

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: Figure Drawing, NAEP
Reviewer: Content Collaborative
Date of Review: April 11, 2012

Assessment Profile	
Item Types - check all that apply (note: there is often overlap among certain item types):	Check All That Apply
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.)	X
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	X
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	X
The assessment includes:	Check All That Apply
Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	X
Scoring Guide/Rubric	X
Sample evidence to show what student performance might look like	
Materials (if needed to complete the assessment)	X
Estimated time for administration	X
Student Directions & Assessment Task/Prompt – what does the student see/use?	X
Other:	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): High School		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: VA09-GR.HS-S.1-GLE.1; VA09-GR.HS-S.1-GLE.2; 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		
Indicate the intended DOK range of the Grade Level Expectations: 1-4		
Indicate the intended DOK of the assessment (list DOK levels) : 1-4		

1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Concepts:

- Visual art has inherent characteristics and expressive features
- Historical and cultural context are found in visual art.
- 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 interpret and answer questions about sculpture

1c. List the skills/performance assessed (what are students expected to do?): -

- 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
- Writing about art

1d. 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? **Use the definitions below to select your rating.**

- Full match** – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.
- Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.
- Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.
- Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.
- No match** – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.

Please provide evidence from both the standards and assessment to support your

response: Identify the culture and/or period in which the four works (artwork given to students) were created. Aligns with Standard: Comprehend, GLE 1 and GLE 2. Compare and contrast two of the four works (artwork given to students). How are they similar? How are they different? aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflection, GLE 1 and GLE 3; Standard: Transfer, GLE 2. Create a relief composition of a fantasy figure(s) or your alter ego using the influence of the four works (artwork given to students) studied aligns with Comprehend, GLE 1 and GLE 3; Standard: Reflection, GLE 1, GLE 2 and GLE 3; Standard: Create, GLE 2; Standard: Transfer, GLE 2. Students discuss the interpreted strengths of their artwork. Additionally, students discuss how they would alter or change their artwork to make it stronger aligns with Comprehend, GLE 1 and GLE 3; Standard: Reflection, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2.

	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	5	
	Rating Column	Comments
<p>1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? Use the definitions below to select your rating.</p> <p><input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><input type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><input type="checkbox"/> 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>Identify the culture and/or period (DOK 1) in which the four works (artwork given to students) were created. Aligns with Standard: Comprehend, GLE 1 and GLE 2.</p> <p>Compare and contrast (DOK 2) two of the fours works (artwork given to students). How are they similar? How are they different? aligns with Standard: Comprehend, GLE 1, GLE 2 and GLE 3; Standard: Reflection, GLE 1 and GLE 3; Standard: Transfer, GLE 2.</p> <p>Create a relief composition of a fantasy figure(s) or your alter ego (DOK 3) using the influence of the four works (artwork given to students) studied aligns with Comprehend, GLE 1 and GLE 3; Standard: Reflection, GLE 1, GLE 2 and GLE 3; Standard: Create, GLE 2; Standard: Transfer, GLE 2.</p> <p>Students discuss the interpreted strengths of their artwork. Additionally, students discuss how they would alter or change their artwork (DOK 4) to make it stronger aligns with Comprehend, GLE 1 and GLE 3; Standard: Reflection, GLE 1, GLE 2 and GLE 3; Standard: Transfer, GLE 2 and GLE 3.</p>		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	2	

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

Scoring Guide Present	Check all that apply:	Comments
<input type="checkbox"/> Answer key, scoring template, computerized/machine scored		Rubrics are very specific in their descriptors.
<input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)		
<input type="checkbox"/> Task-Specific Rubric (only used for the particular task)	X	
<input type="checkbox"/> Checklist (e.g., with score points for each part)		
<input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist		
	Rating Column	

