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

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Content Area: Math	
Name of Assessment: Acuity Common Core Math Grade 3 Diagnostic Form 4	
Reviewer: Content Collaborative	
Date of Review: October 24, 2012	

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)	Check All That Apply X X	
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)	X	
Scoring Guide/Rubric	X	
Sample evidence to show what student performance might look like		
Materials (if needed to complete the assessment)	X	
Estimated time for administration		
Student Directions & Assessment Task/Prompt – what does the student see/use?	Х	
Other: Online/Offline Options	X	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		CAS: One question(#11) used the
Grade Level(s): 3		term "kite" which could be
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.3-S.1-GLE.1-EO.aii; MA10-GR.3-S.4-GLE.2-EO.aii; MA10-GR.3-S.4-GLE.2-EO.cii; MA10-GR.3-S.4-GLE.2-EO.ciii; MA10-GR.3-S.4-GLE.2-EO.ciii; MA10-GR.3-S.4-GLE.1-EO.ai; MA10-GR.3-S.1-GLE.2-EO.aiiii; MA10-GR.3-S.4-GLE.2-EO.c; MA10-GR.3-S.4-GLE.2-EO.aiii; MA10-GR.3-S.1-GLE.3-EO.div		confused with the geometric term instead of the intended meaning in the question which is that of a toy.
Indicate the intended DOK range of the Grade Level Expectations: 1-2 Indicate the intended DOK of the assessment (list DOK levels): 1-2 1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: geometric measurement; understanding concepts of area; relate area to multiplication and addition; recognize perimeter as an attribute of plane figures,		
distinguish between linear and area measures; develop understanding of fractions as numbers; reason with shapes and their attributes. Math practice standards addressed: 1,2,3,7 1c. List the skills/performance assessed: identify arithmetic patterns, solve problems involving the four operations		

 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 below to select your rating. 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. 		
Please provide evidence from both the standards and assessment to support your response: Other than the use of a patterns on a table and applying a rule (which is integrated into the fourth grade Colorado Academic Standards), questions on the assessment related specifically to the Third Grade Colorado Academic Standards.		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating		
 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 	Rating Column	
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.		
Please provide evidence from both the grade level expectations and assessment to support your response: The rigor of the GLE is a similar rigor to the assessment due to the expectation of recall and reproduction skill and concept. For example question #5 on comparison the rigor is a DOK 2. The matching GLE for comparison is also a DOK2. This alignment of DOK is clear throughout the assessment.		
Rigor Level Rating	Similar Rigor=2, More Rigor=1, Less Rigor=1 2	

A high quality assessment should be...Scored using Clear Guidelines and Criteria

Scoring Guide Present	Check all that apply:	Comments
 Answer key, scoring template, computerized/machine scored 	Х	
 Generalized Rubric (e.g., for persuasive writing, for all science labs) 		
 Task-Specific Rubric (only used for the particular task) 	Х	
□ Checklist (e.g., with score points for each part)		
□ Teacher Observation Sheet/ Observation Checklist		
	Rating Column	
2a.Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: #21 is a constructed response accompanied with a task specific rubric directly aligned to the CAS. All the other tasks/answers directly align to CAS. It is basically a multiple choice assessment.	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	3	

2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: On the rubric provided for the two constructed response questions, the score criteria's are clearly defined and coherent. On the multiple choice questions students are scored either right or wrong. The assessment provides no guidance on determining level of overall proficiency.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	1	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide and explanation of your response. This is primarily a multiple choice assessment.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	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.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating	3	
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? Examples of possible student proficient answers are provided for the two constructed response questions, but actual student work is not provided.	Yes=3, Somewhat=2, No=1	
Student Work Samples Rating	1	

A high quality assessment should be...FAIR and UNBIASED

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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	Comments
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: The tasks avoid clutter and there is enough white space when students need to show work. The graphics and illustrations are useful and clear when used.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	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: Text is straightforward and adequate space is provided to work the problems. Lines are provided for students to write their responses.	High=3, Moderate=2, Low=1	
Straight Forward Rating	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: All directions and prompts are free from cultural bias.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Academic language included is common and not out of the scope of a third grader.	Yes=3, Somewhat=2, No=1	
Academic Language Rating	3	
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). The only confusion would be with the question involving the word "kite" and the possible confusion between the geometric term and a toy.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*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)		
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?		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: 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.		

exp acco is a pro acco	commodation is also present due to the availability to either commodation.	Yes, Some identified=2; None identified =1	
	Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

A high quality assessmentIncreases Opportunities to Le		
Opportunities to Learn	Rating Column	Comments
(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:	High=3; Moderate=2;	
Some of the problems are real-world and some are applied to other contexts. The measurement opportunities are not out of the realm of what students could	Low or None=1	
encounter.		
Engagement Rating	3	
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4b. To what extent do you think the knowledge and skills tested by the assessment can	High=2, Modorato=2,	
provide good information about what students have learned in the classroom? Provide an explanation of your response: Items provide numerous opportunities to	High=3; Moderate=2; Low or None=1	
demonstrate understanding within the topic of geometric measurement	row or Mone=1	
2 2		
Classroom Learning Rating	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: Students' knowledge of	High=3; Moderate=2;	
content and their ability to apply math skills in a problem solving situation could be	Low or None=1	
relayed to parents, however information about the practice standards would be		
difficult to garner from this assessment.		
Learning Expectations/Outcomes Rating	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: In mathematics	High=3; Moderate=2;	
the 21st century skills are embodied in the mathematical practices and the	Low or None=1	
mathematical practices are not assessed well by this assessment thus the assessment		
does not clearly communicate expectations for academic excellence.		
Communicate Academic Excellence Rating	1	
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	High-2. Madayata-2.	
understand what competency on standard/s look like? Provide an explanation of your	High=3; Moderate=2; Low or None=1	
response: Items are directly aligned to the concepts and skills as described in the GLE	row or Mone=1	
statements.		
Competency on Standards Rating	2	
4f: Based on the content evaluated by the task or the set of items reviewed, to what		
extent do you think teachers can locate where the assessment evidence is represented	High=3; Moderate=2;	
within the curriculum, student learning objectives, or lesson? Provide an explanation of	Low or None=1	
your response: Items are directly to GLE statements.		
Locate Evidence Rating	3	
Summary	<u>Earned</u>	<u>Possible</u>
Standards Rating	4	5
Rigor Rating	2	2
Subtotal	6	7
		85.7%
Rubric Aligned w/Standards Rating	3	3

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Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	1	3
Inter-rater Reliability Rating	3	3
Student Work Samples Rating	1	3
Subtotal	9	15
		60.0%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	16	17
		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	14	18
		77.8%
Grand Total	45	57
		78.9%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	

A limited number of academic standards are assessed in numerous ways. A low attention to mathematical practices will make it difficult for teachers to understand the depth of knowledge the students have obtained.