

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: Reading, Writing and Communicating

Name of Assessment: Reading Informational Texts and Informational Writing Performance Assessment (Teachers College Reading and Writing Project) - <http://readingandwritingproject.com/resources/assessments/performance-assessments.html>

Reviewer: Content Collaborative

Date of Review: 4/18/12

PLEASE NOTE: Depth of Knowledge (DOK) Considerations for Reading, Writing and Communicating Assessments In August 2012, Colorado became a Governing State in the [Partnership for Assessment of College and Career Readiness \(PARCC\)](#) multi-state assessment consortium. At this time, PARCC has not released DOK indicators for the Common Core State Standards which the consortium is set to assess in 2014-2015. In order to move forward with the alignment portion of the assessment review process, the Colorado Reading, Writing and Communicating Content Collaborative utilized DOK indicators that were previously published by the [Smarter Balanced Assessment Consortium's](#) Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. As additional information becomes available from PARCC, adaptations and revisions will be made to the assessment reviews in this Resource Bank, as necessary.

[PARCC http://www.parcconline.org/](http://www.parcconline.org/)

[SMARTER Balanced Assessment Consortium \(Content Specifications for the Summative Assessment of the Common Core State Standards\)
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf)

Assessment Profile

Grade Level(s) suggested by this assessment: 1st Grade

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:

RWC09-GR.1-S.2-GLE.2;

RWC09-GR.1-S.3-GLE.2

What is the DOK of the assessment?

DOK 2-4

Indicate the DOK range of the CAS Grade Level Expectations:

RWC09-S.2--GLE.2.: DOK 1-3

RWC09-S.2--GLE.2.: DOK 1-3

Describe the content knowledge/concepts assessed:

Students will ask and answer questions about key details in a text. (RI.1.1)

Students will, with prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

List the skills/performance assessed:

Through writing and drawing, student demonstrates an accurate understanding of key details from what they read.

Key facts and details are relevant to the topic they read about.

Writes with directionality and a sense of word.

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.)
 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)

x
x

The assessment includes:

Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)

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?

Other:

Check All That Apply
x
x
x
x
x

A high quality assessment should be...Aligned

Alignment with Standards	Rating Column	Strengths & Suggestions
<p>1a.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? Select one option below.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>	<p>X</p>	<p>Strengths:</p> <p>The students read and respond in writing to a grade level text. Their responses are collected and used to create their own information book demonstrating what they have learned about tigers.</p> <p>Students create an informational book based on prior knowledge and expository text reading.</p> <p>Student writes informative text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Suggestions:</p> <p>Provide clear exemplars for proficient performance to match the rubrics including authentic student samples.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>RI.1.1. Students will ask and answer questions about key details in a text. *Students will respond to questions about main ideas and key details and have a chance to ask follow-up questions in a turn-and-talk after viewing a video about lions. *Students will respond through talk and writing to questions about main ideas and key details during and after a read aloud of excerpts from the book Looking at Wild Cats, by Deborah Hodge and Nancy Gray Ogle. *Students will respond in writing and drawing and through dictation to questions about main ideas and key details after independently reading the grade-level text (Fountas & Pinnell Level G) Tigers, by Helen Frost.</p> <p>RI.1.10: Students will, with prompting and support, read informational texts appropriately complex for grade 1. *Students will read and respond in writing to the grade-level text Tigers.</p> <p>W.1.2: Students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. *Students will write an information book teaching what they know and have learned about wild cats. They will supply information about the topic gleaned from the readings provided as well as from their own knowledge and experiences, and will provide some sense of closure.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>		<p>3</p>

Depth of Knowledge as Measured by this Assessment	Rating Column
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>	x
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>The nature of the performance task at a first grade level matches the rigor of this assessment. The teacher does preteaching activities including modeling of what a book would look like, and building background knowledge to prepare the students for the task within this assessment. Once the students engage in the assessment the support from the teacher is removed.</p> <p>DOK is 1-2 because students recall basic facts and details, they read words orally in a text, and they select and use appropriate words in writing that describe facts and details.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1
Depth of Knowledge (Rigor) Score	3

