

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: Theatre Arts and Drama --- Highly Recommended for classroom Use
Name of Assessment: Washington State Campfire Story
Reviewer(s): Content Collaborative
Date of Review: April 19, 2012

Assessment Profile												
<p>Grade Level(s) suggested by this assessment: Grade 8</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</p> <p>DT09-GR.6-S.1-GLE.1; DT09-GR.6-S.1-GLE.2; DT09-GR.6-S.2-GLE.1; DT09-GR.6-S.3-GLE.2; DT09-GR.7-S.1-GLE.1; DT09-GR.7-S.1-GLE.2; DT09-GR.7-S.2-GLE.1; DT09-GR.7-S.3-GLE.2; DT09-GR.7-S3-GLE.3; DT09-GR.8-S.1-GLE.1; DT09-GR.8-S1.-GLE.2; DT09-GR.8-S.2-GLE.1; DT09-GR.8-S.3-GLE.2; DT09-GR.8-S.3-GLE.3</p> <p>What is the DOK of the assessment? DOK 1-3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: 6th Grade DOK 1-3; 7th and 8th Grade DOK 1-4</p> <p>Describe the content knowledge/concepts assessed: Storytelling, acting, monologues, staging, improvisation, blocking</p> <p>List the skills/performance assessed: communicating, collaboration, reflecting, presenting, vocalization, pitch control, volume, rhythm, responding</p> <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> <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply			X	X	X		Check All That Apply	X	X	X
Check All That Apply												
X												
X												
X												
Check All That Apply												
X												
X												
X												

Materials (if needed to complete the assessment)

X

Estimated time for administration

X

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

X

Other:

X
X
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>The task described aligns completely with CAS in theatre to create, perform and critically respond.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p>Alignment with Standards Score</p>		<p>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>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar 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>Items in the task meet CAS, and can be incorporated into the social studies curriculum.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>Depth of Knowledge (Rigor) Score</p>		<p>2</p>

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
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	y y y y y y Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		3
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: This rubric is fully aligned to all three CAS in Theatre Arts and Drama.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score		3
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The language is consistent throughout all of the levels of the rubric.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		3
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The task is fully represented by all four areas on the rubric.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		3
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? Language such as “clear, appropriate, and effective” are vague.	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		2
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? Work samples help to reflect grading practices.	Yes=3, Somewhat=2, No=1	
Student Work Samples Score		3

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
<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)?</p> <p>Provide an explanation of your response:</p> <p>Clear prompt that is also straight forward, but does not include supplemental diagrams or visuals to cater to multiple learning styles.</p>	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
<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?</p> <p>Provide an explanation of your response:</p> <p>Clear prompt that is also straight forward, but does not include supplemental diagrams or visuals to cater to multiple learning styles.</p>	All=3, Some=2, None=1	
"Straight Forward" Score	2	
<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:</p> <p>Prompt creates a common ground from which to start from that is catered to students with a background of outdoor adventures.</p>	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p> <p>Provide an explanation of your response:</p> <p>Prompt is clear and straight forward, and any unclear terms are defined in the glossary.</p>	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	1	
<p>*Please reference "Defining Features of Academic Language in WIDA's</p>		
<p>3e. 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"> ○ 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:

Specific accommodations not spelled out, but easily adapted by teachers.

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

"Adequate Accommodations Allowed" Score

2

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:</p> <p>This assessment engages students in a dialogue and performance that engages them in age appropriate real world context.</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>This assessment uses many terms and ideas that engage students within the content area.</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:</p> <p>This assessment engages both students and teacher in the context within a real world situation to create a common ground of expectations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		3
<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:</p> <p>This assessment asks students to create in a performance element that will provide a range of academic expectations, hopefully including some excellent exemplars.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Items in the task meet CAS and can be incorporated into the social studies curriculum. Adjust the prompt to specifically incorporate whatever element of social studies or historical event or account that the class is investigating.</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 engages students in content relevant to demonstrate competency within standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>This assessment creates a dialogue and infrastructure for teachers to be able to refer back to when identifying achievement strengths and gaps.</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>	
<p>The Washington team has done a meritorious job creating assessments that can fill a variety of roles; for our purposes in Colorado, this assessment is easily identifiable for its summative abilities but could be adjusted, compacted, expanded, divided, etc to fit any assessment needs. Any teacher could easily speculate those changes.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p>Locate evidence Score</p>	<p>3</p>

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	17	18
Scoring Percentage		94.4%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	50	57
Overall Percentage		87.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	