

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 and Dramatic Arts ----Partially Recommended
Name of Assessment: Kentucky Arts and Humanity
Reviewer: Content Collaborative
Date of Review: April 18, 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:	
DT09-GR.8-S.1; DT09-GR.8-S.2; DT09-GR.8-S.3	
What is the DOK of the assessment?	
DOK-3, could go to 4 with the extension activity	
Indicate the DOK range of the CAS Grade Level Expectations:	
1-3	
Describe the content knowledge/concepts assessed:	
Collaboration, careers, skill base, organizational development	
List the skills/performance assessed:	
Categorize, analyze, compare and contrast, formulate a plan	
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.)	
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.)	X
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	
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:	X
Materials (if needed to complete the assessment)	X
Estimated time for administration	
Student Directions & Assessment Task/Prompt – what does the student see/use?	X
Other:	

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>		
<p>Please provide evidence from both the standards and assessment to support your response:</p>		
<p>Create, Critically Respond, and Performance</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>	<p align="center">3</p>	
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>When reviewing the rigor via DOK, it does not hit all of the sub indicators but does in most; however, when it does, the rigor of the assessment is appropriate for the standard and definition of proficiency.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	<p>Hits a majority of standards, and you can easily adjust the rigor by changing the evidence outcomes slightly.</p>
<p align="right">Depth of Knowledge (Rigor) Score</p>	<p align="center">2</p>	

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 Some items in the checklist, but it doesn't identify how they meet the standard, poor job of listing all of the connections to the standards. Rubric is aligned to the essay, and none of the extension work.	y y n y y Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		2
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Hits on standard 3.3, which is 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: Vaguely addresses the prompt.	Yes=3, Somewhat=2, No=1	On page 2 of the assessment, the rubric can be identified; unfortunately, the piece is more of a general check-list approach that is used in a holistic manner. Adjustment for specifics of each standard would make this piece and its data more reliable.
Rubric/Scoring Coherent Score		2
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Vaguely addresses the prompt.	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? Teacher exemplar helps to clarify the rubric.	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? There is clear student evidence outcome examples about learning the roles and each level of proficiency with explanations and citations: easy to read. This element is more helpful than the actual rubric.	Yes=3, Somewhat=2, No=1	Rubric is task specific and is decent for the task, but does not address the extensions or other standards and higher level elements.
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:		
The format and instructions are pretty clear: no real need for continued or extended explanations.	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 requires a knowledge base of the content but gives an example for "jobs" (typical theatre production roles and responsibilities) within the	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:		It's important to recognize any bullying that might be associated with musical theatre although this isn't a typical concern in Colorado.
No real bias unless the 'typical' stereotypes of musical theatre elements and persona is imbedded.	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:		
Not used for a pre-assessment, but a great end-of-unit assessment or semester.	No=3, Somewhat=2, Yes=1	Excellent use of a culminating project/assessment for a theatre course
"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. 		

○ **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.

Need some accommodations depending on class make-up

3f: Identify and write down the accommodations permitted for this assessment:

None listed, but there should be and very easy to adapt.

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

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>Second person prompt, exactly what this is, gives a real world context.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Second person prompts using the word "you" help to construct a real life situation for any student as they place the student in a hypothetical, realistic situation.</p>
"Engages Students" Score		3
<p>4b. 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>This can be easily scored in the response to verify content knowledge.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>The rubric is easy to read and understand. More details/ specificity in the rubric will provide stronger feedback to show student what s/he needs to do to advance. This can be easily generated at the student level, considering the student age level and exemplars.</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>Data is easily discussed in the format provided in this assessment. This discussion should lend itself to new goal establishment or remediation as needed.</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 to students? Provide an explanation of your response:</p> <p>Exemplars are not established to give to students, but the rubric is adequate to the basic needs. More detail could provide greater learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		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 (scores and student work analysis) to understand what competency on standard/s look like? Provide an explanation of your response:</p> <p>Alignment to standard 3.3 is strong and a great opportunity to develop extensions and alignment to other standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
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:

Alignment to standard 3.3 is strong and a great opportunity to develop extensions and alignment to other standards. Teachers should feel very confident in their use of this assessment piece for a variety of applications if they adjust the rubric to those means.

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

Assignment contains variety for students in different levels, and room for growth and connections to other standards, in various levels. Recommendation is to use this as a summative piece.

Locate evidence Score

3

Summary	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	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	47	57
Overall Percentage		82.5%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	