

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](#)

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| Content Area: Theatre Arts and Drama ---Partially Recommended |
| Name of Assessment: New South Wales K6_Createart_uw_drama |
| Reviewer: Content Collaborative |
| Date of Review: April 18, 2012 |

| Assessment Profile | | | | | | | | | | | | | | | |
|---|--|----------------------|--|--|--|---|---|--|----------------------|---|--|---|---|---|---|
| <p>Grade Level(s) suggested by this assessment: K-3</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</p> <p>DT09-GR.K-S.1-GLE.1; DT09-GR.K-S.2-GLE.2; DT09-GR.1-S.1-GLE.1; DT09-GR.2-S.1-GLE.1; DT09-GR.2-S.1-GLE.2; DT09-GR.2-S.2-GLE.2; DT09-GR.3-S.1-GLE.1; DT09-GR.3-S.1-GLE.2; DT09-GR.3-S.2-GLE.2</p> <p>What is the DOK of the assessment? DOK 1, 2</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: 1-3</p> <p>Describe the content knowledge/concepts assessed: Create, Perform</p> <p>List the skills/performance assessed: Improvisation, pantomime, characterization</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> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</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="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> <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; height: 20px;">X</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> <tr><td style="text-align: center; height: 20px;">X</td></tr> <tr><td style="text-align: center; height: 20px;">X</td></tr> </tbody> </table> | Check All That Apply | | | | X | X | | Check All That Apply | X | | X | X | X | X |
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Other:

| 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>Full match for the elements that are listed, does not cover all of the standards.</p> | <p>Full=3; Partial =2; No Match= 1</p> | |
| Alignment with Standards Score | | 3 |
| 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>Aligns to the DOK range with the objectives listed in the standards.</p> | <p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p> | <p>Students are developing a complex model and are articulating a voice without speaking. Identifying characteristic features of characters. Need to be able to recall base elements of characters and emotions.</p> |
| 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 |
|---|--|---|
| <p>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</p> <p>Identifies what to assess, but does not give us the rubric to assess.</p> | <p>Yes, several types=3, Yes, at least one type=2, None=1</p> | <p>Good job of laying it out, but they should have included a rubric.</p> |
| Scoring Guide Present Score | | 1 |
| <p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: Rubric is not included in this assessment as it is written.</p> | <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p> | |
| Rubric Aligned with Standards Score | | 1 |
| <p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: None provided</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Rubric/Scoring Coherent Score | | 1 |
| <p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Does not, absent of a rubric</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Rubric/Scoring Alignment | | 1 |
| <p>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? Absent</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Inter-rater Reliability Score | | 1 |
| <p>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? There is no student work attached</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Student Work Samples Score | | 1 |

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 |
|---|-------------------------|--|
| 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)? | | |
| Provide an explanation of your response: Instructions are clearly delineated for teacher and students. Visual formatting is exceedingly clear, due to three columns that identify purpose, teacher instructions, and notes to teachers. | All=3, Some=2, None=1 | |
| "Clear & Uncluttered" Score | 3 | |
| 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? | | |
| Provide an explanation of your response: Document has specific directions on the purpose of each activity, and teacher instructions are clear with bullet points to identify typical responses and appropriate vs. inappropriate inferences. | All=3, Some=2, None=1 | |
| "Straight Forward" Score | 3 | |
| 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: | | |
| Open ended activities provide opportunities for students of all backgrounds to express imagination and creativity. | All=3, Some=2, None=1 | |
| Free of 'Cultural or Unintended Bias' Score | 3 | |
| 3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? | | |
| Provide an explanation of your response: Language for students is concise and age appropriate: primary; however, it is also limited and general. The teacher instructions cover how to respond to students. Instructions for teachers include appropriate academic language for teachers. | No=3, Somewhat=2, Yes=1 | A weakness is that this piece does not have any genuine pieces for students to read along with the educator. |
| "Academic Language" Score | 1 | |
| *Please reference "Defining Features of Academic Language in WIDA's | | |
| 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? | | |
| <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. | | |

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| <p>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.</p> | | <p>Activities and lesson plans allow for age appropriate expression of emotions, and can be altered to include students of diverse backgrounds.</p> |
| <p>3f: Identify and write down the accommodations permitted for this assessment:</p> | | |
| <p>Photos indicate that the assessment is inclusive for handicapped challenged students with diverse learning backgrounds.</p> | <p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p> | |
| <p>"Adequate Accommodations Allowed" Score</p> | <p>3</p> | |

| 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: Creates multiple context for which students can relate to situations and personalities outside of the classroom.</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: Students are able to apply learned classroom information, but there is also room for outside information to be used instead of content from the classroom when accommodating gifted learners.</p> | <p>Check all that apply:</p> <p>Yes=3; Somewhat=2; No=1</p> | |
| Classroom Learning Score | 2 | |
| <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: There are no results tabulated, but the context of the assignment does provide for meaningful dialogue: There will be dialogue in an unobtrusive assessment level that, given development of a fair rubric, could easily generate dialogue and goal setting for the student and teacher.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| Learning Expectations/Outcomes Score | 2 | |
| <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: Activity allows students to engage in academic expectations but does not spell out what academic excellence should look like.</p> | <p>Yes=3; Somewhat=2; No=1</p> | <p>It's important to remember that theatre assessments lend themselves very easily to unobtrusive summation. Teachers should deploy such methods consistently to ease the assessment burden on students while still gathering credible data.</p> <p>Given that expectations are defined more clearly, the assessment should allow for transference of knowledge. In the hands of a qualified teacher transference will likely happen, regardless.</p> |
| Communicates Academic Excellence Score | 2 | |
| <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> | | |

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|--|------------------------------------|--|
| <p>No scores or assessments are tabulated, but obvious kinesthetic responses can be evaluated.</p> | <p>Yes=3; Somewhat=2; No=1</p> | <p>Given that adjustment occurs to override assessment limitations, this piece would do a good job allowing teachers to use the results for growth/ development or in summation.</p> |
| <p>Standards Competency Score</p> | | <p>2</p> |
| <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: Assignment is broken down step-by-step with many coaching items to refer back to when looking at outcomes. This thoroughness should make this piece easy to use in any classroom.</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 | 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 | 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 | 3 | 3 |
| Subtotal | 14 | 18 |
| Opportunities to Learn Percentage | | 77.8% |
| Grand Total | 38 | 57 |
| Overall Percentage | | 66.7% |

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

| | |
|-----------------------|---|
| Fully Recommended | |
| Partially Recommended | X |
| Not Recommended | |