

## 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](#)

<b>Content Area: Math</b>
<b>Name of Assessment: Acuity Common Core Math Grade 4 Form 4</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: October 24, 2012</b>

Assessment Profile									
<p><b>Item Types - check all that apply (note: there is often overlap among certain item types):</b></p> <p><b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p> <p><b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p><b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)</p> <p><b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> </tbody> </table>	Check All That Apply	X	X	X				
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<p><b>The assessment includes:</b></p> <p><b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p><b>Scoring Guide/Rubric</b></p> <p><b>Sample evidence to show what student performance might look like</b></p> <p><b>Materials</b> (if needed to complete the assessment)</p> <p><b>Estimated time for administration</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?</p> <p><b>Other: Online/Offline Options</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply	X	X		X		X	X
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### A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<p><b>1a.</b></p> <p>Grade Level(s): 4</p> <p>Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.4-S.1-GLE.1-EO.bi; MA10-GR.4-S.4-GLE.1-EO.bii; MA10-GR.4-S.4-GLE.2-EO.d; MA10-GR.4-S.1-GLE.1-EO.biii; MA10-GR.4-S.4-GLE.1-EO.bi; MA10-GR.4-S.1-GLE.1-EO.bii; MA10-GR.4-S.1-GLE.4-EO.biv; MA10-GR.4-S.4-GLE.2-EO.b; MA10-GR.4-S.2-GLE.1-EO.a; MA10-GR.4-S.4-GLE.1-EO.biii; MA10-GR.4-S.4-GLE.2-EO.a; MA10-GR.4-S.4-GLE.2-EO.c; MA10-GR.4-S.1-GLE.3-EO.bv; MA10-GR.4-S.1-GLE.3-EO.biv</p> <p>Indicate the intended DOK range of the Grade Level Expectations: 1-2</p> <p>Indicate the intended DOK of the assessment (list DOK levels) : 1-2</p>		<p>CAS: One question(#22) does not align well but attempts to align with 4.1.3.a.iii.</p>
<p><b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: Geometric Measurement ; Understand concepts of angles and measure angles; Draw and Identify lines and angles; Classify shapes by properties of lines and angles; Understand decimal notation for fractions and decimal fractions</p>		
<p><b>1c.</b> List the skills/performance assessed: Multiply and divide in base 10 notation; geometric vocabulary. Math practices assessed: 1,3,6</p>		



<b>Rubric/Scoring Coherent Rating</b>	<b>1</b>	
<b>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.</b> This is not applicable to the multiple choice test.	<b>High=3, Moderate=2, Low or None=1</b>	
<b>Rubric/Scoring Aligned with Task Rating</b>	<b>1</b>	
<b>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.</b>	<b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Different Raters Same Rating</b>	<b>3</b>	
<b>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.</b>	<b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Rating</b>	<b>1</b>	

## 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	Comments
<b>3a.</b> 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)? <b>Provide an explanation of your response:</b> 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	
<b>Clear &amp; Uncluttered Rating</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? <b>Provide an explanation of your response:</b> 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	
<b>Straight Forward Rating</b>	<b>3</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b> All directions and prompts are free from cultural bias.	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>3</b>	
<b>3d.</b> Does the assessment use appropriate levels of academic language for the grade and content area? <b>Provide an explanation of your response.</b> Academic language included is common and not out of the scope of a fourth grader.	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>3</b>	
<b>3e.</b> 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).	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
<small>Please Reference: Defining Features of Academic Language in WIDA's Standards  <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcw&amp;cof=FORID:10&amp;q=Defining">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcw&amp;cof=FORID:10&amp;q=Defining</a> </small>		
<b>3f.</b> 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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> <li>o <b>Presentation Accommodations</b> —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.</li> <li>o <b>Response Accommodations</b> —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.</li> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>o <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>o <b>Linguistic Accommodations</b>—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.</li> </ul>		
<b>3g:</b> Are there adequate accommodations permitted for this assessment? <b>Provide an explanation of your response:</b> Although the assessment does not specifically address accommodations, it can be inferred that many accommodations can be utilized. There is a presentation accommodation for almost every questions due to the fact that most problems include a drawing or picture to aid with understanding. A setting accommodation is also present due to the availability to either computer or paper and pencil. Time is not specified which would allow for a time accommodation.	Yes, Some identified=2; None identified =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>1</b>	

## A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn (the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)	Rating Column	Comments
4a. Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response: Some of the problems are real-world and some are applied to other contexts.</b> The measurement opportunities are not out of the realm of what students could encounter.	High=3; Moderate=2; Low or None=1	
<b>Engagement Rating</b>	<b>3</b>	
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? <b>Provide an explanation of your response: Items provide numerous opportunities to demonstrate understanding within the topic of geometric measurement</b>	High=3; Moderate=2; Low or None=1	
<b>Classroom Learning Rating</b>	<b>3</b>	
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? <b>Provide an explanation of your response:</b> Students' knowledge of content and their ability to apply math skills in a problem solving situation could be relayed to parents, however information about the practice standards would be difficult to garner from this assessment.	High=3; Moderate=2; Low or None=1	
<b>Learning Expectations/Outcomes Rating</b>	<b>2</b>	
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? <b>Provide an explanation of your response:</b> In mathematics the 21st century skills are embodied in the mathematical practices and the mathematical practices are not assessed well by this assessment thus the assessment does not clearly communicate expectations for academic excellence.	High=3; Moderate=2; Low or None=1	
<b>Communicate Academic Excellence Rating</b>	<b>1</b>	
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? <b>Provide an explanation of your response:</b> This assessment is more focused on skills and concepts rather than strategic thinking and extending thinking from the depth of knowledge definitions.	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</b>	<b>2</b>	
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 within the curriculum, student learning objectives, or lesson? <b>Provide an explanation of your response:</b> Items are directly aligned to the concepts and skills as described in the GLE statements.	High=3; Moderate=2; Low or None=1	
<b>Locate Evidence Rating</b>	<b>3</b>	
<b>Summary</b>		
	<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
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.









