The purpose of this tool is to help educators determine if an assessment that they are considering is aligned with the Colorado Academic Standards as well as meeting other minimum requirements of a high quality assessment.

Compatability: This tool is desgined for use with <u>Microsoft Excel only</u>. Functionaliity may be lost if this tools is opened in any other program

Description:
The Assessment Review Tool has been designed to make the assessment review process easier when inputting information and analyzing the ratings, explanations , rational and evidence submitted during the collaborative review process. The Assessment Review Tool will designate the recommendation rating for each sub-criteria, criteria, and overall recommendation.

The overall intent is that Districts and BOCES can use this tool to show they are taking steps to ensure that the measurements they select for Student Academic Growth are Fair, Valid, and Reliable. More importantly, the active and collaborative use of a tool like this enables Colorado Educators to engage in an intentional process of evaluating the assessments that they use to increase learning opportunities for all Colorado Students.

Use:
This Assessment Review Tool is designed to help Colorado Educators rate an assessment's appropriate potential for measuring student academic growth aligned to the Colorado Academic Standards. The use of this tool will help Districts and BOCES in the selection of assessments used as additional measures for evaluating teacher performance related to student academic growth as defined in section 5.01(E)(8) of the Colorado State Board of Education Rules (1 CCR 301-87). This rule requires that Districts and BOCES seek to ensure that the measures selected are valid, reliable and strongly encourage teacher collaboration in the selection of measures appropriate to their classroom. The collaborative use of this tool is one way that Districts and BOCES can show that they are taking steps to ensure that the measures that they choose are aligned to the Colorado Academic Standards (Valid), include Teachers in a discussion regarding the appropriateness s of the measures . Proper use of the tool requires evaluators to thoroughly document their reasoning behind each rating which helps educators to support the analysis and inferences from these measures. All measures selected should contain the elements of high quality assessment. This tool helps educators to select measures that contain these elements.

The tool has been redesigned in this electronic format for use by the Colorado educational community at large. All assessments that are to be recommended for inclusion in the CDE Resource Bank must be vetted through the use of this tool.

<u>Use of the Assessment Review Tool a first step in ensuring that measurements of Student Academic Growth are Fair, Valid, and Reliable.</u>

Guidance:
All reviewers should familiarize themselves with the guidance surrounding this use of this tool before using it. Please scroll to the bottom of these instructions for links to resources and recorded trainings on the use of the Assessment Review tool.   The tool also contains internal resources for help. Please hover your mouse over the yellow boxes for general guidance on each element.

, ...

Criteria: The criteria used in this tool for determining high-quality assessments are based on the following:

Alignment. In the process of evaluating assessments to measure student achievement, we want to ensure the assessments support the Colorado Academic Standards and Grade Level Expectations, including the intended Depth-of-Knowledge of the corresponding standards.

Scoring Guide. When measuring student learning there should be a fair and objective tool. Although scoring of constructed responses can be subjective, the clearer the scoring criteria are, the more reliable the scores will be. In addition, the inclusion of exemplars assists in reliable scoring of student work.

Fair and Unbiased: Measures of student learning should provide access and opportunity for all students, including students with disabilities, English Language Learners, and gifted and talented students. By ensuring appropriate formatting, vocabulary and language, and accommodations all students are able to demonstrate their understanding of the concepts and skills.

Opportunities to Learn. Because we want assessments that will demonstrate student understanding, assessments should engage students in authentic situations that can be generalized to other content areas and other contexts. The information gained from the student work should allow teachers and parents to have a clear sense of a student's understanding of the learning expectations. In addition, the assessment should clearly allow the teacher to know how to use the results to plan for future instruction.

