

High Quality Assessment Content Validity Review Tool

To understand the review process and how to use the review tool, go to: [How to use the Assessment Review Tool](http://www.riartslearning.net/proficiency/)

Content Area: Dance
Name of Assessment: Rhode Island Art and Dance On-Demand Task: http://www.riartslearning.net/proficiency/
Reviewer: Content Collaborative
Date of Review: April 18, 2012

Assessment Profile									
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow; text-align: center;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow; text-align: center;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> </tbody> </table>	Check All That Apply			X		X		
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X									
X									
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration: up to 3, 90-minute sessions to complete</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="background-color: yellow; text-align: center;">X</td></tr> <tr><td style="background-color: yellow; text-align: center;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow; text-align: center;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> </tbody> </table>	Check All That Apply	X	X			X		
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X									
X									
X									
Other: Access to images of artwork and a video resource is necessary.									

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<p>1a.</p> <p>Grade Level(s): Elementary</p> <p>Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: DA09-GR.4-S.1-GLE.1; DA09-GR.4-S.1-GLE.2; DA09-GR.4-S.2-GLE.2; DA09-GR.5-S.1-GLE.1; DA09-GR.5-S.1-GLE.2; DA09-GR.5-S.2-GLE.2; DA09-GR.5-S.4-GLE.1; DA09-GR.5-S.4-GLE.2</p> <p>Indicate the intended DOK range of the Grade Level Expectations: 1-3</p> <p>Indicate the intended DOK of the assessment (list DOK levels) : 3</p>		
<p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: The assessment connects dance to other art forms; uses specified dance elements; communicates ideas and emotions. Requires interpretation and analysis of content and design of artwork and self-assessment of solo dance.</p>		

<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Rubric scaffolds from below standard to exceeds standard. Scoring criteria is strong because it is clear and coherent. Lack of point values makes it somewhat aligned.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Coherent Rating</p>	<p>2</p>	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response. The rubric is clear and addresses all task demands.</p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p>Rubric/Scoring Aligned with Task Rating</p>	<p>3</p>	
<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. Provide an explanation of your response. Scoring is a 3, 2, 1 scale that includes language that is somewhat vague which can lead to moderate variations of how proficiency is interpreted. Needs more clarity in point values to create consistency in responses and scoring.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>2</p>	
<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. It would be helpful to have an anchor paper, video of performance at each category level, what art work is being used.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>1</p>	

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	Comments
<p>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 prompt is clear, free of unnecessary text. There is ample lined space for the written response to be constructed.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p>Clear & Uncluttered Rating</p>	<p>3</p>	
<p>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: The task is very straightforward; provides only essential information.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p>Straight Forward Rating</p>	<p>3</p>	
<p>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: The task is open-ended enough to allow students to pursue the task in their own way while staying within the parameters of expectations. This aspect of the task makes it free of bias.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p>Free of Cultural or Unintended Bias Rating</p>	<p>3</p>	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. The dance-specific language not rigorous enough, and the glossary should be expanded to include more words to support the task.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Academic Language Rating</p>	<p>2</p>	
<p>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. The language used in the task is appropriate to the content and is free from confusing text.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Confusing Language Rating</p>	<p>3</p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&cof=FORID:1)</i></p>		
<p>3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? Provide an explanation of your response.</p>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> <i>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.</i> <i>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.</i> <i>o Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting.</i> <i>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.</i> <i>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.</i> 		

<p>3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. Accommodations are suggested for both the task and scoring based on the student's IEP, 504, or ELL status. It specifically asks the teacher to consider presentation/format, timing/scheduling, mode of response, and environment/setting.</p>	<p>Yes, Some identified=2; None identified =1</p>	
<p>Adequate Accommodations Allowed Rating</p>		<p>2</p>

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
<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: The task relies on communication, prior knowledge, and transfer of ideas. These represent critical thinking skills that students should develop to connect the task to a new context.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Engagement Rating</p>		<p>2</p>
<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: The task allows students to demonstrate their knowledge and understanding of dance forms. It also assesses a students ability to interpret and express ideas.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Classroom Learning Rating</p>		<p>3</p>
<p>4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response: Fosters dialogue if the review process is expanded and scoring rubric is utilized after assessment is complete. A suggestion would be for the student to write another self reflection upon receipt of the scoring rubric.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Learning Expectations/Outcomes Rating</p>		<p>2</p>
<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 task has the potential to get students to move beyond literal interpretation to deeper analysis. It is essential that the scoring and feedback provided by the teacher be an integral part of this process.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Communicate Academic Excellence Rating</p>		<p>3</p>
<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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response:</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Competency on Standards Rating</p>		
<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: This assessment can be used as a formative, summative, and interim tool for the teacher. And, can be used as a pre/post test to determine the degree to which students have advanced their knowledge and skills.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p>Clarity of Purpose Rating</p>		<p>3</p>
Summary		
	Earned	Possible
Standards Rating	3	5
Rigor Rating	2	2
Subtotal	5	7

		71.4%
Rubric Aligned w/Standards Rating	3	3
Rubric/Scoring Coherent Rating	2	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	11	15
		73.3%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	2	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	2	2
Subtotal	16	17
		94.1%
Engagement Rating	2	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	0	3
Locate Evidence Rating	3	3
Subtotal	13	18
		72.2%
Grand Total	45	57
		78.9%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	