

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 On Demand Task -- http://www.riartslearning.net/proficiency/
Reviewer: Content Collaborative
Date of Review: 4.18.12

Assessment Profile

Grade Level(s) suggested by this assessment: 12th grade

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

DA09-GR.HSFP-S.4-GLE.1-EO.a

What is the DOK of the assessment?

DOK 3

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1-4

Describe the content knowledge/concepts assessed:

Movement Vocabulary, Elements of review, Styles of dance technique, extrapolate a main idea, elements of performance

List the skills/performance assessed:

Planning and organization of writing, analysis, interpret, draw conclusions, evaluate and critique, provide evidence, control of grammar and terminology

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

If this assessment had a research component it would align better to CAS.

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

Sample evidence to show what student performance might look like:

Materials (if needed to complete the assessment)

Estimated time for administration

Check All That Apply

x
x
partial
x

Language makes assumption that a teacher will not fulfill requirements or prepare.
Lacks numeric assignment to performance criteria

Does not provide video samples, or any other prompts/guidance for video selection

Student Directions & Assessment Task/Prompt – what does the student see/use?

x

Tools in appendix

Other:

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>Does not align with all EO's of GLE1. Could be a full match if task was expanded to include notation or diagramming as well as research.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
Alignment with Standards Score	2	

Depth of Knowledge as Measured by this Assessment	Rating Column	Strengths & Suggestions
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>Meets rigor – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Partial 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>It is DOK 3 and the range is 1-4, has potential to be expanded to reach 4 without significant modification.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
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
<p>Scoring Guide Present:</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p>x</p>	
	<p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
Scoring Guide Present Score	2	

<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: Performance criteria language is clear and directly linked to language in EO's.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	SOMEWHAT due to DOK 3 vs. potential for CAS DOK 4
Rubric Aligned with Standards Score	2	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p> <p>Score categories are on a 1 to 3 scale. They are clearly differentiated.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score	3	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>Explain:</p> <p>Clear and concise, organized well. All elements of the task represented</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment	3	
<p>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?</p> <p>Different raters may have varying degrees of quality expectations when differentiating between "meets" and "exceeds" standards.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score	2	
<p>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?</p> <p>None present. Anchor paper, video of performance at each category level would be helpful.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
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
<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, graphics, and illustrations)?</p> <p>Provide an explanation of your response: Variety of tools in appendix which students can use to contextualize their observations are cluttered and there no expectation for the format of student work outside these tools. The task itself isn't complicated but it is presented in a run-on style sentence.</p>	<p>All=3, Some=2, None=1</p>	
"Clear & Uncluttered" Score	2	
<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?</p> <p>Provide an explanation of your response: The task is simple to understand and is straightforward in its expectation.</p>	<p>All=3, Some=2, None=1</p>	
"Straightforward" Score	3	
<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:</p> <p>Not biased, however, depending on the videos chosen to review - bias may be present.</p>	<p>All=3, Some=2, None=1</p>	

Free of 'Cultural or Unintended Bias' Score		2
<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: The academic language is appropriate for the grade level for both dance and literacy. However, there is limited dance terminology referenced in scoring rubrics which makes the academic language not as rigorous as it could be.</p>		No=3, Somewhat=2, Yes=1
"Academic Language" Score		3
<p>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.</p>		Yes=3, Somewhat=2, No=1
Confusing Language Rating		3
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards" http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language</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>		
<p>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</p> <ul style="list-style-type: none"> 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. 		
<p>3f: Identify and write down the accommodations permitted for this assessment:</p> <p>Presentation, Timing, SAYS it accommodates for mode of response (no rubric), Environment/setting, Linguistic</p>		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>		

The assessment places the student in a situation where they perform the real world task of being a dance reviewer for a publication. The teacher needs to be conscientious of selecting videos that allow students to demonstrate critique skills at a DOK level of 3, i.e., dance from local/global communities.	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: Does demonstrate their knowledge and understanding of dance terminology, concepts related to choreography and performance - draws connections!	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: It is possible if the scores are shared with students and teacher facilitates communications with parents.	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: The assessment requires students to connect dance knowledge and expression of that knowledge through writing. Teachers need to provide substantive feedback in order students to clearly understand how they have been successful in evaluating a performance or how they might consider expanding their thinking.	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: Yes, teachers can use the result to gauge mastery of the standards but only to a point. If the rubric required explicit dance vocabulary to be used this would increase the alignment to the standards.	Yes=3; Somewhat=2; No=1
Standards Competency Score	2
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: Teachers can clearly see how deeply their students understand the elements of dance, and their interpretation of quality dance performance and choreography.	Yes=3; Somewhat=2; No=1
Locate evidence Score	3

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	2	3
Rubric/Scoring Coherent	3	3

Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	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	2	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	45	57
Overall Percentage		78.9%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	











