

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: Ireland Primary Guidelines, Drama Activity One, Pg. 72
Reviewer: Content Collaborative
Date of Review: 4/18/2012

Assessment Profile	
Grade Level(s) suggested by this assessment:	
PreK-K	
Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:	
DT09-GR.PK-S.1; DT09-GR.PK-S.2; DT09-GR.PK-S.3; DT09-GR.K-S.1; DT09-GR.K-S.2; DT09-GR.K-S.3	
What is the DOK of the assessment?	
DOK-3	
Indicate the DOK range of the CAS Grade Level Expectations:	
DOK- 1 to 3 CAS 1-3	
Describe the content knowledge/concepts assessed:	
Dramatic Play, characterization, problem solving	
List the skills/performance assessed:	
Group and self reflection, reflective practice, and replay	
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.)	<input type="checkbox"/>
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	<input checked="" type="checkbox"/>
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	<input checked="" type="checkbox"/>
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input type="checkbox"/>
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input checked="" type="checkbox"/>
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input type="checkbox"/>
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 ...)	<input checked="" type="checkbox"/>
Scoring Guide/Rubric	<input type="checkbox"/>
Sample evidence to show what student performance might look like:	<input type="checkbox"/>
Materials (if needed to complete the assessment)	<input checked="" type="checkbox"/>
Estimated time for administration	<input type="checkbox"/>
Student Directions & Assessment Task/Prompt – what does the student see/use?	<input checked="" type="checkbox"/>
Other:	Break down on both cognitive and affective learning

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>		Assessment is fully aligned with the Pre-K standards 1 -3
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Evidence outcomes are supported by activity or performance assessment</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score	3	
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>		Alignment with the standards.
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>Transfer of knowledge, Synthesize information, DOK 3 - Create</p>	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) Task-Specific Rubric (only used for the particular task) 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	1	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: No rubric, but content of activity does align	 Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	1	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: No rubric, but content of activity does align	 Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score	1	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: No rubric, but content of activity does align	 Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment	1	
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? No rubric, but content of activity does align	 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 examples	 Yes=3, Somewhat=2, No=1	Rubrics could be uploaded from cothespians.com
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
<p>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, Provide an explanation of your response: Directions to the teacher are very clear</p>	<p align="center">All=3, Some=2, None=1</p>	<p>Information is lacking at the student level but is appropriate from an oral distribution considering child cognition at this age range.</p>
<p align="center">"Clear & Uncluttered" Score</p>		<p align="center">2</p>
<p>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: Great activity, informal assessment methods are utilized.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center">"Straight Forward" Score</p>		<p align="center">2</p>
<p>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: There is none, but basic vocabulary with little pre-discussion.</p>	<p align="center">All=3, Some=2, None=1</p>	<p>Vocabulary refers to basic terms like "rabbit" that some urban communities may not understand. For the most part the assessment assumes the teacher will provide this groundwork. Nothing contains a cultural bias when considering the greater Colorado region.</p>
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>		<p align="center">3</p>
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Teacher must make sure the vocabulary is clear.</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	<p>The script is reasonable, but an educator should have a basic pre-assessed understanding-- formal/informal, obtrusive or unobtrusive-- before administration. Allow for questioning to fill any holes in knowledge base and remain focused on this sub-requirement when doing informal individual</p>
<p align="center">"Academic Language" Score</p>		<p align="center">1</p>
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></p>		
<p>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>		

Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:

- **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:

NA, could apply, none listed

Linguistic Accommodations might be needed, based on the student population

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

2

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>Absolutely, dealing with bullies is an important life-skill that should be approached before students feel the need to pose in these roles.</p>	<p>3</p> <p>Yes=3; Somewhat=2; No=1</p>	<p>Great care must be taken to develop an appropriate rubric for the activity that is aligned and focuses on the area of need (data speaking) for the educator</p>
"Engages Students" Score		
<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>No rubric to identify key skills, but the activity is just and reasonable on its own. The educator should consider using obtrusive 1-on-1 oral assessment for any student that appears unsatisfactory.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		
<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>Possibilities for dialogue exist for bullies or conflict resolution, but it is not apparent in the assessment</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		
<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>Not clear what the specific outcomes should be for each standard or which standard should be approached.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>The ambiguity of the assessment's outcomes as correlated to the standards is a strength and weakness. Even though the piece is fully aligned, this conclusion is predicated on the connection of the skills by a typical, qualified theatre educator. This soft look should allow the educator the flexibility to approach the piece in a variety of ways, depending on what academic standard piece the educator wishes/needs to assess.</p>
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>Relies on the teacher to be a critical thinker, and reaction to student work. Respond improvisationally to student ideas and comments and questions.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Standards Competency Score</p>		<p>2</p>
<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>Leans more to an activity, than an assessment.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Consider placing in the formative toolbox for teachers</p>
<p>Locate evidence Score</p>		<p>2</p>

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	1	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment	1	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	6	18
Scoring Percentage		33.3%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	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	34	57
Overall Percentage		59.6%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	