

## 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](#)

<b>Content Area:</b> Theatre Arts and Drama ---Partially Recommended
<b>Name of Assessment:</b> Ireland Primary Guidelines pg. 80
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> April 18, 2012

Assessment Profile													
<p><b>Grade Level(s) suggested by this assessment:</b> Third and Fourth Grade</p> <p><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a> DT09-GR.3-S.1-GLE.1; DT09-GR.3-S.1-GLE.2; DT09-GR.3-S.1-GLE.3; DT09-GR.3-S.2-GLE.2; DT09-GR.3-S.3-GLE.1; DT09-GR.3-S.3-GLE.3; DT09-GR.4-S.1-GLE.1; DT09-GR.4-S.1-GLE.2; DT09-GR.4-S.1-GLE.3; DT09-GR.4-S.2-GLE.1; DT09-GR.4-S.2-GLE.2; DT09-GR.4-S.3-GLE.1; DT09-GR.4-S.3-GLE.2</p> <p><b>What is the DOK of the assessment?</b> DOK 3</p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations:</b> 1-3</p> <p><b>Describe the content knowledge/concepts assessed:</b> Process drama, improvisation, problem solving, collaboration, listening skills, evaluation skills</p> <p><b>List the skills/performance assessed:</b> Historical character study, collaboration, developing characters and community roles,</p> <p><b>Item Types - check all that apply (note: there is often overlap among certain item types):</b></p> <p><b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p> <p><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.)</p> <p><b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)</p> <p><b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><b>The assessment includes:</b></p> <p><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 ...)</p> <p><b>Scoring Guide/Rubric</b></p> <p><b>Sample evidence to show what student performance might look like:</b></p> <p><b>Materials</b> (if needed to complete the assessment)</p> <p><b>Estimated time for administration</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; height: 20px;">X</td> </tr> <tr> <td style="text-align: center; height: 20px;">X</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="text-align: center; height: 20px;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; height: 20px;">X</td> </tr> </table>	Check All That Apply				X	X	Check All That Apply	X				X
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Other:

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>Unless you had a fully defined rubric it would be difficult to connect this to fully aligned.</p>	<p><b>Full=3; Partial =2; No Match= 1</b></p>	<p>Whereas the assessment shows great theatre and cross-curricular uses and correlation to a wide variety of standards, it is strongly suggested that the educator create a rubric prior to initiation of this assessment in order to clarify what proficiency will look like for each standard and to minimize assessment fuzz: seeing more data than can be clearly documented. Large group activities are difficult to assess individuals and will require organization, familiarity, and specificity by the educator.</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>More rigorous</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>Similar 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>		

The rigor is very appropriate for the Evidence Outcomes and the standards. Students with low social skills will struggle because of the team/social dynamic. As an assessment, might not hit all standards, but

Similar Rigor=2; More Rigor=1; Less Rigor= 1

Could separate out items to address more standards.

**Depth of Knowledge (Rigor) Score**

**2**

**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>  Absent	n n n n n Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>		<b>1</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:</b> Absent	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:</b>  Absent	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>		<b>1</b>
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b>  None	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>		<b>1</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>  None	Yes=3, Somewhat=2, No=1	
<b>Inter-rater Reliability Score</b>		<b>1</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?  Needed	Yes=3, Somewhat=2, No=1	Lacks a rubric and needs to have this included .
<b>Student Work Samples Score</b>		<b>1</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:</b>		
Clear formatting and clear instructions for both students and teachers.	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<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:</b>		
Language and instructions are clear.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<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>		
This assessment clearly addresses nuances of Australian and islander culture. Items and vocabulary such as "dolmens, Runa tribe, Odhran" will present problems for some learners operating at a low DOK (Depth of Knowledge) level.	All=3, Some=2, None=1	Cluster grouping should allow an educator to avoid any pitfalls here. The assessment is wonderful because it allows for great high level DOK comparison between the Native American culture pieces in the greater Colorado region. If students do not have those needed comparative skills, the teacher can use local native American lexicon pieces, with which students will have more familiarity, to ensure authenticity of data. Unfortunately, that would really be substituting a major strength.
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
<b>Provide an explanation of your response:</b>		Culturally specific lesson, but based in a set time and culture.
Critical thinking questions are included for teachers to pose to students.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>1</b>	
*Please reference "Defining Features of Academic Language in WIDA's		
<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>		

- **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.

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

None provided

Could be incorporated easily but not laid out in the format given.

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><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></p> <p>Students role play with problem solving from multiple perspectives.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<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></p> <p>It engages them but is more difficult to assess and recognize where they are in order to collect data; however, the opportunity to learn from the assessment through kinetic activity and group play is substantial.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>This group piece may have limitations in data collection because there is high activity level. An easy fix would be to subject all students to a pre- and post- obtrusive evaluation. There is nothing of this level inherent in the assessment. Development on an individual instructor level is needed.</p>
<b>Classroom Learning Score</b>		
<b>2</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></p> <p>Does great to engage students and to set-up expectations for student buy-in, but does not set up expectations within some areas of "critically respond" or "perform".</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>In order to communicate proficiency to parents, the assessment needs a vehicle for discussing that is more formal and obtrusive. On its design and merit, there are opportunities for quick development.</p>
<b>Learning Expectations/Outcomes Score</b>		
<b>2</b>		
<p><b>4d.</b> 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? <b>Provide an explanation of your response:</b></p> <p>Students understand expectations for how to engage in classroom settings but not how to respond outside of the classroom.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>		
<b>2</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></p>		



<p>Nothing is written for data collection to review, but the standards that this assessment align to are important and have good correlation.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>If teachers had a way to inspect data-- i.e. a rubric or individual response piece, it would be highly valuable for any educator as a way to assess student abilities.</p>
<p><b>Standards Competency Score</b></p>		<p><b>2</b></p>
<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></p>		<p>Great for excitement and engaging students within the curriculum, not great for critical review of standards and revisions for instructions.</p>
<p>It should be obvious to where students are able to engage and are hesitant to engage, but no data collection is outlined in the assessment. Regardless, a qualified educator should have no problem adjusting this piece for any use as a formative or summative.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Look for correlation to assessment and evidence outcomes in those above listed. This should provide easy usage indicators for an educator.</p>
<p><b>Locate evidence Score</b></p>		<p><b>3</b></p>

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	1	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment	1	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	6	18
Scoring Percentage		33.3%
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	1	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
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	3	3
Subtotal	14	18
Opportunities to Learn Percentage		77.8%
Grand Total	35	57
Overall Percentage		61.4%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	