<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: Task(s) #1: specific rubrics for observational and blind contour drawings: 0 – 4 levels awarded for observation and concentration skills, confidence, line quality and balance/composition.</p> <p>Task #2: specific rubric for blind contour drawing: 0 – 4 levels awarded for completeness in reflecting on finished work with regard to observation and concentration, line quality, and form.</p> <p>Task #3: specific rubric for analyzing and interpreting artwork of others: 0 – 4 levels awarded for demonstrating critical/analytical skills, knowledge of art movements, culture and composition.</p> <p>Task #4: specific rubric for creating artwork: 0 – 4 levels awarded for level of demonstrating imaginative, compositional and drawing skills.</p> <p>Task #5: specific rubric for analyzing and interpreting artwork: 0 – 4 levels awarded for level of demonstrating how to critique and analyze one’s own work.</p> <p>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.</p>	<p>Yes=3, Somewhat=2, No=1</p>
Rubric Aligned to Standards Rating	3
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Score categories are clearly defined within the performance levels. Levels are awarded for demonstration of knowledge assessed through the task.</p>	<p>Yes=3, Somewhat=2, No=1</p>
Rubric/Scoring Coherent Rating	3
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response. Scoring criteria reflects the demands of the assessment task or item. Assessment is written using the task or item parameters provided students. The descriptors are clear and specific.</p>	<p>High=3, Moderate=2, Low or None=1</p>
Rubric/Scoring Aligned with Task Rating	3
<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. Provide an explanation of your response. The scoring guide is descriptive throughout and also defines the quality of the response needed to be successful at each level. The rubrics are very clear in what “performance” is expected at each level. For example, the rubric for Task 3, question 3 defines a level 4 response as: Advanced understanding. Notices the strong unrealistic use of yet simplified color. Mentions floating figures, Cubism influence, and green Russian-Jew violinist. Mentions that this is a fictional, surreal, or dream-like painting based on child-like memories.</p>	<p>Yes=3, Somewhat=2, No=1</p>
Rubric/Scoring Different Raters Same Rating	2
<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 examples to anchor student mastery. There would need to be several examples of completed artworks and extended responses at various levels of mastery to have this element.</p>	<p>Yes=3, Somewhat=2, No=1</p>
Student Work Samples Rating	1

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	Comments
<p>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 administrator's version of the assessment is visually clear, with sufficient white spaces between each paragraph, section, and unit. Formatting is consistent and the layout clear. Directions and scripts are detailed.</p>	<p>High=3, Moderate=2, Low=1</p>	
Clear & Uncluttered Rating	3	
<p>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 and tasks are presented in very clear, straightforward language (at least for Native English speakers). The tasks requested are described in detail. For example: Task 4: "You will complete a work of art that depicts a fantasy figure or own alter-ego (a second self) in a composition by identifying a variety of images, symbols, and ideas you wish to convey about yourself in your work. It will be an imaginary, fantasy situation, or dream-like story. Remember to consider the elements and principles of design as well as your own imagination." These tasks require students to come up with an idea, create a work of art, and (in task 5) defend its purpose.</p>	<p>High=3, Moderate=2, Low=1</p>	
Straight Forward Rating	3	
<p>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: All of the vocabulary used in prompts are concept and skill based, rather than content based. No issues of cultural or other intended biases here.</p>	<p>High=3, Moderate=2, Low=1</p>	
Free of Cultural or Unintended Bias Rating	3	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Yes. All art vocabulary is academic because it is concept/skill/content specific. Examples from this assessment include, but are not limited to: elements and principles, composition, and theme.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Academic Language Rating	3	
<p>3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). Provide an explanation of your response. No issues here.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Confusing Language Rating	3	
<p><small>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)</small></p>		

3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? **Provide an explanation of your response.** 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. Response Accommodations: SSN students, depending on degree of impairment, might need assistive devices. See above for ESL, SPED and Visually Impaired students. 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. 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. Linguistic accommodations: Because this assessment is text-rich, it is highly recommended the linguistic load be reduced for ELL students.

Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:

- o **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.
- o **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.
- o **Setting Accommodations** —Change the location in which a test or assignment is given or the conditions of the assessment setting.
- o **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.
- 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.

3g: Are there adequate accommodations permitted for this assessment? **Provide an explanation of your response.** No accommodations stated.

Yes, Some identified=2;
None identified =1

Adequate Accommodations Allowed Rating **1**

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
<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: 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>High=3; Moderate=2; Low or None=1</p>	
<p>Engagement Rating</p>	<p>3</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: 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>High=3; Moderate=2; Low or None=1</p>
Classroom Learning Rating	3
<p>4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response: There are opportunities for a meaningful dialogue between teachers, students, parents, but only if the assessment can be explicitly aligned to the VA CAS.</p>	<p>High=3; Moderate=2; Low or None=1</p>
Learning Expectations/Outcomes Rating	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: Somewhat. The assessment provides little opportunity for students to transfer their knowledge to other areas/disciplines.</p>	<p>High=3; Moderate=2; Low or None=1</p>
Communicate Academic Excellence Rating	2
<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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: After explicit alignment to the VA CAS, the results could provide student competency/comprehension of the standards.</p>	<p>High=3; Moderate=2; Low or None=1</p>
Competency on Standards Rating	3
<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: If the items are explicitly aligned to the VA CAS, the results could be used both in formative and summative ways.</p>	<p>High=3; Moderate=2; Low or None=1</p>
Clarity of Purpose Rating	3

Summary	Earned	Possible
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	3	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	12	15
		80.0%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	16	17

		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	2	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	17	18
		94.4%
Grand Total	52	57
		91.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	