

## 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: Reading</b>
<b>Name of Assessment: TPRI (Texas Primary Reading Inventory): <a href="http://www.tpri.org/index.html">http://www.tpri.org/index.html</a></b>
<b>Reviewer(s): Content Collaborative</b>
<b>Date of Review: 11/2/12</b>

**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	
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b>	
<b>Selected Response</b> (multiple choice, true-false, matching, etc.)	
<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.)	
<b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)	
<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.)	X
<b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	
<b>The assessment includes:</b>	<b>Check All That Apply</b>
<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 ...)	X
<b>Scoring Guide/Rubric</b>	X
<b>Sample evidence to show what student performance might look like</b>	not with materials provided
<b>Materials</b> (if needed to complete the assessment)	X
<b>Estimated time for administration</b>	
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	X

Other:	Grouping tools, Lesson Planning tools, Spanish version (tejas.LEE) available, Intervention guide (sold separately)
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### A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<b>1a.</b> Grade Level(s): K-3  Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: RWC10-GR.K-S.1-GLE.3; RWC10-GR.K-S.2-GLE.1; RWC10-GR.K-S.2-GLE.2; RWC10-GR.K-S.2-GLE.3; RWC10-GR.1-S.1-GLE.3; RWC10-GR.1-S.2-GLE.1; RWC10-GR.1-S.2-GLE.2; RWC10-GR.1-S.2-GLE.3; RWC10-GR.1-S.2-GLE.4; RWC10-GR.2-S.3-GLE.3; RWC10-GR.2-S.2-GLE.1; RWC10-GR.2-S.2-GLE.2; RWC10-GR.2-S.2-GLE.3; RWC10-GR.3-S.2-GLE.1; RWC10-GR.3-S.2-GLE.2; RWC10-GR.3-S.2-GLE.3  Indicate the intended DOK range of the Grade Level Expectations: 1-3 Indicate the intended DOK of the assessment (list DOK levels) : 1-3		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: TPRI assesses students literacy development in key areas: phonemic awareness, decoding, word reading, comprehension, accuracy and fluency. Specific goals can be set around each of the skills assessed.		
<b>1c.</b> List the skills/performance assessed (what are students expected to do?): Name letters, identify letter sounds, blend phonemes, demonstrate print awareness, blend word parts, produce rhymes, delete initial and final sounds, demonstrate listening comprehension, read words, read text, spell words, and demonstrate reading comprehension		
<b>1d.</b> 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? <b>Use the definitions below to select your rating.</b> <input type="checkbox"/> <b>Full match</b> – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Close match</b> – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Partial match</b> – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Minimal match</b> – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		

<p>Please provide evidence from both the standards and assessment to support your response: G K S.1-GLE.3-EO.a a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p> <p>"Listen to me as I say some words slowly. If I say /s/ /it/ I know the word is sit. What would the word be if I say /z/ /oo/?"</p> <p>G.1-S.2-GLE.1-EO.a.i Use Key Ideas and Details to: Ask and answer questions about key details in a text. (CCSS: RL.1.1)</p> <p>"I am going to ask you to read a story. The title of the story is Tut. After you read it I'll ask you a few questions. Read the story out loud to me."</p> <p>G.2-S.1-GLE.1-EO.b.ii Read high-frequency words with accuracy and speed</p> <p>"I'm going to show you some words and I want you to read them to me. If you don't know a word it's OK just do the best you can."</p> <p>G.3-S.1-GLE.1-EO.a.i Use Key Ideas and Details to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)</p> <p>"Now I want you to answer some questions about the story you just read. It's OK to look at the story to help you answer the questions."</p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p>Aligned to Colorado Academic Standards Rating</p>	<p>4</p>	
<p>1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? <b>Use the definitions below to select your rating.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>More rigorous</b> – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.</li> <li><input type="checkbox"/> <b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</li> <li><input type="checkbox"/> <b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</li> </ul> <p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>G.3-S.2-GLE.1-EO.a.iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays</p> <p>Questions from the test across all grades are mostly literal recall of details with few higher level comprehension questions.</p>	<p>Rating Column</p>	<p>Comments</p> <p>Test is designed as a screener to determine level of risk. An inventory test can be administered to provide more specific information of student's skills in key areas.</p>
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<p>Rigor Level Rating</p>	<p>1</p>	

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

<p>Scoring Guide Present</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer key, scoring template, computerized/machine scored</li> <li><input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)</li> <li><input type="checkbox"/> Task-Specific Rubric (only used for the particular task)</li> <li><input type="checkbox"/> Checklist (e.g., with score points for each part)</li> <li><input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist</li> </ul>	<p>Check all that apply:</p>	<p>Comments</p>
	<p>X</p>	<p>Because of the way the test is</p>
		<p>scored there is little subjectivity.</p>
	<p>X</p>	<p>Sample answers are provided as a</p>
	<p>x</p>	<p>scoring aid.</p>
	<p>Rating Column</p>	
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. <b>Provide an explanation of your response:</b> .</p> <p>The assessment measures discrete skills in phonemic awareness (G.K-S.1-GLE.3.d. Blend sounds orally to make one-syllable words) and fluency (G.3-S.2-GLE.1.e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation) but measures a limited scope of comprehension skills.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric Aligned to Standards Rating</p>	<p>2</p>	