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p>Scoring Guide Present:</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p></p> <p></p> <p align="center">x</p> <p></p> <p></p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>Strengths:</p> <p>The rubric is clear and specific to the task and includes the specific topic.</p> <p>The rubric gives specific descriptions of student behaviors/performance of levels 1-4, novice, intermediate, proficient, and above proficient.</p> <p>Suggestions:</p> <p>Review rubric closely in terms of developmental stages of reading in respect to onset-rime and phoneme segmentation development.</p>
Scoring Guide Present Score	2	
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response:</p> <p>The standards addressed are written in the rubric with clear examples of what performance task is needed to meet the standards. The rubric is aligned to the reading and writing standards. Each section begins with the applicable standard, then provides descriptors in each level of performance. Examples:</p> <p>R. Standard 1.1: Asks and answers questions about key details in a text.</p> <p>W. Standard 1.2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W. Standard 1.2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W. Standard K-2: Write informative/ explanatory texts in which they name</p>	<p></p> <p></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score	3	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p>		

<p>The categories are clearly defined and coherent across the performance levels.</p> <p>Level 1-Novice : The text includes approximated written words with directionality.</p> <p>Level 2-Intermediate: Writing shows directionality, a sense of word, with letters generally representing each dominant sound in each word and spacing between words</p> <p>Level 3-Proficient: The writer writes with directionality, a sense of word and use of high frequency words and enough onsets and rimes that readers can read the writing.</p> <p>Level 4-Above Proficient: The writing is readable by others, with evidence that the writer is aware of a reader trying to engage the reader and sounds knowledgeable about the topic</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Coherent Score</p>		<p>3</p>
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>Explain:</p> <p>Somewhat: Standard R.2.1 is not addressed in the rubric- The Concepts of Print row is not directly linked to a standard. We agree that it is important to assess this, but are wondering where within the time of the assessment will the teacher individually assess this (i.e. the child reads his or her writing understanding that the writing carries its own specific meaning, the child can point to words as he or she reads demonstrating one-to-one correspondence).</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Alignment</p>		<p>2</p>
<p>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? Why or why not?</p> <p>There are some examples (i.e. Uses multiple pages to write and draw mostly accurate facts that connect to the topic. Some information is from Tigers or Looking at Wild Cats.) within the rubric that support interrater reliability; however exemplars for proficient writing would make that reliability stronger.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Suggestions:</p> <p>Planning is not included in the rubric but our standards require planning (RWC09-S.3--GLE.1-EO.e Use pictures or graphic organizers to plan writing) and could be added to create a more in-depth assessment of mastery of writing skills</p> <p>There may be evidence of the planning in their notetaking during the reading of the passage "Tigers". The information from their notetaking is used to produce the informational book.</p>
<p>Inter-rater Reliability Score</p>		<p>2</p>
<p>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?</p> <p>No anchors are attached to what we can see.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Suggestions:</p> <p>Creating a bank of student work that can act as exemplars would enhance a teacher's ability to use the rubric effectively.</p>
<p>Student Work Samples Score</p>		<p>1</p>

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	Strengths/Suggestions
<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)?</p>		<p>Strengths: The test design and layout is clear and age appropriate. The modeling provided a clear model of what is expected for students to complete the assessment.</p>
<p>Provide an explanation of your response: Student Performance Booklet: Appropriate for students in 1st grade – uses wide spaced single lines (supports teachers who use Handwriting Without Tears). Places for illustrations.</p>		
<p align="center">"Clear & Uncluttered" Score</p>		<p align="center">All=3, Some=2, None=1</p>
<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?</p>		<p>Strengths:</p>
<p>Provide an explanation of your response: The items and task are straightforward and students are scored on a continuum through the rubric. The teacher prepares a 5 page booklet for students with a picture box on each page so it is clear to students what they are to do. The assessment also scripts key reminders for students: <i>Remember, when writing an information book...</i> <i>*Organize information across pages.</i> <i>*Include pictures and labels.</i> <i>*Write to teach or explain information. You may include lists, examples or comparisons as explanations.</i> <i>*Spell words the best we can.</i> <i>*On the last page, be sure to include a big idea about the topic so that it feels like the end of the book. This could show why you care about this topic, what you think is most important, or what you most want the reader to remember.</i></p>		<p>The task is presented in a way that all learners can demonstrate their knowledge.</p>
<p align="center">"Straight Forward" Score</p>		<p align="center">All=3, Some=2, None=1</p>
<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:</p> <p>Overall we feel it is mostly free from unintended bias: Providing the video to build background knowledge and accommodating different modalities, keeping the content about an animal, chunking the assessment into two different periods may accommodate attention.</p>		<p>Strengths: The Tigers and Looking at Wild Cats are engaging subject matter. The topic is engaging with preteaching with adequate level of preparation for most students.</p>
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>		<p align="center">All=3, Some=2, None=1</p>
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response:</p>		

