

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: Theatre Arts and Drama --- Highly Recommended for Classroom Use
Name of Assessment: Washington State Grade 5 Center Stage Star
Reviewer(s): Content Collaborative
Date of Review: April 19, 2012

Assessment Profile

Grade Level(s) suggested by this assessment:

Grade 3 to 4

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

DT09-G.3-S.1-GLE.1-EO.a; DT09-G.3-S.1-GLE.1-EO.b; DT09-G.3-S.1-GLE.2-EO.a; DT09-G.3-S.1-GLE.2-EO.b; DT09-G.3-S.1-GLE.3-EO.a; DT09-G.3-S.1-GLE.3-EO.b; DT09-G.3-S.2-GLE.1-EO.a; DT09-G.3-S.2-GLE.1-EO.b; DT09-G.3-S.2-GLE.2-EO.a; DT09-G.3-S.2-GLE.2-EO.b; DT09-G.3-S.2-GLE.2-EO.c; DT09-G.3-S.3-GLE.1-EO.b; DT09-G.3-S.3-GLE.1-EO.c; DT09-G.3-S.3-GLE.2-EO.b; DT09-G.3-S.3-GLE.3-EO.b; DT09-G.4-S.1-GLE.1-EO.a; DT09-G.4-S.1-GLE.1-EO.b; DT09-G.4-S.1-GLE.1-EO.c; DT09-G.4-S.1-GLE.2-EO.a; DT09-G.4-S.1-GLE.2-EO.b; DT09-G.4-S.1-GLE.2-EO.c; DT09-G.4-S.1-GLE.3-EO.a; DT09-G.4-S.1-GLE.3-EO.b; DT09-G.4-S.2-GLE.1-EO.b; DT09-G.4-S.2-GLE.2-EO.a; DT09-G.4-S.2-GLE.2-EO.c; DT09-G.4-S.2-GLE.3-EO.a; DT09-G.4-S.2-GLE.2-EO.b; DT09-G.4-S.3-GLE.2-EO.a; DT09-G.4-S.3-GLE.2-EO.b

What is the DOK of the assessment?

DOK 1-3, heavy on the 2

Indicate the DOK range of the CAS Grade Level Expectations:

1-3

Describe the content knowledge/concepts assessed:

Story, Improve, movement, voice, dialogue, conflict, resolution, plot, emotions, focus, rendition

List the skills/performance assessed:

Refer, create, establish, resolve, cooperate, demonstrate, maintain, believability

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

The assessment includes:

Check All That Apply

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>		Great piece, needs modifications to bring to 5th grade level, many quality products, not inherent, but can make the connections.
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Not fully aligned in all areas, some areas need development in order to be fully realized. No assessment of standard three, they are doing it, but no assessment.</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score	2	
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>If a teacher selects this for use at the 5th grade level the rigor is low to the expectations in the standards, modifications are suggested. This is a great differentiated piece for a struggling student.</p>	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
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	y y n y y y 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. Provide an explanation of your response: The rubric is only aligned to standard one, and two is embedded within the rubric, and standard three is completely missing (critically respond).	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The rubric phrasing is well balanced throughout all category levels.	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? Explain: The lack of critically responding assessment prevents this from being scored higher.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment	2	
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? The rubric lacks definition of quality, gestures, body movements, and or facial movement, as well as the word appropriate is not defined.	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	2	
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? Student work is present.	Yes=3, Somewhat=2, No=1	With the addition of a critically respond element to the rubric and some clarity of language this rubric would be excellent.
Student Work Samples Score	3	

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: Formatting easy for teachers and students to follow.	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
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: Language is user-friendly for students and teachers.	All=3, Some=2, None=1	
"Straight Forward" Score	3	
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=3, Some=2, None=1	Teachers should implement multi-cultural stories for dramatization, and/or regional stories.
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:		
Academic language is free of bias for assessing student achievement and growth.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	1	
*Please reference "Defining Features of Academic Language in WIDA's		
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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. ○ 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. 		

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:

None specified, but easily adapted.

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

2

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>Yes, this assessment creates a prompt in which students are engaged in a real world problem that is relevant to their age group and their community: mimic/ portray character for younger audience.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>This assessment allows educators to clearly see the differences from student to student on where standards and expectations are being met, exceeded, and show where any gaps may exist.</p>
"Engages Students" Score	3	
<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>It allows students to process and perform their skills in multiple areas including movement, projection, expression, and spacing.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score	3	
<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>Creates a meaningful dialogue through not only the performance elements, but also through components of youth education that students are familiar.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score	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:</p> <p>Very clearly, and students not only engage in skills, but content that is essential to theatre role in society.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	3	
<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>This assessment allows educators to clearly see the differences from student-to-student on where standards and expectations are being met, exceeded, and to show where any gaps may exist.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score	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:</p>		

The Washington team has done a meritorious job creating assessments that can fill a variety of roles; for our purposes in Colorado, this assessment is easily identifiable for its summative abilities but could be adjusted, compacted, expanded, divided, etc to fit any assessment needs. Any teacher could easily speculate those changes.

**Yes=3; Somewhat=2;
No=1**

Locate evidence Score

3

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	15	18
Scoring Percentage		83.3%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	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	48	57
Overall Percentage		84.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	

Would this be fully even though the rubric needs revision and it was stated in 1a that it is not fully aligned?