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

Content Area: Dance	
Name of Assessment: Moving Masterpieces - WA Grade 8	
Reviewer: Content Collaborative	
Date of Review: 6/16/12	

Assessment Profile

Grade Level(s) suggested by this assessment: eighth grade

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

DA09-GR.6-S.1-GLE.2; DA09-GR.6-S.1-GLE.3; 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.1-GLE.3; DA09-GR.7-S.1-GLE.5; 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.1-GLE.1; DA09-GR.8-S.2-GLE.1; DA09-GR.8-S.2-GLE.2; DA09-GR.8-S.4-GLE.1;

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:

Visual art vocabulary and elements, movement vocabulary, understand choreographic process.

List the skills/performance assessed:

Communication through dance, expression of ideas through dance, performing, elements of dance

Item Types - check all that apply (note: there is often overlap among certain item types):	Check All That Apply
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.)	X
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
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.)	x

The assessment includes:	Check All That Apply
Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned …)	x
Scoring Guide/Rubric	x
Sample evidence to show what student performance might look like:	
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:	

A high quality assessment should be...Aligned		
Alignment with Standards	**Rating Column**	**Strengths & Suggestions**
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.** **Full match** – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s. **Partial match** – task or most items partially address the skills and knowledge described in the corresponding state standard/s. **No match** – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		Quite vague in it's requirements. No boundaries.
Please provide evidence from both the standards and assessment to support your response: **The assessment broadly, but not deeply, assesses elements of movement, choreography and response.**	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score	**2**	
Depth of Knowledge as Measured by this Assessment	**Rating Column**	
1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.** **Meets rigor** – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations. **Partial rigor** – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. **Less rigor** – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.		
Please provide evidence from both the grade level expectations and assessment to support your response: **The rigor of what the assessment is measuring aligns with the CAS. However, the assessment could be expanded to be more comprehensive. For example, require a historical component in the response component that discusses the selected artwork.**	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
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**
Scoring Guide Present:		
Answer key, scoring template, computerized/machine scored		
Generalized Rubric (e.g., for persuasive writing, for all science labs)		performance and writing
Task-Specific Rubric (only used for the particular task)	x	
Checklist (e.g., with score points for each part)		
Teacher Observation Sheet/ Observation Checklist		
	Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	**2**	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. **Provide an explanation of your response: The rubric is too generic and doesn't reflect the detail of the CAS.**	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	**2**	
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response: The score categories make sense, but the descriptions of the performance levels are not clearly differentiated.**	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score	**2**	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Explain: The rubric addresses all task demands by breaking it down into performing, choreography and responding sections.**	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?** Because the rubric lacks specificity in its description of performance levels, scoring would not be consistent among raters.	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	**1**	
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? None present. Exemplars and anchor papers would be helpful.	Yes=3, Somewhat=2, No=1	
Student Work Samples Score	**1**	

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**
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: Layout is clear; formatting is good.	**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: The task is clear, detailed and straightforward.	**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:** The assessment allows for student and teacher choice in the selection of artwork to minimize the possibility of bias.	**All=3, Some=2, None=1**	
Free of 'Cultural or Unintended Bias' Score	3	
3d. Does the assessment require students to possess an appropriate level of academic language* comprehension to demonstrate understanding? **Provide an explanation of your response:** **Yes, but goes beyond content of dance to require visual arts language.**	**Yes=3, Somewhat=2, No=1**	
"Academic Language" Score	3	
*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?		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: o **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.* o **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.* o **Setting Accommodations** *—Change the location in which a test or assignment is given or the conditions of the assessment setting.* o **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: Several accommodations listed and documented. Modifications are justified within assessment.	**Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1**	
"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
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:** **The assessment is performance based, involves choice, and is an engaging critical thinking process.**	Yes=3; Somewhat=2; No=1	
"Engages Students" Score	**2**	
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:** **This assessment challenges the student to demonstrate interpretation skills that employ movement, choreography and response elements.**	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	**2**	
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:** **This results of this assessment provide an opportunity for continued learning and can be used to set meaningful goals.**	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	**3**	
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? **Provide an explanation of your response:** The assessment criteria lacks the tangible elements of actual dance movement. The assessment could be modified to reflect this higher expectation and then incorporated into the existing components.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	**2**	
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:** The assessment allows teachers to see how students use interpretation skills through choreography, but it is limited if there is not a technique component considered.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	**2**	
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:** The assessment seems comprehensive but without the focus on the technique component, the assessment lacks the ability to be high quality enough to be a summative assessment.	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	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	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	43	57
Overall Percentage		75.4%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	