

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: Mathematics
Name of Assessment: 2012-13 ATI-CAS Comprehensive Math 06 Gr.: http://ati-online.com/
Reviewer: Content Collaborative
Date of Review: 11/25/12

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.)	
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)	
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	
Sample evidence to show what student performance might look like	
Materials (if needed to complete the assessment)	
Estimated time for administration	
Student Directions & Assessment Task/Prompt – what does the student see/use?	X
Other:	

NOTE: Galileo K-12 Online IIS is capable of providing school districts with a range of current state standards and Common Core aligned item types including multiple-choice, short answer, constructed-response, essay, yes/no, true/false, and innovative technology-enhanced item types including audio and interactive text. However, only multiple choice items were provided as part of this assessment.

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 6th Grade		

<p>Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.6-S.1-GLE.1; MA10-GR.6-S.1-GLE.2; MA10-GR.6-S.1-GLE.3; MA10-GR.6-S.2-GLE.1; MA10-GR.6-S.2-GLE.2; MA10-GR.6-S.3-GLE.1; MA10-GR.6-S.4-GLE.1</p>		
<p>Indicate the intended DOK range of the Grade Level Expectations:</p>		
<p>Indicate the intended DOK of the assessment (list DOK levels) : 1-2</p>		
<p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Standards for mathematical practice very limited (some opportunities for MP 1, 2, 4). Questions are skill based. Some have limited context which do not always add to the complexity or student access to the problems.</p>		
<p>1c. List the skills/performance assessed: Ratios and rates, computation with decimals, absolute value and placement of rational numbers on a number line, order of operations, modeling situations with equations, finding algebraic equations for tables, interpreting data displays, areas of polygons, volumes of prisms with fractional lengths, polygons on the coordinate plane, surface area of prisms using nets</p>		
<p>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. X Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> 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: This assessment addresses a broad range of GLEs and evidence outcomes at this grade level. All items are aligned to CAS.</p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p align="center">Aligned to Colorado Academic Standards Rating</p>	<p align="center">5</p>	
<p>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. <input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. X Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> 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: Even though many of the items are skill-based in nature, they do appear to represent the rigor and expectation of the GLEs. When applicable, the contexts provided in the items require students to apply the skills being assessed.</p>	<p align="center">Rating Column</p>	<p align="center">Comments</p>
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<p align="right">Rigor Level Rating</p>	<p align="center">2</p>	

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

<p>Scoring Guide Present</p> <p><input type="checkbox"/> Answer key, scoring template, computerized/machine scored</p> <p><input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)</p>	<p>Check all that apply:</p> <p align="center">X</p>	<p align="center">Comments</p>
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- Task-Specific Rubric** (only used for the particular task)
- 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: The items are aligned to the CAS, hence the correct answers would also align. Free-response items with a scoring guide/rubric are needed to assess further application of skills and the mathematical practices.	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: It is unclear how performance levels are determined based on student scores.	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. All questions are multiple choice, so problems are probably scored either correct or incorrect. No explanation of scoring criteria is provided.	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. Items are either right or wrong, so scoring would be consistent	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? Some free-response items with a scoring guide/rubric to show acceptable answers or solution methods would be helpful to make this assessment more comprehensive	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
<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)? Provide an explanation of your response: Each item is visually clear and any diagrams, illustrations, or tables are supportive of the problem and the mathematics being assessed. Some of the items may be a little close together on the paper version, but this assessment can also be administered online with one problem at a time.</p>	<p>High=3, Moderate=2, Low=1</p>	
Clear & Uncluttered Rating	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? Provide an explanation of your response: Most items are very straightforward and accessible. Some items are a little wordy with the context presented, or the answer choices describe procedures with words. This could cause difficulty for low readers.</p>	<p>High=3, Moderate=2, Low=1</p>	
Straight Forward Rating	2	
<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: No bias detected in the items or contexts provided. Contexts do not detract from the mathematics being assessed.</p>	<p>High=3, Moderate=2, Low=1</p>	
Free of Cultural or Unintended Bias Rating	3	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. All academic language in the items is consistent with academic language used in the CAS for this grade level.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Academic Language Rating	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).</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Confusing Language Rating	3	
<p><u>*Please reference "Defining Features of Academic Language in WIDA's Standards"</u> (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)</p>		
<p>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?</p>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></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. 		

3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: No accommodations are listed for this assessment. Given that the assessment can be given online or paper/pencil, that may allow for accommodations not specified.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
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: Some of the items require application of mathematical skills in real-life, relevant contexts. Many of the items are skill-based. If free-response items were included, there would be greater opportunity for applying mathematics to new contexts and situations.	High=3; Moderate=2; Low or None=1	
Engagement Rating	2	
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: Given the assessment items are aligned to grade-level GLEs and evidence outcomes, it could be a good measure. The addition of free-response items would provide more information on student learning since you could see a students' thinking and processing.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	2	
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: Given the assessment items are aligned to grade-level GLEs and evidence outcomes, it could be a good tool to communicate learner expectations. The addition of free-response items would provide more information on communicating learner expectations and student learning since you could see a students' thinking and processing.	High=3; Moderate=2; Low or None=1	
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: All multiple choice items. Even though there is some application, it is not a good assessment for 21st century skills or mathematical practices.	High=3; Moderate=2; Low or None=1	
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 understand what competency on standard/s look like? Provide an explanation of your response: Free-response items with scoring criteria or a rubric would be needed. The multiple choice items describe what types of problems students should be able to solve, but the right/wrong nature of multiple choice assessments is somewhat limiting and may not fully describe what students actually know.	High=3; Moderate=2; Low or None=1	
Competency on Standards 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: This would be a good summative assessment at the end of the year that could be quickly scored.	High=3; Moderate=2; Low or None=1	
Locate Evidence Rating	2	

Summary	Earned	Possible
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	2	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	8	15
		53.3%
Clear & Uncluttered Rating	2	3
Straight Forward Rating	2	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	14	17
		82.4%
Engagement Rating	2	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	1	3
Locate Evidence Rating	2	3
Subtotal	10	18
		55.6%
Grand Total	39	57
		68.4%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	

Would be nice if this assessment had free-response items so students could show their thinking and problem-solving capabilities. Multiple choice limits opportunities for 21st century skills and the mathematical practices, but the items represent a strong alignment to the GLEs and evidence outcomes for 6th grade. Galileo claims that short answer and constructed response items are available, but they were not included as part of this assessment.