

## High Quality Assessment Content Validity Review Tool

To understand the review process and how to use the review tool, go to: [How to use the Assessment Review Tool](#)

<b>Content Area:</b> Dance
<b>Name of Assessment:</b> NY - Assessment guide/Assessment Guide, Haiku pg 21-27
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> 5/2/12

### Assessment Profile

**Grade Level(s) suggested by this assessment:** 5-8

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

DA09-GR.5-S.1-GLE.1; DA09-GR.5-S.1-GLE.2; DA09-GR.5-S.2-GLE.1; DA09-GR.5-S.2-GLE.2; DA09-GR.6-S.1-GLE.2; DA09-GR.6-S.2-GLE.1; DA09-GR.6-S.2-GLE.2; DA09-GR.6-S.2-GLE.3; DA09-GR.7-S.1-GLE.2; DA09-GR.7-2-GLE.1; DA09-GR.7-S.2-GLE.2; DA09-GR.7-S.2-GLE.3; DA09-GR.8-S.2-GLE.1; DA09-GR.8-S.2-GLE.2;

**What is the DOK of the assessment?** DOK 2

**Indicate the DOK range of the CAS Grade Level Expectations:** DOK 1-4

**Describe the content knowledge/concepts assessed:** movement elements and skills, choreographic skills, improvisation, connections with other disciplines

**List the skills/performance assessed:** Body relationships, group work, shapes, expression, communicating an idea, control, transitions

**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**

Check All That Apply
x
x

**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:**

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><b>Please provide evidence from both the standards and assessment to support your response:</b></p>		
<p>There is marginal alignment with standards 1 and 2. There is no historical or cultural component.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right"><b>Alignment with Standards Score</b></p>	<p align="center"><b>2</b></p>	
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 on 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>The tasks are clear, but there is no continuity between them. It appears to be a random sampling of ideas that are not connected to a focused or complete unit of study.</p>
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b> The selected response items are very low DOK. The short and extended response components offer an opportunity for students to observe and describe but only to a DOK level of 2. Deeper thinking and connections are not included so the rigor is aligned to only a small component of the standards.</p>		
	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>	<p align="center"><b>2</b></p>	

**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>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> <b>Yes, several types=3, Yes, at least one type=2, None=1</b>	
<b>Scoring Guide Present Score</b>	<b>2</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response:</b> Some alignment exists. However, historical and reflection components are not represented.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b>	
<b>Rubric Aligned with Standards Score</b>	<b>2</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  There is a lack of clarity across performance levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Coherent Score</b>	<b>2</b>	
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b> The tasks themselves are unfocused, and as a result, the scoring criteria is confusing. It is unclear if all the demands of the task are, in fact, scored appropriately.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Rubric/Scoring Alignment</b>	
<b>Rubric/Scoring Alignment</b>	<b>2</b>	
<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>  There is not enough differentiation between levels. Therefore, inter-rater reliability would be lacking.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Inter-rater Reliability Score</b>	<b>1</b>	
<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?  None provided. A performance video would be helpful to provide clarity to scoring criteria.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Score</b>	<b>1</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> The tasks are nicely organized and designed to be visually clear through the use of graphics, bullets, indentations, and white space.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>	<p align="center"><b>3</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><b>Provide an explanation of your response:</b> The tasks are straightforward, but the rubrics are confusing.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center"><b>"Straight Forward" Score</b></p>	<p align="center"><b>2</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?</p> <p><b>Provide an explanation of your response:</b> The assessment is free of cultural bias</p>	<p align="center">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?</p> <p><b>Provide an explanation of your response:</b> The academic language is appropriate for the grade level.</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	
<p align="center"><b>"Academic Language" Score</b></p>	<p align="center"><b>3</b></p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></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> <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:</p> <p>None listed. It would be easy and allowable to incorporate all accommodations, but they are not included.</p>	<p align="center">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>N/A</b></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><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> The task involves taking a haiku out of a book and then essentially "acting it out." It is incumbent upon the educator to connect the task to a more significant learning outcome.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>"Engages Students" Score</b>	<b>2</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> Some information about how students interpret and use information that has been learned in class can be measured, i.e., rhythm, transitions, and use of energy. But, again, it is up to the educator to make meaning of these demonstrations of learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>2</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> This assessment does not allow for reflective conversation.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>1</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> Very little. However, if the educator places this assessment in context with a related unit or activity a deeper connection could be made to the transference of ideas.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>2</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> On a limited basis, just movement and creation.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>2</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> They'll be able to identify purpose, but hopefully as an introductory activity at the beginning of the year. Still could be fleshed to be much more impactful.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>2</b>	

	<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	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	10	18
Scoring Percentage		55.6%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	N/A	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	11	18
Opportunities to Learn Percentage		61.1%
Grand Total	36	57
Overall Percentage		63.2%

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

Fully Recommended	<input type="checkbox"/>
Partially Recommended	<input checked="" type="checkbox"/>
Not Recommended	<input type="checkbox"/>