

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](#)

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|---|
| Content Area: Theatre Arts and Drama --- Recommended for teacher to use - great format |
| Name of Assessment: Washington 310 Auditioning with Pantomime |
| Reviewer(s): Conntent Collaborative |
| Date of Review: April 19, 2012 |

Assessment Profile

Grade Level(s) suggested by this assessment:

Grade 10

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

DT09-HSEP-S.1-GLE.1; DT09-HSFP-S.1-GLE.1; 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; DT09-GR.8-S.2-GLE.1.EO.a; DT09-GR.8-S.2-GLE.1.EO.b; DT09-GR.8-S.2-GLE.1.EO.f; DT09-GR.8-S.3-GLE.2.EO.c; DT09-GR.8-S.3-GLE.2.EO.f

What is the DOK of the assessment?

DOK 1 to 4, extremely heavy in the 3 range

Indicate the DOK range of the CAS Grade Level Expectations:

1-3

Describe the content knowledge/concepts assessed:

Storyline with elements, pantomime, verbal oral description, self-evaluation, creative process with monologues, movement

List the skills/performance assessed:

Conceptualize, gather, develop, reflect, refine, present, critic, apply, write

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 |
| 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 |
| X |
| X |
| |

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>The task described aligns completely with CAS in theatre to create, perform, and critically respond.</p> | <p>Full=3; Partial =2; No Match= 1</p> | |
| <p align="right">Alignment with Standards Score</p> | <p align="right">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>Items in the task meet CAS, and can be used at any level of high school, which means that you would have to correlate the correct standard to the task.</p> | <p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p> | |
| <p align="right">Depth of Knowledge (Rigor) Score</p> | <p align="right">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 | |
|--|--|--|----------|
| <p>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</p> <p>Awesome detail and descriptions, ease of use and use of performance within a standardized assessment, evaluate both the process and product.</p> | <p>y y y y y n</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p> | | |
| Scoring Guide Present Score | | 3 | |
| <p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: Rubric addresses all three standards in three separate categories.</p> | <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p> | <p>Although the task has a large amount of detail, the rubric scoring is inconsistent with complete alignment with CAS. Thus it hits in general terms, but lacks depth, definition in inter-rater reliability.</p> | |
| Rubric Aligned with Standards Score | | | 3 |
| <p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p> <p>The rubric is in direct correlation with the assessment criteria.</p> | <p>Yes=3, Somewhat=2, No=1</p> | | |
| Rubric/Scoring Coherent Score | | 3 | |
| <p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>Explain: Performance, Response, and Create are all present, not carried down to the evidence outcomes.</p> | <p>Yes=3, Somewhat=2, No=1</p> | | |
| Rubric/Scoring Alignment | | 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? Why or why not?</p> <p>The vagueness in the wording of the rubric scoring criteria, lacks detail to provide consistency.</p> | <p>Yes=3, Somewhat=2, No=1</p> | | |
| Inter-rater Reliability Score | | 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?</p> <p>The work included are examples of student papers in the assessment.</p> | <p>Yes=3, Somewhat=2, No=1</p> | | |
| 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: Clear formatting which is concise for teachers and students to use. | | |
| "Clear & Uncluttered" Score | All=3, Some=2, None=1 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: There is an option to either respond verbally or in a written response, which is a big plus, providing opportunities for multiple learners. | | Rubric needs to be a little more straight forward, it is not as clear as the task. |
| "Straight Forward" Score | All=3, Some=2, None=1 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: | | |
| Activities are open ended and allow creative expression and innovation for multiple learning styles, and student with varied backgrounds. | | |
| Free of 'Cultural or Unintended Bias' Score | All=3, Some=2, None=1 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: | | |
| The language is clear for both learners and teachers to properly assess pantomime activity. | 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. ○ 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. | | Strength is that there are multiple ways to reflect on your experiences, rare to find in assessments. |

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

Specific accommodations not spelled out, but easily adapted by teachers.

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: Assessment engages students in real world context with characters and through a role play of auditions.</p> | <p>Yes=3; Somewhat=2; No=1</p> | <p>This assessment aligns with skills taught by the CAS and is fairly assessed to show where 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: There are many different areas to showcase what students have learned through this assessment, through character development areas, process and product, and opportunity for students to respond critically to the assessment.</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: Assessment creates a professional realm for a dialogue on where students are in meeting expectations and standards.</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: This assessment allows for students to engage in a professional process for an audition and classroom performance.</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: This assessment allows many different areas to be evaluated, including all three of the CAS including the Arts.</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: 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.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| 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 | 3 | 3 |
| Rubric Aligned w/standards | 3 | 3 |
| Rubric/Scoring Coherent | 3 | 3 |
| Rubric/Scoring Alignment | 3 | 3 |
| Inter-rater reliability | 2 | 3 |
| Student work present | 3 | 3 |
| Subtotal | 17 | 18 |
| Scoring Percentage | | 94.4% |
| 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 | 3 | 3 |
| Competency on Standards Score | 3 | 3 |
| Locate evidence Score | 3 | 3 |
| Subtotal | 18 | 18 |
| Opportunities to Learn Percentage | | 100.0% |
| Grand Total | 52 | 57 |
| Overall Percentage | | 91.2% |

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

| | |
|-----------------------|---|
| Fully Recommended | X |
| Partially Recommended | |
| Not Recommended | |