Instructions:
Note the Tab's at the bottom of the workbook. Enter information into all of the 5 Tabs before giving the assessment a Final Recommendation
Each Tab Contains a main Criteria for rating an Assessment:
 Profile   Alignment   Scoring   Fair and Unbiased   Opportunities to Learn

Qualitative Explanations: It is imperative that reviewers justify all ratings with comprehensive explanations. Assume that the reader has never seen the assessment before and use examples from the assessment to justify your ratings. This will add a tremendous amount of value to your review and enable future users to make high quality choices based on your review. Thorough explanations also show that you've taken steps to ensure that the assessments chosen are Fair, Valid, and Reliable.

Help: Many of the cells have embedded comments to help provide guidance or examples of answers. Hold the mouse over cells with comments to see the comments. Most of the yellow cells contain help and guidance comments

Final Recommendation: Click on the Final Recommendation tab to see a summary of all of the information entered in the previous tabs. You must review all of the information entered before selecting a final rating for the assessment of Fully, Partially, or No recommendation.
This tab is formatted so that you can print it out as a summary response. NOTE: you can quickly check to see if any information is missing by looking cells highlighted in a red or purple. The se highlights indicate a missing response. An assessment review is not considered complete if any cells are missing information.

Printing and Formatting: The Assessment Review Tool has been designed such that the Final Recommendation can be printed as a summary of all information entered. It may be necessary for the user to manually adjust the row height for various cells in the final recommendation depending on the size of various explanations. All Criteria tabs are also formatted such that can be printed out individually.

Acknowledgements:
This Tool was designed thorough a collaborative process between assessment experts and multiple units in the <u>Colorado Department of Education</u>.

"Adapted from © 2009 Hess, Karin K., Local Assessment Toolkit: High Quality Assessment."

[Resources and Support Website for the Assessment Review Tool](#)

[Glossary of Assessment Terms used in this tool](#)

[DOK resources to be used in conjunction with the Assessment Review Tool](#)

[Rules promulgated by the Colorado State Board of Education related to this document](#)

[Please contact us with any suggestions for change / improvement of this form.   We are extremely interested in collaborating with other users to make this tool even better!](#)

High Quality Assessment Content Validity Review Tool
General Information and Assessment Profile

General Information	
Content Area:	Dance ▼
Name of Assessment:	Dance Model Cornerstone Assessment: High School Accomplished
Who developed this assessment?	NCCAS: http://www.nationalartsstandards.org/sites/default/files/Dance%20MCA/MCA/NCCAS%20MCA%20DANCE%20HS%20Advanced.pdf
Cost of Assessment	○ Fee based ◉ Open Source
Reviewer(s):	Colorado Content Collaborative in Dance
Collaborative Review	◉ Yes ○ No
Review Team Type (Select the most descriptive)	Other ▼
District(s) or Professional Association that performed the review	Colorado Content Collaborative in Dance
Date of Review:	6/21/2014
Title of Unit that assessment is associated with	N/A

Assessment Profile			
Item Types - check all that apply (note: there is often overlap among certain item types):	**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) ☐
	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.) ☑	**Process** (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision) ☑
Comments on the Item Types (Strengths and Suggestions)	Strength: The inclusion of a task checklist for the teacher/students.		
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 …) ☑	**Scoring Guide/Rubric** ☑	**Sample evidence** to show what student performance might look like ☐
	Materials (if needed to complete the assessment) ☐	**Estimated time for administration** ☑	**Student Directions & Assessment Task/Prompt –** what does the student see/use? ☑
	Other (Please Specify -->) ☐		
Strength and Suggestions regarding the general assessment profile (Item types, assessment inclusions, etc.)	Clear instructions for each step of the assessment.		

