideas and information to an audience. It ranges from describing, analyzing and interpreting art to creating art to communicate artistic intent to an audience. The assessment allows students to communicate their knowledge in multiple modes (creating graphic visual images, writing) and to demonstrate thinking at various levels of Bloom's Taxonomy (identifying, describing, interpreting, and creating art).</p>	<p>Yes=3; Somewhat=2; No=1</p>
<b>Classroom Learning Score</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></p> <p>Because this assessment aligns well to the visual art high school VA CAS S.2, an art teacher could easily use the standard in its template form as a way to illustrate visual art learning expectations. Teacher can discuss growth with parents from the rubric, growth can be shown, instructional next steps can be identified, etc. The tasks provide a combination of open-ended constructed response and product that is relevant to student interests: e.g. Today you are going to be asked to complete a work of art based on the theme of "teen life".</p>	<p>Yes=3; Somewhat=2; No=1</p>
<b>Learning Expectations/Outcomes Score</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></p> <p>Yes, the task communicate the expectations for academic excellence: e.g. "you should consider writing your response in a way that tells exactly what your concerns is and what events or experience may have led you to that concern or idea."</p>	<p>Yes=3; Somewhat=2; No=1</p>
<b>Communicates Academic Excellence Score</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></p> <p>By closely following rubric guidelines, teachers can use results to inform instruction to target competencies addressed in targeted standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<b>Standards Competency Score</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>  It can be integrated into any curriculum. Teachers can pull the big evidence outcomes and transition them into daily learning targets that address formative assessments to reach the end assessment objectives.</p>		
	<p><b>Yes=3; Somewhat=2; No=1</b></p>	
<p><b>Locate evidence Score</b></p>		<p><b>3</b></p>

	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias		3
Academic Language Load	3	3
Adequate Accommodations Allowed	2	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
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	47	57
Overall Percentage		82.5%

(Meets Alignment Criteria)

(Partially Meets Scoring Criteria)

(Partially Meets Fairness and Bias Criteria)

(Meets Opportunities to Learn Criteria)

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Review Team Recommendation: (check the statement that best reflects your team's recommendation):

Rationale: With an explicit alignment to the VA CAS, and stated accommodations for ELL, this assessment can be fully