## **High Quality Assessment Content Validity Review Tool**

To understand the review process and the use of the review tool, go to:

Name of Assessment: Acuity Common Core Math Grade 4 Form 4

**Content Area: Math** 

Scoring Guide/Rubric

How to use the Assessment Review Tool

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):	Check All That Apply	
Selected Response (multiple choice, true-false, matching, etc.)	X	
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your		
thinking or solution, make and complete a table, etc.)	X	
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X	
<b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products,		
script, musical score, portfolio pieces, etc.)		
<b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)		
<b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation,		
invention, revision)		
The assessment includes:	Check All That Apply	
<b>Teacher directions</b> (may include prerequisites/description of instruction before giving the		

## A high quality assessment should be...Aligned

Sample evidence to show what student performance might look like

Materials (if needed to complete the assessment)

Estimated time for administration

Other: Online/Offline Options

assessment e.g., this assessment should be given after students have learned ...)

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

Alignment	Rating Column	Comments
1a.		CAS: One question(#22) does not
Grade Level(s): 4		align well but attempts to align
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.1-GLE.1-EO.bii; MA10-GR.4-S.1-GLE.1-EO.bii; MA10-GR.4-S.1-GLE.1-EO.biv; MA10-GR.4-S.2-GLE.1-EO.a; 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		with 4.1.3.a.iii.
Indicate the intended DOK range of the Grade Level Expectations: 1-2 Indicate the intended DOK of the assessment (list DOK levels): 1-2		
<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		
<b>1c.</b> List the skills/performance assessed: Multiply and divide in base 10 notation; geometric vocabulary. Math practices assessed: 1,3,6		

<ul> <li>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.</li> <li>Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</li> <li>Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.</li> <li>Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.</li> <li>Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.</li> <li>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</li> <li>Please provide evidence from both the standards and assessment to support your response: On question #22, students are expected to perform the division algorithm. Fluency of division using the standard algorithm is a sixth grade expectation.</li> </ul>		
Aligned to Colorado Academic Standards Rating	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Alighed to colorado Academie Standards Nathig	Rating Column	
<ul> <li>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.</li> <li>More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.</li> <li>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</li> <li>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</li> </ul>		
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 #4 a question on estimation, the rigor is a DOK 2. The matching GLE for estimation is also a DOK2. This alignment of DOK is clear throughout the assessment.		
	Similar Rigor=2, More	
	Rigor=1, Less Rigor=1	
Rigor Level Rating	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	X	
□ <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)		
<ul> <li>Task-Specific Rubric (only used for the particular task)</li> </ul>	Х	
□ <b>Checklist</b> (e.g., with score points for each part)		
□ Teacher Observation Sheet/ Observation Checklist		
	Rating Column	
<b>2a.Does the</b> rubric/scoring criteria align to Colorado Academic Standards in this assessment. <b>Provide an explanation of your response:</b> Question #21 and #22 are constructed response accompanied with a task specific rubric directly aligned to the CAS. All the other tasks/answers are multiple choice and directly align to CAS.	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	3	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b> 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.	Ves=3 Somewhat=2	

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 not applicable to the multiple choice test.	High=3, Moderate=2, Low or None=1
Rubric/Scoring Aligned with Task Rating	1
<b>2d.</b> 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
<b>2e.</b> 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

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	
Clear & Uncluttered Rating	3	
<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	
Straight Forward Rating	3	
<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	
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 fourth 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).	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
Inttp://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining value of the complete an assessment or assignment and perhaps change the way the time to complete an assessment or assignment and perhaps change the way the time to construct measured by reducing the linguistic load of an assessment. The accommodations — Allow English language learners (ELLs) to access academic construct measured by reducing the language proficiency, which is different than an		
accommodation based on a student's disability or a cognitive need.  3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: 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	Yes, Some identified=2; None identified =1	
allow for a time accommodation.		

