High Quality Assessment Content Validity Review Tool

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

Content Area: High School Mathematics	
Name of Assessment: BAM AHSA1	
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	a 75-minute extended task is included
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.)	x	
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X	
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	**X**	
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	x
Sample evidence to show what student performance might look like	X
Materials (if needed to complete the assessment)	X
Estimated time for administration	X
Student Directions & Assessment Task/Prompt – what does the student see/use?	x
Other: Descriptions of alternative solutions	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 9-12		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.HS-S.1-GLE.2; MA10-GR.HS-S.4-GLE.1; MA10-GR.HS-S.4-GLE.5; MA10-GR.HS-S.3-GLE.1; MA10-GR.HS-S.3-GLE.2; MA10-GR.HS-S.3-GLE.3		
Indicate the intended DOK range of the Grade Level Expectations:		
Indicate the intended DOK of the assessment (list DOK levels) : III, IV		
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: area and volume, transformations, symbolic manipulations, piece-wise function, graphical interpretation, functions, proportional reasoning, linear and quadratic scaling		
1c. List the skills/performance assessed: SMP 1, 2, 3, 4		
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.**		

	Rating Column	Comments
□ **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:** Many items represent STEM standards.		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	4	
	Rating Column	**Comments**
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 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:** No depth or extended response questions.		
	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	
□ **Generalized Rubric** (e.g., for persuasive writing, for all science labs)		
□ **Task-Specific Rubric** (only used for the particular task)	X	
□ **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: There is no specific reference to the standards. The rubric is aligned to the content.**	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: The scoring categories describe what students can do at that level.**	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	2	
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 **The rubric is a scoring rubric and does not provide some information about next instructional step.**	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	2	
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	2	

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? Student work clearly illustrates the different level.		
Student Work Samples Rating	3	

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
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:** Text heavy. Heavy reading demand. The questions are presented in a clear, uncluttered manner.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	2	
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: While the information is clearly presented, w**ith the reading demand, low level readers will not be able to access the question to answer.	High=3, Moderate=2, Low=1	
Straight Forward Rating	2	
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: The tasks do not have cultural bias but the context is not current with creates a bias.** The reading demand is a bias for low level readers.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	2	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? **Provide an explanation of your response.** Appropriate for grade level	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	
Please reference "Defining Features of Academic Language in WIDA's Standards (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&cof=FORID:10&q=Defining%205c|_v=%20v%20%20Academic%20term=sum)		
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.*		
3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: Questions will need to be broken up and reworded for low level readers.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

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
		This assessment provides students with an opportunity to

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: The real world context is good (presidential approval rating) but President Clinton's approval rating will not be real world to current students.**	High=3; Moderate=2; Low or None=1	consolidate, connect, an extend their learning. Very strong writing and communication piece.
Engagement Rating	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: The item requires students to apply learning to new situations rather than** exactly what they have been taught.	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:** Student work will provide rich dialogue about where the student is performing versus learning expectations and provides next instructional steps to be discussed with parents and students.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	3	
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:** Very strong focus on communication and some tasks are collaborative.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	3	
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: Content evaluated by the task clearly communicates the rigor called for in the standards both in mathematics and in literacy within the content area of mathematics.**	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	3	
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:** For each question the domain is clear and will provide instructional next steps and is diagnostic in what learning the student is lacking in order to reach the learning expectations.	High=3; Moderate=2; Low or None=1	
Locate Evidence Rating	3	

Summary	Earned	Possible
Standards Rating	4	5
Rigor Rating	2	2
Subtotal	6	7
		85.7%
Rubric Aligned w/Standards Rating	2	3
Rubric/Scoring Coherent Rating	2	3
Rubric/Scoring Aligned with Task Rating	2	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	3	3
Subtotal	11	15
		73.3%
Clear & Uncluttered Rating	2	3
Straight Forward Rating	2	3
Free of Cultural or Unintended Bias Rating	2	3
Academic Language Rating	3	3
Confusing Language Rating	3	3

Adequate Accommodations Allowed Rating	1	2
Subtotal	13	17
		76.5%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	17	18
		94.4%
Grand Total	47	57
		82.5%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	