

## 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> Rhode Island: Chair Study -- <a href="http://www.riartslearning.net/proficiency/">http://www.riartslearning.net/proficiency/</a>
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> 4/19/12

### Assessment Profile

**Grade Level(s) suggested by this assessment:** Not Identified- suspect Middle school

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

DA09-GR.6-S.1-GLE.1; DA09-GR.6-S.1-GLE.2; DA09-GR.6-S.2-GLE.1; DA09-GR.6-S.2-GLE.2; DA09-GR.6-S.2-GLE.3; DA09-GR.6-S.4-GLE.1; DA09-GR.7-S.1-GLE.2; 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

**What is the DOK of the assessment?**

3

**Indicate the DOK range of the CAS Grade Level Expectations:**

1, 2, 3, 4

**Describe the content knowledge/concepts assessed:**

Elements of movement, choreographic process, dance structure. Interprets and analyzes, organize and structure responses, communicate.

**List the skills/performance assessed:**

Problem solving through dance, creation/composition, innovation, interprets and analyze dance elements, articulates ideas.

**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

**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

No scoring guide present

**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><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>We would like to see an added element of rigor and small changes to the rubric. We would like to see it connect to standard 3.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>We recommend this assessment for partial approval. There is a strong match to our state standards yet there are small adjustments that could be made to have it span more of our GLE's through grades 6-8. Missing GLE's related to nutrition and warm-ups. Lacks explicit dance terminology needed for each grade level and DOK.</p>	<p><b>Full=3; Partial =2; No Match= 1</b></p>	
<p align="center"><b>Alignment with Standards Score</b></p>	<p align="center"><b>2</b></p>	
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>Cognitive complexity is present. Lacks explicit dance terminology needed for each grade level and DOK.</p>	<p><b>Similar Rigor=2; More Rigor=1; Less Rigor= 1</b></p>	
<p align="center"><b>Depth of Knowledge (Rigor) Score</b></p>	<p align="center"><b>2</b></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><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></p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes, several types=3,                      Yes, at least one type=2,                      None=1</p>	<p>writing/response                      performance</p>
<b>Scoring Guide Present Score</b>		<b>2</b>
<p><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:</b> Rubric needs to be more explicit for the evaluating purpose. It is too generic and low level DOK.</p>	<p><input type="checkbox"/></p> <p>Completely aligned=3,                      Somewhat aligned=2,                      Not aligned=1</p>	
<b>Rubric Aligned with Standards Score</b>		<b>1</b>
<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>                      The rubric is cohesive and builds but is too generic and general.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2,                      No=1</p>	<p>We can't tell the difference between the levels.</p>
<b>Rubric/Scoring Coherent Score</b>		<b>1</b>
<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item?  <b>Explain:</b> Rubric clear, scoring unclear. Rubric addresses all task demands.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2,                      No=1</p>	<p>Even though it matches it does not meet rigor.</p>
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<p><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>                      Vague language and no points associated with rubric. The language is so vague in the rubric that this would be extremely difficult to score.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2,                      No=1</p>	<p>Needs more clarity in point value to create consistency in responses and scoring. The language is also seriously lacking.</p>
<b>Inter-rater Reliability Score</b>		<b>1</b>
<p><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?                      None present. Anchor paper, video of performance at each category level would be helpful.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2,                      No=1</p>	
<b>Student Work Samples Score</b>		<b>1</b>

**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
<p><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)?</p>		
<p><b>Provide an explanation of your response:</b> The task is formatted clearly with short sentences. Lined space is given for written prompt.</p>		
	All=3, Some=2, None=1	
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>	<p align="center"><b>3</b></p>	
<p><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?</p>		
<p><b>Provide an explanation of your response:</b> The task outlines what is expected but the direction "shows unusual ways of getting onto and off of a chair" is vague and is open to interpretation by both the teacher and the student. The rubric doesn't provide clarity on this point.</p>		
	All=3, Some=2, None=1	
<p align="center"><b>"Straight Forward" Score</b></p>	<p align="center"><b>2</b></p>	
<p><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:</b></p>		
<p>No bias is present in the explanation of the task.</p>		
	All=3, Some=2, None=1	
<p align="center"><b>Free of 'Cultural or Unintended Bias' Score</b></p>	<p align="center"><b>3</b></p>	
<p><b>3d.</b> Does the assessment require students to possess an appropriate level of academic language* comprehension to demonstrate understanding?</p>		
<p><b>Provide an explanation of your response:</b></p>		
<p>Needs more academic dance specific language in task prompt and rubric.</p>	No=3, Somewhat=2, Yes=1	
<p align="center"><b>"Academic Language" Score</b></p>	<p align="center"><b>2</b></p>	
<p><b>3e.</b> 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). <b>Provide an explanation of your response.</b> The language used in the task is appropriate to the content and is free from confusing text.</p>		
	Yes=3, Somewhat=2, No=1	
<p align="center"><b>Confusing Language Rating</b></p>	<p align="center"><b>3</b></p>	
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</p>		
<p><b>3f.</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?</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"> <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> </ul>		

- **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.



This assessment can be used as a formative, summative, and interim tool for the teacher and is flexible in its design. Flexibility makes it valuable for teaching and learning, but the task could be expanded to meet our standards and GLE.

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

Locate evidence Score

2

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	1	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	9	18
Scoring Percentage		50.0%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	13	18
Opportunities to Learn Percentage		72.2%
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	