the arras below should also be discussed relative to the needs of ELLs, gifted and tolented students, and activates with disabilities)  4a. Does this assessment angage a student in Phinking that connects to a real world, new problems are real-world and some are applied to other contexts. The measurement reportunities are not out of the real in of what students double excounter.  6b. To what extent do you think the knowledge and adults tested by the assessment can provide good information about what students have learned in the disastroom? Provide an explanation of your response. Henry provide numerous apportunities to demonstrate understanding within the topic of geometric measurement.  Classroom Learning Rating  7c. To what degree do the results from this assessment.  Classroom Learning Rating  7c. To what degree do the results from this assessment.  Classroom Learning Rating  7c. To what degree do the results from this assessment students and parent?  6c. To what degree do the results from this assessment students who parents?  6c. To what degree do the results from this assessment students who parents.  6c. To what degree do the results from this assessment students and parents.  6c. To what degree do the results from this assessment students are parents.  6c. To what degree do the results from this assessment to the students of the parents of the students are parents, however information to the practice students are parents.  6c. To what extent do you believe the assessment can chearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21 Eccentral ystills to students? Provide an explanation of your response: In mathematical paracters are not assessed with yith is assessment thus the assessment does not clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21 Eccentral ystills to understand what competency on standard (%) took like? Provide an explanation of your response: This assessment is	Opportunities to Learn	Pating Column	Commants
As 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 responses. Some of the problems are real-world and some are applied to other contexts. The measurement spectrumbers are not out of the real mol what students could encounter.  Engagement Raths,  B. To what extent do you think the knowledge and skills tested by the assessment can provide pool information about what students sould encounter.  Classroom Learning Raths,  Of your responses them; provide numerous opportunities to demonstrate understanding within the topic of geometric measurement.  Classroom Learning Raths,  C. to what degree do the results from this assessment (scores and student work analysis) foster meningful dislogue about learning expectations and outcomes with students and parents? Provide an explanation of your responses: Students knowledge of content and their ability to output the practice standards would be difficult to gamer from this assessment.  Learning Expectations/Outcomes Rating.  4d. To what extent do you believe the assessment can dearly communicate expectations for acidemic excellence (e.g., creativity, transference to other content areas or 21st Gentury skills to understand of an explanation of your responses to the mathematical practices are not assessed with this assessment thus the assessment does not clearly communicate expectations for acidemic excellence (e.g., creativity, transference to other content exes or 21st Gentury skills to understand what content evaluated by the task or the set of items reviewed, to what extent do you will be content to what a content and what content evaluated by the task or the set of items reviewed, to what extent do you that knowledge definitions.  Competing the provide an explanation of your responses: this assessment will be a provide an explanation of your responses: the depth of knowledge definitions.  Compete	Opportunities to Learn  (the areas below should also be discussed relative to the needs of ELLs, aifted and talented	Rating Column	Comments
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Second information about what students have learned in the classroom? Provide an explanation of your response: times provide uning situation could be relayed to parents, however information about the practice standards would be difficult to garner 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 content and their ability to apply math sitis in a problem solving situation could be relayed to parents, however information about the practice standards would be difficult to garner from this assessment.    Learning Expectations/Outcomes Rating   2	Engagement Rating	3	