<p>It requires some high level of academic language comprehension. Teacher directions for administering Task 3 say that the teacher should tell students "Now, you're going to have a chance to teach the important information you've learned and know about wild cats by writing your own information book." It does not distinguish how students will discriminate between the unimportant and important key ideas other than the questions: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it?</p>	<p>No=3, Somewhat=2, Yes=1</p>	
<p>"Academic Language" Score</p>		<p>2</p>
<p>*Please reference "Defining Features of Academic Language in WIDA's</p>		
<p>3e. If applicable, what type of accommodations should be considered to ensure that students with special needs can fully access the content represented by the task or set of items reviewed?</p>		<p>Strengths: Repetition as needed, chunking of information, video clips, making sure text is at a decodable level for the child.</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. 		<p>Suggestions: Modified writing paper</p>
<p>3f: Identify and write down the accommodations permitted for this assessment:</p>		
<p>None are specifically stated however several options could be available. All accommodation decisions should be made based on individual student needs. Presentation Accommodations: Oral Administration as appropriate for individual students, Response Accommodations: Oral response as appropriate for individual students, scribing Scheduling Accommodations: Allowing extended time, time of day assessment is administered.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>	
<p>"Adequate Accommodations Allowed" Score</p>		<p>1</p>

A high quality assessment should ...increase OPPORTUNITIES TO LEARN		
The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities	Check all that apply:	Strengths/Suggestions
<p>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:</p> <p>In writing their own informational text, students are able to directly connect thinking to the new context for learning. We were unable to view the book and video to be used during the assessment so may be able to make connections through those resources.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Taking background knowledge that was gathered orally, visually, and reading text and transferring it to the creation of written text is putting real world knowledge in a new and authentic context.</p>
<p align="center">"Engages Students" Score</p>	3	
<p>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:</p> <p>Strong in assessing if they can identify main idea, specific details, applying this framework of thinking to other contents. Good in helping them write a paragraph in a developmentally appropriate way (book format) including topic, big ideas, concluding statement (include a big idea about the topic should be restated to not confuse topic, conclusion, and big ideas).</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Classroom Learning Score</p>	3	
<p>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:</p> <p>Teacher can discuss growth with parents from the rubric, growth can be shown, instructional next steps can be identified, etc.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Learning Expectations/Outcomes Score</p>	3	
<p>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:</p> <p>Teacher can discuss growth with students from the rubric, growth can be shown, instructional next steps can be identified, etc. The students transfer their understanding of reading to writing by creating their own informational book based on their comprehension of the text read, listened to, and viewed. Digital media is used to present information pertaining to lions. The students collaborate with each other in order to make meaning of the video.</p> <p>Determine to what extent the assessment communicates to students the need to develop the recognition to apply learned information to a new situation. This recognition creates the academic excellence necessary for students to be successful.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Suggestions:</p> <p>Creating a bank of student exemplars would increase the ease of use of this rubric for teachers and students.</p>
<p align="center">Communicates Academic Excellence Score</p>	3	

<p>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:</p> <p>By closely following rubric guidelines, teachers can use results to inform instruction to target core competencies addressed in targeted standards. Consider: Based on the review team’s analysis of the assessment, can the student results be used to determine student competency of the academic standards and grade level expectations?</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Standards Competency Score</p>		<p>3</p>
<p>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:</p> <p>It can be integrated into any curriculum. Teachers can pull the big evidence outcomes and transition them into daily learning targets that address formative assessments to reach the end assessment objectives. This test could be used diagnostically by a teacher who has knowledge of the developmental sequence of writing in young children.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths:</p> <p>This assessment could be used diagnostically, to determine instructional groupings and instructional plans, as well as for a report card grade.</p>
<p>Locate evidence Score</p>		<p>3</p>

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	3	3
Subtotal	6	6
Standards Alignment Percentage		100.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	1	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	49	57
Overall Percentage		86.0%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	