Alignment
A high quality assessment should be...Aligned

1a. Grade Level(s):	High School - Extended Pathway
1a. Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment:	DA09.GR.HSEP-S.1-GLE.1; DA09.GR.HSEP-S.1-GLE.2; DA09-GR.HSEP-S.1-GLE.3; DA09-GR.HSEP-S.2-GLE.1; DA09-GR.HSEP-S.2-GLE.2; DA09-GR.HSEP-S.2-GLE.3; DA09-GR.HSEP-S.4-GLE.1; DA09-GR.HSEP-S.4-GLE.2
Colorado Academic Standards Online	Reference sheet explaining how to code the Standards and Grade Level Expectations

1a. Indicate the intended **DOK** range of the **Grade Level Expectations**: (Check all that apply.)	☑	DOK 1	☑	DOK 2	☑	DOK 3	☑ DOK 4
1a. Indicate the intended **DOK** of the **assessment** (Check all that apply.)	☑	DOK 1	☑	DOK 2	☑	DOK 3	☑ DOK 4
General DOK Levels reference Sheet		DOK Reference sheets for various subject areas (online)					

1b. Describe the content knowledge/concepts assessed by the set of items or the performance task:	Gain knowledge and application of movement sequences, Understand compositional knowledge such as sequencing and structuring, Gain knowledge and application of anatomical principles and dance skills, Demonstrate knowledge of space, relationships and dance structures
1c. List the skills/performance assessed (what are students expected to do?):	Develop, select and apply a range of strategies for exploring/improvisation, Acquire observational and analysis skills, Apply and give feedback for revising choreography, Replicate, recall and retain movement sequences, Demonstrate Dance Literacy

1d. 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? **Use the definitions to select your rating. You MUST justify your rating below.**	**Full match** – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. ○	**Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. ◉	**Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. ○	**Minimal match** – some tasks or items match some relevant 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. ○				

1d. Justification of Overall Content Match Rating: Please provide evidence from both the standards and assessment to support your response: (Your response should be detailed and include examples)	Close Match - The Colorado Dance Standards include a standard (number 3) for Historical and Cultural Context. The National Dance Standards do not. So, even as the other standards are very close, there will always be the historical context that is missing. The National Dance Standards imbed the historical component in different ways.

1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? **Use the definitions below to select your rating.**	**More rigorous** – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. ◯	**Similar 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. ◯	
1e. Justification of <u>Overall Cognitive Match</u> : Please provide evidence from both the grade level expectations and assessment to support your response:	Similar Rigor - The rigor between the National Dance Standards for High School and the Colorado Dance Standards are similar in that this assessment asks students to create a dance work alone, then with a group and it is shared with the community through performance using creative movement, and choreographic structure. Students are also asked to give feedback as they reflect and analyze their dance work.			
Overall Strengths and Suggestions Regarding Alignment				

Scoring
A high quality assessment is Scored using Clear Guidelines and Criteria

What elements of a scoring guide are present? Check all that apply.	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**	

2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. **Provide an explanation of your response:**	○ Yes	● Somewhat	○ No
Again, the historical component doesn't exist with the National Dance Standards like it does with the Colorado Standards.			
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response below:**	● Yes	○ Somewhat	○ No
Great clarity			
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Provide an explanation of your response below:**	● High	○ Moderate	○ Low or None
Research the concepts of "mosaic" and "community". Discuss with your group how these two ideas can be combined to create an original piece of choreography. Compose a group dance. Collaborate to further revise and refine choreography. Choose production elements to enhance the choreography.			
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? **Provide an explanation of your response below:**	○ Yes	● Somewhat	○ No
Each dance program is going to have students and teachers with different experiences and dance abilities. Also, the nature of this assessment is creative dance. So even if the same group were to redo this assessment, the dances would be completely different.			
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 below:**	● Yes	○ Somewhat	○ No
Performances of the dance will be recorded.			