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academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? Provide an explanation of your response: In mathematical practices are not assessed well by this assessment thus the assessment does not clearly communicate expectations for academic excellence.  Communicate Academic Excellence Rating  de. 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: This assessment the depth of knowledge definitions.  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 within the curriculum, student learning objectives, or lesson? Provide an explanation of your response: tems are directly aligned to the concepts and skills as described in the GLE statements.  Locate Evidence Rating 3  Summary Earned Possible  Standards Rating 4 5  Rigor Rating 2 2  2 2  Subtotal 6 7  Rubric/Scoring Aligned w/Standards Rating 1 3  Rubric/Scoring Aligned w/Standards Rating 1 3  Rubric/Scoring Aligned with Task Rating 1 3  Rubric/Scoring Aligned with Task Rating 1 3  Subtotal 9 15  Glow Clear & Uncluttered Rating 9 15  Glow Clear & Uncluttered Rating 3 3  Strught Forward Rating 3 3  Strught Forward Rating 3 3	Learning Expectations/Outcomes Rating	2	
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As 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: This assessment is more focused on skills and concepts rather than strategic thinking and extending thinking from the depth of knowledge definitions.  Competency on Standards Rating  Aff: 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? Provide an explanation of your response: tetems are directly aligned to the concepts and skills as described in the GLE statements.  Locate Evidence Rating  Standards Rating  Standards Rating  Rigor Rating  Rigor Rating  Rubric/Scoring Coherent Rating  Rubric/Scoring Coherent Rating  Rubric/Scoring Aligned with Task Rating  Rubric/Scoring Aligned with Task Rating  Student Work Samples Rating  Clear & Uncluttered Rating  Straight Forward Rating  Aligh=3; Moderate=2; Low or None=1  High=3; Moderate=2; Low or None=1  Standards Rating  Aligh=3; Moderate=2; Low or None=1  High=3; Moderate=2; Low or None=1  High=3; Moderate=2; Low or None=1  Standards Rating  Aligh=3; Moderate=2; Low or None=1  High=3; Moderate=2; Low or None=1  Standards Rating  Aligh=3; Moderate=2; Low or None=1  High=3; Moderate=2; Low or None=1  Standard	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.	_	
wou 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: This assessment is more focused on skills and concepts rather than strategic thinking and extending thinking from the depth of knowledge definitions.    Competency on Standards Rating   2	Communicate Academic Excellence Rating	1	
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? Provide an explanation of your response: Items are directly aligned to the concepts and skills as described in the GLE statements.  Locate Evidence Rating  Summary  Earned  Possible  Standards Rating 4 5 Rigor Rating 2 2 2 Subtotal 6 7  Rubric Aligned w/Standards Rating 3  Rubric/Scoring Coherent Rating 1 3 Rubric/Scoring Aligned with Task Rating 1 3 Rubric-rater Reliability Rating 3 Student Work Samples Rating 1 3 Subtotal 9 15 60.0% Clear & Uncluttered Rating 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	<b>4e</b> . 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.	_	
you think teachers can locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? Provide an explanation of your response: Items are directly aligned to the concepts and skills as described in the GLE statements.  Locate Evidence Rating  Summary  Earned  Possible  Standards Rating  Rigor Rating  Subtotal  Rubric Aligned w/Standards Rating  Rubric/Scoring Coherent Rating  Rubric/Scoring Aligned with Task Rating  Inter-rater Reliability Rating  Student Work Samples Rating  Subtotal  Clear & Uncluttered Rating  Straight Forward Rating	Competency on Standards Rating	2	
Summary         Earned         Possible           Standards Rating         4         5           Rigor Rating         2         2           Subtotal         6         7           Subtotal         6         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         3	<b>4f:</b> 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.	-	
Standards Rating   4	Locate Evidence Rating	3	
Standards Rating   4			
Rigor Rating         2         2           Subtotal         6         7           85.7%         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	Summary	<u>Earned</u>	<u>Possible</u>
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  Clear & Uncluttered Rating 3 3  Straight Forward Rating 3 3  Straight Forward Rating 3 3	Standards Rating	4	5
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Rubric Aligned w/Standards Rating 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Subtotal	6	-
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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			
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Subtotal 9 15 60.0% Clear & Uncluttered Rating 3 3 Straight Forward Rating 3 3		3	
Clear & Uncluttered Rating 3 3 Straight Forward Rating 3 3 3			
Clear & Uncluttered Rating 3 3 Straight Forward Rating 3 3 3	Subtotal	9	-
Straight Forward Rating 3 3	Class 9. Uncluttered Beting	2	
riee of Cultural or Unintended Dias Kating 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.