

## 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 -- Recommended
<b>Name of Assessment:</b> Scotland NQ_Drama_Int2_SQP
<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> High School</p> <p><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a> DT09-GR.HSEP-S.1; DT09-GR.HSEP-S.2; DT09-GR.HSEP-S.3</p> <p><b>What is the DOK of the assessment?</b> DOK 1-4</p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations:</b> 1-4</p> <p><b>Describe the content knowledge/concepts assessed:</b> character development, design tech skills, play development and playwriting</p> <p><b>List the skills/performance assessed:</b> theatre making, collaboration, analysis of characters, design tech choices and decisions</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>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</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> <p><b>Other:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; 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="text-align: center; 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="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="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply			X	X	X		Check All That Apply	X	X			X	X	
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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>Easily hits on all standards and sub-indicators and approaches many of the inquiry questions.</p>	Full=3; Partial =2; No Match= 1	
<b>Alignment with Standards Score</b>		<b>3</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 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>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>Completely appropriate, with ample opportunities at the high end to establish multiple proficiency levels.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	Extremely flexible questions can be used based on the need of the student and teacher.
<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>	Y Y N Y Y N Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>	<b>3</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> Rubric is aligned to the prompts, which are aligned to the standards.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>	<b>3</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  Generalization in some scoring categories.	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:</b>  All sub-points are clearly present.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>	<b>3</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>   Vagueness in categories at times, fair could be a three or four.	Yes=3, Somewhat=2, No=1	The rubric does need enough revision to identify this assessment as partially recommended.
<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? None present	Yes=3, Somewhat=2, No=1	Exemplars at all scoring levels.
<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>  Specific layout style is visually clear, and rubric maintains those styles.	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>  Specific layout to expectations and rubric for those expectations that make the task 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>  clear and free of bias	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<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> There are numerous opportunities to explore character development through creative writing where the student creates their own language level while spiraling in the terminology of the class. Nothing outside of content area is needed.	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> <ul style="list-style-type: none"> <li>○ <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>○ <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>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <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>○ <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:		

Students with difficulty in reading and writing will need accommodations, depending on class make-up.

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

Could be easily altered by the teacher to meet these areas.

**"Adequate Accommodations Allowed" Score**

**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> Connections are inherent within a theatre realm and connect to real life business examples.</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> Extensive and in-depth questions probe student knowledge and maintain viable data points. With pre-assessment, the growth should be obvious.</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> In-depth questioning will create a wide variety of responses to engage and excite the students.</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> It has an expectation of excellence in many of the categories across the board that the student must consider; therefore, this communication happens individually before the instructor gets to speak to the student. Those expectations are embedded in the reflection questioning.</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> Standards are not clearly outlined in this document, but are easily connected.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>		<b>3</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 locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? <b>Provide an explanation of your response:</b> Missing connection to where it fits the standard, although standard is evident, but not listed. It shouldn't be a problem: high questioning leads to extended pathway standards with easy connections by educators..</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>		<b>2</b>

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	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	14	18
Scoring Percentage		77.8%
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	3	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
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	2	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	49	57
Overall Percentage		86.0%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	