

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](#)

Content Area: Theatre Arts and Drama --- Partially Recommended
Name of Assessment: Washington Comedy Tonight Grade 10
Reviewer: Content Collaborative
Date of Review: April 19, 2012

Assessment Profile

Grade Level(s) suggested by this assessment:

Grade 10

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

DT09-GR.HSFP-S.1-GLE.1-EO.a; DT09-GR.HSFP-S.1-GLE.1-EO.b; DT09-GR.HSFP-S.1-GLE.1-EO.c; DT09-GR.HSFP-S.1-GLE.1-EO.e; DT09-GR.HSFP-S.1-GLE.1-EO.f; DT09-GR.HSFP-S.1-GLE.3-EO.b; DT09-GR.HSFP-S.1-GLE.3-EO.c; DT09-GR.HSFP-S.1-GLE.4-EO.c; DT09-GR.HSFP-S.2-GLE.1-EO.a; DT09-GR.HSFP-S.2-GLE.1-EO.b; DT09-GR.HSFP-S.2-GLE.1-EO.c; DT09-GR.HSFP-S.2-GLE.2-EO.c; DT09-GR.HSFP-S.2-GLE.3-EO.a; DT09-GR.HSFP-S.2-GLE.3-EO.b; DT09-GR.HSFP-S.2-GLE.3-EO.c; DT09-GR.HSFP-S.3-GLE.3-EO.f

What is the DOK of the assessment?

DOK 1 to 4, heavily 1

Indicate the DOK range of the CAS Grade Level Expectations:

1-4

Describe the content knowledge/concepts assessed:

Dialogue, conflict, resolution, movement, vocal technique, believability, character, plan, direct

List the skills/performance assessed:

Conceptualize, gather, develop, reflect, refine, present, critic, apply

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)

Check All That Apply
X
X

The assessment includes:

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

Check All That Apply
X
X

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:

X
X
X
X

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>Several of the standards are not fully aligned, this selection will need thorough modifications.</p>	<p>Full=3; Partial =2; No Match= 1</p>	<p>Strength of this assessment is 2.3, as an introduction to directing.</p>
<p align="center">Alignment with Standards Score</p>		<p align="center">2</p>
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>Most of the standards are closely aligned, but the DOK is low.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="center">Depth of Knowledge (Rigor) Score</p>		<p align="center">1</p>

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) Task-Specific Rubric (only used for the particular task) Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist	y y n y y y Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		3
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: Lacking critical response, or standard three in assessment.	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: Language within the rubric is consistent throughout.	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: The task is not asking them to critically respond to their performance which would be better considering the rubric does want them to do this.	Yes=3, Somewhat=2, No=1	Minor prompt revision is needed to enforce parallelism with rubric.
Rubric/Scoring Alignment		2
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? Language such as “appropriately” and “effectively” lack definition, however the additional scoring notes do assist.	Yes=3, Somewhat=2, No=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? The work samples are beneficial and help the understanding of the assessment and the scoring.	Yes=3, Somewhat=2, No=1	
Student Work Samples Score		3

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:		
Clear formatting which is concise for teachers to use.	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:		
There is an option to either verbal or written responses, which is a big plus, which provides opportunities for multiple learners.	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:		Teachers need to have a broad definition of what "effective" voice and language is. Students should be allowed to express cultural identity through improvisation
Activities are open ended and allow creative expression and innovation for multiple learning styles, and student with varied backgrounds.	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:		
Please respond.	No=3, Somewhat=2, Yes=1	
"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?		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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. ○ 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:

Specific accommodations not spelled out, but easily adapted by teachers.

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
<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:</p> <p>Assessment engages students in real world context with characters and role play through an expansive world of improvisation.</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:</p> <p>There are many different areas to showcase what students have learned through this assessment, through character development areas of product, and opportunity for students to respond critically to the assessment.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		3
<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:</p> <p>Assessment creates a dialogue on where students are, in meeting expectations and standards, while creating.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		3
<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:</p> <p>This assessment allows for students to engage in a professional process for a classroom performance and auditioning in a real world setting.</p>	<p>Yes=3; Somewhat=2; No=1</p>	This assessment aligns with skills taught by the CAS and is fairly assessed to show where gaps may exist.
Communicates Academic Excellence Score		
<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> <p>This assessment allows many different areas to be evaluated, within the areas of create and perform.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		3

<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:</p>		<p>This fits within a fundamental track of the CAS, creating an opportunity for students to learn and a dialogue to further their improvisational skills, but the task sets up the performance prompt that only extended pathway students; therefore there is a disconnect between the levels of the prompt and the rubric.</p>
<p>The Washington team has done a meritorious job creating assessments that can fill a variety of roles; for our purposes in Colorado, this assessment is easily identifiable for its summative abilities but could be adjusted, compacted, expanded, divided, etc to fit any assessment needs. Any teacher could easily speculate those changes.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Locate evidence Score</p>		<p>3</p>

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	15	18
Scoring Percentage		83.3%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias		3
Academic Language Load	1	3
Adequate Accommodations Allowed	3	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
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	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	46	57
Overall Percentage		80.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	