

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: Dance
Name of Assessment: South Africa Dance Studies
Reviewer: Content Collaborative
Date of Review: 4/19/12

Assessment Profile

Grade Level(s) suggested by this assessment: 12

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

DA09-GR.HSEP-S.1-GLE.1; DA09-GR.HSEP-S.1-GLE.2; DA09-GR.HSEP-S.1-GLE.3; DA09-GR.HSEP-S.2-GLE.1; DA09-GR.HSEP-S.2-GLE.2; DA09-GR.HSEP-S.2-GLE.3; DA09-GR.HSEP-S.3-GLE.1; DA09-GR.HSEP-S.3-GLE.2; DA09-GR.HSEP-S.4-GLE.1; DA09-GR.HSEP-S.4-GLE.2

What is the DOK of the assessment?

4

Indicate the DOK range of the CAS Grade Level Expectations:

1, 2, 3, 4

Describe the content knowledge/concepts assessed:

Artistic expression/artistry, creative process and dance making/composition, choreographic components, cultural and historical dance forms and traditions, academic vocabulary, communication.

List the skills/performance assessed:

Strength, flexibility, agility, and coordination. Performing rhythmic patterns, executing floor patterns, effective communication, interprets and analyzes significance of experience, group problem solving, research skills, kinesthetic awareness and functioning.

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

portfolio

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

Sample evidence to show what student performance might look like:

Materials (if needed to complete the assessment)

Estimated time for administration

Check All That Apply
x
x
x
x

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

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>Extremely in depth, meets and exceeds our standards. Closer to higher education. Many pieces are appropriate in rigor, but might need some alternative language.</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>Meets rigor – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Partial 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>In places has more rigor than our GLE's. Matches standards but has higher rigor.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>	<p align="center">1</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><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></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. Provide an explanation of your response: Rubric and scoring criteria aligns with language of CO standard evidence outcomes for extended high school grade level. Highly rigorous.</p>	<p><input type="checkbox"/></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score	2	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: There is a broad spectrum of score categories but they are not well-defined</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score	2	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Rubric addresses all task demands and uses explicit language.</p>	<p><input type="checkbox"/></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? Needs more clarity in point value to create consistency in responses and scoring.</p>	<p><input type="checkbox"/></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? None provided. Anchor papers, anchor portfolio, video of performance at each category level would be helpful.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
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)?		
Provide an explanation of your response: Text-heavy and cluttered.		
"Clear & Uncluttered" Score	All=3, Some=2, None=1	1
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: Aimed higher learner target, exclusive group of learners.		
"Straight Forward" Score	All=3, Some=2, None=1	1
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: Geographically specific and program/structural bias due it's alignment to a national curriculum.		
Free of 'Cultural or Unintended Bias' Score	All=3, Some=2, None=1	2
3d. Does the assessment require students to possess an appropriate level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response:		
Students must access advanced levels of academic language in order to be successful at completing the assessment.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score		1
3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). Provide an explanation of your response. Although the task is complex the language used in the task is appropriate to the content and is free from confusing text.		
Confusing Language Rating	Yes=3, Somewhat=2, No=1	3
*Please reference "Defining Features of Academic Language in WIDA's		
3f. 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 were specified.

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

"Adequate Accommodations Allowed" Score

1

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: This comprehensive assessment provides an opportunity for the student demonstrate their knowledge and skills in a variety of ways.</p>	<p>Yes=3; Somewhat=2; No=1</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>Multi-faceted year long assessment tool. Provides excellent information regarding detailed aspects of the impact of a dance program.</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: This is an end of the year summative assessment that can highlight a student's complete body of work over a year's time. The assessment provides information that can tell students to what extent they have mastered the standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		2
<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: The assessment guides students on a continuum of complexity that highlights not only content knowledge but the application of that knowledge and requisite skills to inform new work or conclusions.</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 is designed to measure mastery of the standards. However, the one weakness is lack of the achievement level descriptors which can hinder the appropriate scoring and the recognition of competence.</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>		

All components of this assessment are embedded in the course curriculum as there are 6 performance tasks associated within this assessment. This is an excellent model of curriculum embedded assessment that can be used for summative purposes.

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

Would like to see a sample timeline.

Locate evidence Score

2

Summary	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	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	1	3
Straight Forward Presentation	1	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	1	3
Subtotal	6	15
Fair & Unbiased Percentage		40.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	2	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	39	57
Overall Percentage		68.4%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	