

## 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](#)

<b>Content Area:</b> Dance
<b>Name of Assessment:</b> Choreograph a Commercial - WA Grade 8
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> 6/16/12

Assessment Profile	
<b>Grade Level(s) suggested by this assessment:</b> Grade 8	
<u><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a></u>	
DA09-GR.7-S.1-GLE.2; DA09-GR.7-S.1-GLE.5; DA09-GR.7-S.2-GLE.1; DA09-GR.7-S.2-GLE.2; DA09-GR.7-S.4-GLE.1; DA09-GR.8-S.2-GLE.1; DA09-GR.8-S.2-GLE.2; DA09-GR.8-S.4-GLE.1; DA09-GR.8-S.4-GLE.2;	
<b>What is the DOK of the assessment?</b>	
3	
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b>	
1, 2, 3, 4	
<b>Describe the content knowledge/concepts assessed:</b>	
Elements of movement, choreographic process, dance structure.	
Interprets and analyzes, organize and structure responses, communicate.	
<b>List the skills/performance assessed:</b>	
Tempo, problem solving through dance, creation/composition, innovation, interprets and analyze dance elements, articulates ideas	
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b>	<b>Check All That Apply</b>
<b>Selected Response</b> (multiple choice, true-false, matching, etc.)	
<b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	
<b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)	x
<b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	
<b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	x
<b>The assessment includes:</b>	<b>Check All That Apply</b>
<b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	x
<b>Scoring Guide/Rubric</b>	x
<b>Sample evidence to show what student performance might look like:</b>	X
<b>Materials</b> (if needed to complete the assessment)	x
<b>Estimated time for administration</b>	x
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	x
<b>Other:</b>	

**A high quality assessment should be...Aligned**

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b> 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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p> <p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>The assessment aligns well with standard 2 (Create, Compose, and Choreograph) and some alignment to standard 4 (Reflect, Connect and Respond). The assessment lacks specificity when referring to movement and movement choices. There is also no connection to the Historical and Cultural Context standard.</p>	<p align="center"><b>Full=3; Partial =2; No Match= 1</b></p>	
<b>Alignment with Standards Score</b>		<b>2</b>
Depth of Knowledge as Measured by this Assessment		Rating Column
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>Meets rigor</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Partial rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p> <p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p>Of the GLE's assessed, the rigor is similar.</p>	<p align="center"><b>Similar Rigor=2; More Rigor=1; Less Rigor= 1</b></p>	
<b>Depth of Knowledge (Rigor) Score</b>		<b>2</b>

**A high quality assessment should be...Scored using Clear Guidelines and Criteria**

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b> <b>Answer key, scoring template, computerized/machine scored</b> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)  <b>Task-Specific Rubric</b> (only used for the particular task)  <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	performance /writing
<b>Scoring Guide Present Score</b>	<b>2</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response: The rubric needs to be more explicit for the written evaluation purpose.</b>	<input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>	<b>1</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response: The rubric for the movement component is cohesive and builds in a coherent manner but is too generic and general.</b>	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>	<b>2</b>	
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain: Rubric addresses all task demands, but the scoring criteria is somewhat vague.</b>	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>	<b>2</b>	
<b>2d.</b> 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? <b>Why or why not?</b>  There is specific language for the rater to reference but the responding rubric is unclear. The language is vague and could lead to variations among scores.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
<b>Inter-rater Reliability Score</b>	<b>2</b>	
<b>2e.</b> 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? Anchor papers are available; video of performance at each category level would be helpful.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
<b>Student Work Samples Score</b>	<b>3</b>	

**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
<b>3a.</b> 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)?		
<b>Provide an explanation of your response: The assessment is a well-designed with bullets, succinct sentences and lined space for writing.</b>	All=3, Some=2, None=1	
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>	3	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?		
<b>Provide an explanation of your response: The assessment is straightforward and lies within the context of what would be expected in</b>	All=3, Some=2, None=1	
<p align="center"><b>"Straight Forward" Score</b></p>	3	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response: Some populations may need assistance with understanding the intent of a "commercial." Students must also provide their own music</b>	All=3, Some=2, None=1	
<p align="center"><b>Free of 'Cultural or Unintended Bias' Score</b></p>	2	
<b>3d.</b> Does the assessment require students to possess an appropriate level of academic language* comprehension to demonstrate understanding?		
<b>Provide an explanation of your response:</b>		
<b>Needs more academic dance specific language in task, prompt and rubric. The glossary is appropriate.</b>	Yes=3, Somewhat=2, No=1	
<p align="center"><b>"Academic Language" Score</b></p>	3	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></p>		
<b>3e.</b> 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"> <li>o <b>Presentation Accommodations</b> —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.</li> <li>o <b>Response Accommodations</b> —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.</li> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>o <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>o <b>Linguistic Accommodations</b> — 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.</li> </ul>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		
Several accommodations listed and documented. Modifications are justified within assessment.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
<p align="center"><b>"Adequate Accommodations Allowed" Score</b></p>	3	

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><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b> The assessment provides problem solving, new context, communication, new format, innovation, and student choice.</p>	<p>Yes=3; Somewhat=2; No=1</p>	Exemplar for performance would be useful
<b>"Engages Students" Score</b>	<b>3</b>	
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b> This assessment can be used to determine a student's understanding of the choreographic and creative process. It can be a good tool for teachers to understand what has been learned.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>3</b>	
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b> The final product can be a summative project that can be shared with parents with students leading the conversation about their process and their learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>3</b>	
<p><b>4d.</b> To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? <b>Provide an explanation of your response:</b> This assessment can challenge students but the educator needs to be involved formatively during the process in order for students to fully exhibit their knowledge and skills.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>3</b>	
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b> This assessment has great potential to evaluate standards 2 and 4. But the task could be expanded to meet, particularly, the movement standard.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>2</b>	
<p><b>4f:</b> 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.)? <b>Provide an explanation of your response:</b> This assessment is very flexible. It can be used as a summative project or pieces of it can be used formatively to check for progress and understanding.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate purpose Score</b>	<b>3</b>	

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	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	