Overall Strengths and Suggestions Regarding Scoring

Fair and Unbiased
A high quality assessment is 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)						
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 below:**	⦿	High	○	Moderate	○	Low
Font is a good size, enough white space, each task is not only described, but "mapped" out and broken down.						
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 below:**	⦿	High	○	Moderate	○	Low
Wording of the assessment tasks is easily understandable by not only the teacher, but the students.						
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 below:**	⦿	High	○	Moderate	○	Low
There are not stereo types used, all language is unbiased.						
*Please reference "Defining Features of Academic Language in WIDA's Standards" *						
3d. Does the assessment use appropriate levels of academic language for the grade and content area? **Provide an explanation of your response below:**	⦿	Yes	○	Somewhat	○	No
Dance vocabulary is age appropriate and consistent.						
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 below:**	⦿	Yes	○	Somewhat	○	No
No confusing words are present.						

		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. ☐
3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? **Provide an explanation of your response.**	**Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:**		
	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. ☐	**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. ☐

Links are provided to websites.

3g. Are there adequate accommodations permitted for this assessment? **Provide an explanation of your response.**	◉ Yes, Some identified	○ None identified	

There are resources made available in the template to teachers who may need to apply accommodations or differentiation strategies.

Overall Strengths and Suggestions Regarding Fair and Unbiased ratings

A high quality assessment should…Increases Opportunities to Learn

(The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)					
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 below:**	◉	High	○	Moderate	○ Low or None
Each student is allowed time to research, explore and express original movement inspired by the words mosaic and community. The students then choreograph a dance which symbolizes this theme, then share movement with peers and with parents/community.					
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 below:**	◉	High	○	Moderate	○ Low or None
Researching exploring, improvising, analyzing, observing, applying, replicating, retaining movement, demonstrating elements of dance and choreography					
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 below**	◉	High	○	Moderate	○ Low or None
Multiple tasks arranged for researching, creating, revising, recording, rehearsing, performing. All components of the creative process.					
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 below:**	◉	High	○	Moderate	○ Low or None
Students research, explore, create, apply choreographic structure and performance skills					
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 below:**	◉	High	○	Moderate	○ Low or None
Results of this assessment can not only give information of which level of dance technique a student has attained, but also what dance instruction may be given to improve dance skills. The inclusion of student choreography allows the teacher to assess each students creativity and knowledge about basic choreographic form. This assessment also allows a teacher to evaluate the depth of knowledge a student has about a particular community/culture, also how the student applies that knowledge to the theme of mosaic.					

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 below:**	◉	High	○	Moderate	○	Low or None

For the most part this national dance assessment is aligned to the Colorado standards, GLE's and the DOK. There is only one area where the national standards are not aligned with Colorado, and that is the Historical and Cultural Context. However, this assessment in particular, allows the teacher and students to include a study in different cultures, by focusing on the community traditions within a culture.

Overall Strengths and Suggestions Regarding Opportunities to Learn

Assessment Review Tool Summary and Final Rating

Name of Assessment	Dance Model Cornerstone Assessment: High School	**Review Date**	6/21/2014
Grade Level(s)	High School - Extended Pathway		

Final Rating Holistic Rating for Entire Assessment (Please Review Summary of all Ratings Below Before Making a Final Selection)	Fully Recommended ▼
Comprehensive Explanation for Final Rating and suggestions for improvement or modification	This assessment is a great activity for the high school level dancer. Even though the inclusion of the historical component isn't implied, it can still be included to this assessment. To include the historical component, the teacher may assign a culture to each choreographic group. This allows the student groups to dig even deeper into the research of "community". But this is a great way for students to look outside of their usual group and research and view different traditions. Also, the inclusion of the "mosaic" theme is a wonderful way to develop the student's skills in adapting movement to symbolize an overarching concept.
Colorado Academic Standards	DA09.GR.HSEP-S.1-GLE.1; DA09.GR.HSEP-S.1-GLE.2; DA09-GR.HSEP-S.1-GLE.3; DA09-GR.HSEP-S.2-GLE.1; DA09-GR.HSEP-S.2-GLE.2; DA09-GR.HSEP-S.2-GLE.3; DA09-GR.HSEP-S.4-GLE.1; DA09-GR.HSEP-S.4-GLE.2
Who Developed the Assessment	NCCAS: http://www.nationalartsstandards.org/sites/default **Cost** Open Source
Reviewers	Colorado Content Collaborative in Dance
Collaborative Review	Yes: Review process was performed by a group of professional educators working in collaboration. **Review Team Type** Other
District or Professional association that performed the review	Colorado Content Collaborative in Dance

