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: Drama and Theatre Arts - Recommended

Name of Assessment: WA SOS I Don't Know

Reviewer(s): Content Collaborative

Date of Review: May 2, 2012

Assessment Profile

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

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

DTO9-GR.7-S.1-GLE.1-EO.a; DTO9-GR.7-S.1-GLE.1-EO.b; DTO9-GR.7-S.1-GLE.1-EO.c;
DA09-GR.7-S.1-GLE.2-EO.a; DA09-GR.7-S.1-GLE.2-EO.c; DA09-GR.7-S.1-GLE.2-EO.e;
DA09-GR.7-S.1-GLE.2-EO.g; DA09-GR.7-S.1-GLE.2-EO.h; DA09-GR.7-S.2-GLE.1-EO.a;
DA09-GR.7-S.2-GLE.1-EO.b; DA09-GR.7-S.2-GLE.1-EO.d; DA09-GR.7-S.3-GLE.1-EO.a;
DA09-GR.7-S.3-GLE.1-EO.b; DA09-GR.7-S.3-GLE.2-EO.b; DA09-GR.7-S.3-GLE.2-EO.c;
DA09-GR.7-S.3-GLE.2-EO.d; DA09-GR.7-S.3-GLE.3-EO.a; DT09-GR.8-S.1-GLE.1-EO.a;
DT09-GR.8-S.1-GLE.1-EO.b; DT09-GR.8-S.1-GLE.1-EO.c; DT09-GR.8-S.1-GLE.1-EO.d;
DT09-GR.8-S.1-GLE.1-EO.e; DT09-GR.8-S.1-GLE.1-EO.f; DA09-GR.8-S.1-GLE.2-EO.a;
DA09-GR.8-S.1-GLE.2-EO.c; DA09-GR.8-S.1-GLE.2-EO.d; DA09-GR.8-S.2-GLE.1-EO.a;
DA09-GR.8-S.2-GLE.1-EO.c; DA09-GR.8-S.2-GLE.1-EO.d; DA09-GR.8-S.3-GLE.1-EO.a;
DA09-GR.8-S.3-GLE.1-EO.b; DA09-GR.8-S.3-GLE.1-EO.e; DA09-GR.8-S.3-GLE.2-EO.a;
DA09-GR.8-S.3-GLE.2-EO.b; DA09-GR.8-S.3-GLE.2-EO.d

What is the DOK of the assessment?
DOK 2 at grade 7, grade 8

Indicate the DOK range of the CAS Grade Level Expectations:
DOK 1 - 4 Heavy in 2 at grade 7

Describe the content knowledge/concepts assessed:

Pantomime, movement, gestures, expressions, blocking, character, and objective

List the skills/performance assessed:
Demonstrate, maintain, create, choose, imagine, adapt, describe, react, reflect, portray

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.)	N
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	Y
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	Y
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	Y
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	Y
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	Y

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 …)	Y
Scoring Guide/Rubric	Y
Sample evidence to show what student performance might look like:	N
Materials (if needed to complete the assessment)	Y
Estimated time for administration	Y
Student Directions & Assessment Task/Prompt – what does the student see/use?	Y
Other:	

A high quality assessment should be...Aligned		
Alignment with Standards	**Rating Column**	**Strengths & Suggestions**
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.**		
Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.		
Partial match – task or most items partially address the 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:		
Assessment hits on multiple evidence outcomes as described in the CAS, highly related to 2.1, 3.2	**Full=3; Partial =2; No Match= 1**	Assessment could be applied to high school
Alignment with Standards Score	**3**	
Depth of Knowledge as Measured by this Assessment	**Rating Column**	
1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.**		
More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.		
Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.		
Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.		
Please provide evidence from both the grade level expectations and assessment to support your response:		Assessment can easily be restructured to a higher DOK range if the teacher or educator wants to focus on that indicator.
The majority of the evidence outcomes that it addresses are in a "2" range, but a lot of it shows less rigor than the evidence outcomes describes.	**Similar Rigor=2; More Rigor=1; Less Rigor= 1**	
Depth of Knowledge (Rigor) Score	**1**	

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:	Y	
Answer key, scoring template, computerized/machine scored	N	
Generalized Rubric (e.g., for persuasive writing, for all science labs)	N	
Task-Specific Rubric (only used for the particular task)	Y	
Checklist (e.g., with score points for each part)	Y	
Teacher Observation Sheet/ Observation Checklist	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: Rubric clearly assesses creating and responding, however, it lacks performance elements.	**Completely aligned=3, Somewhat aligned=2, Not aligned=1**	Add a performance element to the rubric
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 language in the rubric allows for clear understanding of the tasks.	**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 rubric is clearly aligned with the prompt and all elements within.	**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?** Language such as clear and appropriate can be defined differently based on the adjudicators personal experiences.	**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? Exemplars of students responses would be beneficial as well as recordings of the performances.	**Yes=3, Somewhat=2, No=1**	Overall view of the rubric, as with all of the WA rubrics they are well written with the exception of inter-rater reliability.
Student Work Samples Score	**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**	**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)?		a example or requirement for length would clarify expectations.
Provide an explanation of your response: This tasks provides students with a very clear prompt. However, a example or requirement for length would clarify expectations.	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: This assessment is clear and straight forward in presenting students with a task.	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:**		
This assessment is clear and free of any cultural bias and could be used in a variety of cultural settings.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	**3**	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? **Provide an explanation of your response:**		
This assessment does use a variety of academic language with a glossary of terms to cater to learners of multiple experience levels.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	**3**	
*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=000187886740 7992537742:bjkids4qw cy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)		
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?		
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.*		

3f: Identify and write down the accommodations permitted for this assessment: This assessment does not spell out specific accommodations or modifications however, they could easily be created and applied.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	It is a very well rounded prompt that can be applied to any student, however it would be most accessible to those with travel experience.
"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**
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:** This assessment provides a prompt that engages students through a real world situation.	Yes=3; Somewhat=2; No=1	
"Engages Students" Score	**3**	
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 while providing an opportunity to assess skills learned through the curriculum also provides a forum for students to incorporate skills from outside a school setting.	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	**2**	
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:** This assessment would allow a diverse and engaging dialogue about curriculum and skill transfers to real world situations.	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	**3**	
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:** This assessment while providing an engaging forum for student performance could allow for a spectrum of excellence with some not showcasing desired results.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	**2**	
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:** This assessment aligns with Colorado standards and would allow cross-over into multiple curriculums.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	**3**	

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:

This assessment while aligning with CAS would allow for instructor to pinpoint numerous components of the curriculum that may or may not be meeting desired expectations.

Yes=3; Somewhat=2; No=1

This assessment provides an engaging and exciting context for the theatre curriculum. And could be adapted to fit numerous units throughout the middle school spectrum.

Locate evidence Score	3

	Earned	Possible
Standards Rating	3	3
Rigor Rating	1	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	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	2	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
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	