

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
Name of Assessment: New South Wales, 2011 High School Certificate Examination
Reviewer: Content Collaborative
Date of Review: March 1, 2012

Assessment Profile									
<p>Grade Level(s) suggested by this assessment: High School Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: DT09-GR.HSEP-S.3-GLE.1; DT09-GR.HSFP-S.3-GLE.1</p> <p>What is the DOK of the assessment? DOK 1-4</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: DOK 1-4</p> <p>Describe the content knowledge/concepts assessed: Analyze historical context of a script, explain staging choices, exploring connections, compare and contrast, process versus product, lots of critiquing</p> <p>List the skills/performance assessed:</p> <ul style="list-style-type: none"> • Contemporary and historical context of drama • Elements of drama, dramatic forms, performance styles, and dramatic techniques and Conventions • Respect for theatre professions, cultural relationships, and legal responsibilities 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </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="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </table>	Check All That Apply			X				
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<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">X</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> </table>	Check All That Apply		X			X	X	
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<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> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">X</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> </table>	Check All That Apply		X			X	X	
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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>* The assessment is comparing and contrasting two different texts in questions 7 & 8, which address Critically Respond, contemporary and historical context of drama Extended 3.1, DOK Level 3</p> <p>* The assessment is asking students to understand and augment a play to a specific cultural audience, which address DOK 4 due to the augmentation and synthesis, and defend why the choices are valid.</p>	<p align="center">X</p> <p>Full=3; Partial =2; No Match= 1</p> <p align="right">3</p>	<p align="center">Strengths?</p> <ul style="list-style-type: none"> • Tiered with multiple options and opportunities for students, which allows for a large variety of students to work with the prompts. • Depth of Knowledge allows for different levels of students, giving an instructor options to align for students. • Gives daily objectives that correlates with a standard <p align="center">Suggestions?</p> <ul style="list-style-type: none"> • There is not one prompt that hits all of the Colorado standards; it hits only limited areas of the standard.
<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> <ul style="list-style-type: none"> • Task is asking students to synthesize, augment, apply and justify in order creating themes for a cultural group. This level of rigor DOK level 4. • the integrity of the task is valid, but the teacher has to be monitoring their students ability and connect the correct task to the correct students • The majority of the prompts address DOK 3, because prompts are asking students to analyze relationships among concepts issues, people and motivations. 	<p align="center">X</p> <p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	<p align="center">Strengths?</p> <ul style="list-style-type: none"> • Very close, the integrity of the task is valid, but the teacher has to be monitoring their students ability and connect the correct task to the correct students
<p align="center">Depth of Knowledge (Rigor) Score</p>	<p align="center">2</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	 <p align="center">X</p> 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: Play analysis is directly related to Critically Respond (1 and 2, High School Fundamental and Extended)	 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 does not include a specific breakdown of value of points. We do think the high school rubric could apply to more than high school level teaching.	 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 prompt is minimal, but the rubric looks for multiple responses.	 	Suggestions? <ul style="list-style-type: none"> • Include exemplars • Scoring rubric needs to be defined
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? We don't think scorers will get similar responses. There is quite a high level of content specific terminology. Without similar content background, responses would differ.	 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? No student work included.	 	
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)?		Strengths? • Include female playwrights and playwrights of color
Provide an explanation of your response: No student work included.	All=3, Some=2, None=1	• Accommodations, clearly define possible accommodations, which are not listed or accounted for in the assessment.
"Clear & Uncluttered" Score	1	
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: Straightforward for middle to advanced level students. Students with disabilities or language issues might be confused.	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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: Most playwrights represented were white and male. However, the texts for pedagogy included writers from Europe and South America. (However, these also were male authors)		Accommodation will be needed for ELP and IEP students.
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response: Rubric assumes high reading ability of students and knowledge of dramatic literature; this assumes some inherent bias that can be overcome by most educators.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*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?		
All of the recommendations below could be used to accommodate the needs of students with special needs and not risk the integrity of the curriculum		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
○ 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:		

None listed, but suggestions could be used.	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>	We suggest using any of the accommodations to the left if one needs to adjust the piece. Try to avoid "Presentation Accommodations" as those might make your data unaligned to the intent of the standards being -----
"Adequate Accommodations Allowed" Score		1

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: The assessment does not, but the content material does. The process of learning will help students apply to real world connections.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths? • correlation between the third standard and assessment.</p>
"Engages Students" Score		2
<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: It is able to test knowledge and critical respond skills. This assessment does not focus on the ""Create" or "Perform" standard. We believe it is difficult to find one assessment tool that will look at all three standards, but it does a just job for "Evaluate/ Reflect".</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Suggestions? • Combine to include numerous other standards.</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: Through post-test dialogue, students would gain meaningful learning. Through dynamic examples of cited text in the test, the non-intended goal would be to take the information to peers and parents. There's no competent built into the test to accomplish this specifically.</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: Rubric clearly explains expectations to students. Directly aligns with the standard.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		3
<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: Yes, because of the direct relationship of tested material and the third standard.</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 is really only a summative, but simple adjustments can be made to get it to any other place.</p>		
	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Locate evidence Score</p>	<p>3</p>	

	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	1	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	2	3
Adequate Accommodations Allowed	1	3
Subtotal	8	15
Fair & Unbiased Percentage		53.3%
Engagement	2	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	41	57
Overall Percentage		71.9%

Aligns well to the third standard but the other two are lacking, various DOK depending on the prompt. Based on specifics used in the prompts matches extended pathways. Emphasis on higher level thinking and processes.

(Partially meets Standards Alignment Criteria)

Lacking clarity between specific grading guidelines, in their breakdowns there is a large range of scoring options.

(Partially meets Scoring Criteria)

Plays are mostly by male playwrights, culturally sensitive to a variety of cultures. Plenty of accommodations, however none were listed – easily adapted. Language used in the rubric was very content heavy, requiring shared or similar training.

(Partially meets Fair & Unbiased Criteria)

With standard three, it is an amazing alignment. Similar as the establishment of the AP Language course in the USA.

(Meets Opportunities to Learn Criteria)

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Review Team Recommendation: (check the statement that best reflects your team's recommendation):

We would recommend the inclusion of this assessment if the elements marked as “does not meet” or “partially meets” are addressed (see summary comments and comments in the assessment review tool)

Rationale:

Does not meet standards 1-2, since the objective is to watch and analyze a performance, it does not allow a student to create and perform the material. Does a really good job of hitting standard three, but this test works great in a standard classroom setting.