Item Types				Product	Performance	Process
Item Type Comments	Strength: The inclusion of a task checklist for the teacher/students.					
Assessment Includes	Teacher directions	Scoring Guide/Rubric			Estimated time for administration	Student Directions & Assessment Task/Prompt
Assessment Inclusion Comments	Clear instructions for each step of the assessment.					
DOK of Grade Level Expectations	1	2	3	4		
DOK of Assessment	1	2	3	4		

Content Knowledge / Concepts Assessed		Gain knowledge and application of movement sequences, Understand compositional knowledge such as sequencing and structuring, Gain knowledge and application of anatomical principles and dance skills, Demonstrate knowledge of space, relationships and dance structures
Skills / Performance Assessed		Develop, select and apply a range of strategies for exploring/improvisation, Acquire observational and analysis skills, Apply and give feedback for revising choreography, Replicate, recall and retain movement sequences, Demonstrate Dance Literacy
Content Match	Close match	Close Match - The Colorado Dance Standards include a standard (number 3) for Historical and Cultural Context. The National Dance Standards do not. So, even as the other standards are very close, there will always be the historical context that is missing. The National Dance Standards imbed the historical component in different ways.
Item(s) rigor compared to GLE rigor	Similar rigor	Similar Rigor - The rigor between the National Dance Standards for High School and the Colorado Dance Standards are similar in that this assessment asks students to create a dance work alone, then with a group and it is shared with the community through performance using creative movement, and choreographic structure. Students are also asked to give feedback as they reflect and analyze their dance work.

Overall Comments on alignment	0				

Elements of Scoring guide			Task-Specific Rubric (only used for the particular task)	Checklist (e.g., with score points for each part)	
Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment?	Somewhat	Again, the historical component doesn't exist with the National Dance Standards like it does with the Colorado Standards.			
Are the score categories clearly defined and coherent across performance levels?	Yes	Great clarity			
To what degree does the rubric/scoring criteria address all of the demands within the task or item?	High	Research the concepts of "mosaic" and "community". Discuss with your group how these two ideas can be combined to create an original piece of choreography. Compose a group dance. Collaborate to further revise and refine choreography. Choose production elements to enhance the choreography.			
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?	Somewhat	Each dance program is going to have students and teachers with different experiences and dance abilities. Also, the nature of this assessment is creative dance. So even if the same group were to redo this assessment, the dances would be completely different.			
Is there student work?	Yes	Performances of the dance will be recorded.			
Overall Strengths and Suggestions Regarding Scoring	0				

To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered?	High	Font is a good size, enough white space, each task is not only described, but "mapped" out and broken down.			
To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?	High	Wording of the assessment tasks is easily understandable by not only the teacher, but the students.			
To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias?	High	There are not stereo types used, all language is unbiased.			
Does the assessment use appropriate levels of academic language for the grade and content area?	Yes	Dance vocabulary is age appropriate and consistent.			
Does the assessment limit the usage of words that can be confused with one another (homonyms)?	Yes	No confusing words are present.			
If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed?					