<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response: Students are scored Developed or Still Developing and a specific score is correlated with these at each grade level.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Rubric/Scoring Coherent Rating</b></p>	<p>3</p>	
<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Provide an explanation of your response. The rubric defines for the teacher how many items within each task must be done correctly. Each set of subskills is then used together to determine a final screening status of Developed or Still Developing.</b></p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p><b>Rubric/Scoring Aligned with Task Rating</b></p>	<p>3</p>	
<p><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. <b>Provide an explanation of your response. Samples of student responses are provided and questions that students answer are written objectively with no room for subjectivity.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Rubric/Scoring Different Raters Same Rating</b></p>	<p>3</p>	
<p><b>2e.</b> Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? <b>If so, describe. If not, what student work would be needed? Student work is not provided but is not necessary for this type of test.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Student Work Samples Rating</b></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	Comments
<p><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: Significant white space around all text that students will read. The lower the grade the larger the font.</b></p>	<p>High=3, Moderate=2, Low=1</p>	<p>Samples reviewed did not include pictures.</p>
<p><b>Clear &amp; Uncluttered Rating</b></p>	<p><b>3</b></p>	
<p><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: The directions are clear and worded simply.</b></p>	<p>High=3, Moderate=2, Low=1</p>	
<p><b>Straight Forward Rating</b></p>	<p><b>3</b></p>	
<p><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: The vocabulary load of the assessment directions is minimal and does not include unknown academic vocabulary.</b></p>	<p>High=3, Moderate=2, Low=1</p>	
<p><b>Free of Cultural or Unintended Bias Rating</b></p>	<p><b>3</b></p>	
<p><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. The academic language level is low and appropriate for the grade levels that would be assessed using TPRI.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Academic Language Rating</b></p>	<p><b>3</b></p>	
<p><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). <b>Provide an explanation of your response. The spelling test does include some homonyms but the teacher uses the word in a sentence indicating which spelling of the word is appropriate. Other directions do not include such words.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Confusing Language Rating</b></p>	<p><b>3</b></p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</i></p>		
<p><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? <b>Provide an explanation of your response.</b></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"> <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>		

<p><b>3g:</b> Are there adequate accommodations permitted for this assessment? <b>Provide an explanation of your response.</b> Grade 3: "Student cannot score D for reading comprehension if the student listened to the story." Indicates that the teacher could read the story aloud to the child if necessary. Directions do not explicitly give criteria for when reading the story to a child would be appropriate. Guidelines for Special Education are explicitly stated. Students are to be assessed at grade level for screening but can then administer lower grade level tests for instructional purposes.</p> <p>Signing, color transparencies, place markers, spelling words aloud instead of writing them, scribe, and any other accommodation that is a routine part of their reading, writing or spelling instruction can be used. "Teachers should be sensitive to a student's dialect and linguistic and cultural diversity.." "It's better to err on the side of caution by marking an error when you are uncertain about how to score a response."</p>	<p>Yes, Some identified=2; None identified =1</p>	
<p align="center"><b>Adequate Accommodations Allowed Rating</b></p>	<p align="center"><b>3</b></p>	

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

<p align="center"><b>Opportunities to Learn</b> <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i></p>	<p align="center"><b>Rating Column</b></p>	<p align="center"><b>Comments</b></p>
<p><b>4a.</b> 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:</b> <b>No. This assessment wasn't intended for that purpose.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p align="center"><b>Engagement Rating</b></p>	<p align="center"><b>1</b></p>	
<p><b>4b.</b> 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:</b> <b>This test is skills specific not content specific so it won't show what content they have been learning in the classroom but it will show what reading skills they have.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p align="center"><b>Classroom Learning Rating</b></p>	<p align="center"><b>1</b></p>	
<p><b>4c.</b> To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? <b>Provide an explanation of your response:</b> <b>Teachers can use the information gathered from the assessment to have conversations about students literacy development in key areas: phonemic awareness, decoding, word reading, comprehension, accuracy and fluency. Specific goals can be set around each of the skills assessed.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p align="center"><b>Learning Expectations/Outcomes Rating</b></p>	<p align="center"><b>3</b></p>	
<p><b>4d.</b> 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> <b>The test assesses early literacy skills that lead to academic success later on. It is not intended to address 21st Century Skills.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p align="center"><b>Communicate Academic Excellence Rating</b></p>	<p align="center"><b>1</b></p>	
<p><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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? <b>Provide an explanation of your response:</b> <b>The assessment items are not comprehensive and do not meet all of the evidence outcomes of the standards. They are meant to be an indicator of risk level.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p align="center"><b>Competency on Standards Rating</b></p>	<p align="center"><b>2</b></p>	

<p><b>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:</b></p> <p><b>The tasks are specific enough that teachers could use the data to make adjustments to instruction and determine the focus of interventions.</b></p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p><b>Clarity of Purpose Rating</b></p>		<p><b>3</b></p>
<b>Summary</b>	<b>Earned</b>	<b>Possible</b>
Standards Rating	4	5
Rigor Rating	1	2
Subtotal	5	7
		71.4%
Rubric Aligned w/Standards Rating	2	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	3	3
Student Work Samples Rating	1	3
Subtotal	12	15
		80.0%
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	3	2
Subtotal	18	17
		105.9%
Engagement Rating	1	3
Reflects Classroom Learning Rating	1	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	11	18
		61.1%
<b>Grand Total</b>	<b>46</b>	<b>57</b>
		<b>80.7%</b>

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

Fully Recommended	X
Partially Recommended	
Not Recommended	