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: Rhode Island Bushasche Etude **Modified Extended Performance Task -- http://www.riartslearning.net/proficiency/**
Reviewer: Content Collaborative
Date of Review: 4/18/12

Assessment Profile

Grade Level(s) suggested by this assessment: Not Identified- suspect high school

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

DA09-GR.HSFP-S.1-GLE.1; DA09-GR.HSFP-S.1-GLE.2; DA09-GR.HSFP-S.1-GLE.3; DA09-GR.HSFP-S.3-GLE.2; DA09-GR.HSFP-S.4-GLE.1; DA09-GR.HSFP-S.4-GLE.2

What is the DOK of the assessment?

2

Indicate the DOK range of the CAS Grade Level Expectations:

1-4

Describe the content knowledge/concepts assessed:

Kinesthetic awareness, rhythmic acuity, artistic expression, dynamic range, stylistic fluency, spatial awareness/relationship, clarity of intent, reflection of choreographic process

List the skills/performance assessed:

Strength, flexibility, agility, and coordination. Performing rhythmic patterns, executing floor patterns, effective communication, interprets and analyzes significance of experience.

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.)	
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
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	

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: Access to American Dance Legacy Institute (http://www.adli.us/) materials and a video resource is advised.		

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.		
Please provide evidence from both the standards and assessment to support your response:		
Full match if it aligned with all of the GLE's. Despite the use of African dance, it does not connect to historical or cultural references. Missing alignment with standard.	**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:		
Missing DOK level 4. The task calls for replicating not creating. However, many other components of the task are aligned to EO's.	**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)	x	writing/response
Task-Specific Rubric (only used for the particular task)	x	performance
Checklist (e.g., with score points for each part)	x	
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: Task specific rubric aligns with language of CO standard evidence outcomes for high school grade level.	**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:**		
Rubric scaffolds from below standard to exceeds standard. Scoring criteria is strong because it is clear and coherent. However, a suggestion is to clearly define the score within the rubric categories.	**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:** Rubric clear, scoring unclear. Rubric addresses all task demands.	**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?** Scoring is a 3, 2, 1 scale that includes language that is somewhat vague which can lead to moderate variations of how proficiency is interpreted. Needs more clarity in point values to create consistency in responses and scoring.	**No=3, Somewhat=2, Yes=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?** None provided. It would be helpful to have an anchor paper, and a video of performance at each category level.	**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:** The prompt is in a simple layout with short sentences and uses bullets. There is limited lined space for the written response to be constructed. Additional space should be provided or allowed.		
	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 very straightforward; provides only essential information.		
	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:** No bias is present in the explanation of the task.		
	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:** The language expectation for the content is low rigor. However, the task description uses the phrase "proficient level of stylistic fluency" which could be difficult to understand for any student.		
	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). **Provide an explanation of your response.** The language used in the task is appropriate to the content and is free from confusing text.		
	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=000187886740799 2537742:bjkids4q wcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Langua ge)		
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: Accommodations are suggested for both the task and scoring based on the student's IEP, 504, or ELL status. It specifically asks the teacher to consider presentation/format, timing/scheduling, mode of response, and environment/setting.

	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
"Adequate Accommodations Allowed" Score	**2**	
		Strengths/Suggestions

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:**
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:** Task represents problem solving, new context, communication, and new format.	Yes=3; Somewhat=2; No=1
"Engages Students" Score	**3**
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:** The task allows students to demonstrate their knowledge and understanding of dance styles. It also assesses a students ability to interpret and reproduce ideas.	Yes=3; Somewhat=2; No=1
Classroom Learning Score	**3**
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:** Fosters dialogue if the review process is expanded. i.e. -use of the student recording, task rubric, etc.	Yes=3; Somewhat=2; No=1
Learning Expectations/Outcomes Score	**2**
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:** There is a potential for deeper learning if scores are used to inform instruction. While the task is clear in it's design there is no room for variety.	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:** Scores, videos, and written responses are informative for teacher.	Yes=3; Somewhat=2; No=1
Standards Competency Score	**3**

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: This assessment can be used as a formative, summative, and interim tool for the teacher. However, this assessment is not versatile, could it be used with a different dance?	
	Yes=3; Somewhat=2; No=1
Clarity of Purpose Rating	**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	3	3
Rubric/Scoring Coherent	3	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	2	3
Adequate Accommodations Allowed	2	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	2	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	46	57
Overall Percentage		80.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	