Explanation of accommodations selected	Links are provided to websites.	
Are there adequate accommodations permitted for this assessment?	Yes, Some identified	There are resources made available in the template to teachers who may need to apply accommodations or differentiation strategies.
Overall Strengths and Suggestions Regarding Fair and Unbiased ratings	0	

Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge?	High	Each student is allowed time to research, explore and express original movement inspired by the words mosaic and community. The students then choreograph a dance which symbolizes this theme, then share movement with peers and with parents/community.
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?	High	Researching exploring, improvising, analyzing, observing, applying, replicating, retaining movement, demonstrating elements of dance and choreography
Meaningful dialogue about learning expectations and outcomes with students and parents	High	Multiple tasks arranged for researching, creating, revising, recording, rehearsing, performing. All components of the creative process.
Clearly communicates expectations for academic excellence	High	Students research, explore, create, apply choreographic structure and performance skills
Teachers can use the results (scores and student work analysis) to understand what competency on standard/s look like	High	Results of this assessment can not only give information of which level of dance technique a student has attained, but also what dance instruction may be given to improve dance skills. The inclusion of student choreography allows the teacher to assess each students creativity and knowledge about basic choreographic form. This
Teachers can identify what purpose the assessment serves (e.g. diagnostic, report card grades, adjusting instruction, etc.)	High	For the most part this national dance assessment is aligned to the Colorado standards, GLE's and the DOK. There is only one area where the national standards are not aligned with Colorado, and that is the Historical and Cultural Context. However, this assessment in particular, allows the teacher and students to include a study in different cultures, by focusing on the community traditions within a culture.
Overall Strengths and Suggestions Regarding Opportunities to Learn	0	

Colorado Academic Standards
Reference System

Content Area Abbreviations

DA09	Dance
DT09	Drama and Theatre Arts
CH09	Comprehensive Health
PE09	Physical Education
MA10	Mathematics
MU09	Music
RWC10	Reading, Writing and Communicating
SC09	Science
SS09	Social Studies
VA09	Visual Arts
WL09	World Languages

Content Area:

Standard:

Prepared Graduates:

High School and Grade Level Expectations

Concepts and skills students master:

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
	Relevance and Application:
	Nature of the Discipline:

SS09 — GR.2 — S.1 — GLE.1

Social Studies Adopted 2009	Grade Level Second Grade	Standard Number 1	Grade Level Expectation Number 1

EO.c → Evidence Outcome Letter "c"

IQ.1 → Inquiry Question Number 1

RA.1 → Relevance and Application Number 1

N.1 → Nature of... Number 1
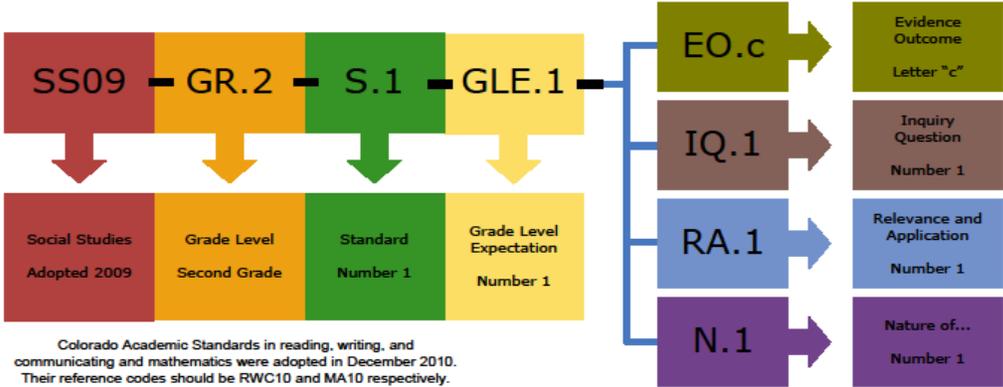
Colorado Academic Standards in reading, writing, and communicating and mathematics were adopted in December 2010. Their reference codes should be RWC10 and MA10 respectively.

Depth of Knowledge (DOK) Levels

Level One (Recall): Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, Repeat, State, Name, Report, Tell, Tabulate, Use, Infer, Recall, Recognize, Quote, Recite, Match

Level Two (Skill/Concept): Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Compare, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Investigate, Hypothesize, Differentiate, Cite Evidence

Level Four (Extended Thinking): Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Describe, Explain, Interpret

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Apply a concept in other contexts.	