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: Early Reading Diagnostic Assessment (K-1) - http://www.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8063-082

Reviewer(s): Content Collaborative

Date of Review: 11/2/12

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/

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

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.)	
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.)	X
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:	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		Available for K-3. Sample

		materials reviewed for K-1 only.

Grade Level(s): K-1

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

Indicate the intended DOK range of the Grade Level Expectations: 1-3

Indicate the intended DOK of the assessment (list DOK levels) : 1-3

1b. Describe the content knowledge/concepts assessed by the set of items or the performance task:
Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension

1c. List the skills/performance assessed (what are students expected to do?):
Phonological Awareness: phoneme deletion, rime deletion, syllable deletion
Phonics: letter recognition, letter naming, pseudoword decoding, decoding
Fluency: word reading, words in context, passage fluency
Vocabulary: receptive and expressive vocabulary, word opposites
Comprehension: listening comprehension, reading comprehension

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.**
□ **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:
G K S.1-GLE.3-EO.a a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
"Say pill. Now say ill. What sound is missing?"
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)
"Listen carefully to find out when Sally is visiting Grandma. What day is Sally visiting Grandma?"

	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: Mostly recall and retelling events from a story. Not as much predicting, inferring, or sequencing events as indicated in standards. G.1-S.2-GLE.1-EO.a.iii Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)

	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	1	

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

	Check all that apply:	Comments
Scoring Guide Present □ **Answer key, scoring template, computerized/machine scored** □ **Generalized Rubric** (e.g., for persuasive writing, for all science labs) □ **Task-Specific Rubric** (only used for the particular task) □ **Checklist** (e.g., with score points for each part) □ **Teacher Observation Sheet/ Observation Checklist**	X X	Table for Converting Raw Scores to Percentile Ranges included in kit. Phonemic awareness skills are assessed at a higher level than our standards require in K-1. (Deletion of phonemes)
	Rating Column	
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. **Provide an explanation of your response: The test is at the deletion level of phonemes which is a higher skill than is indicated in the standards for K & 1 (G.K-S.1-GLE.3, G.1-S.1-GLE.3)**	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	1	
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response:** **Emerging, Basic and Proficient levels for K and 1 with clear indicators for performance to be rated in each category.**	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	3	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Provide an explanation of your response.** **Each task has scoring requirements. The rubric defines for the teacher how many items within each task must be done correctly.**	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	3	
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. **Provide an explanation of your response.** **The reading comprehension question prompts leave some room for differences in scoring but most other tasks give specific requirements for responses.**	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? No. Student work is not provided but is not necessary for this type of test.**	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
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:** Background photos are added to some of the reading tasks which could create difficulty in reading the words. Format of items with boxes and lines around tasks add to visual clutter. Student materials book is small (5"x 8.5").	High=3, Moderate=2, Low=1	Some pages contain multiple pieces of information separated by boxes. Visually cluttered items on small page (5"x8.5") Flip chart format Lengthy directions for individual tasks.
Clear & Uncluttered Rating	1	
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:** Lengthy directions before task begins. "I am going to read some short stories to you. When I finish reading, I will ask you one or more questions about the story. Each story also has a picture but the picture will not tell you the answers to the questions. Listen carefully while I read because I cannot read the story again. Let's try one." Students could easily be confused about what they are to do with each task.	High=3, Moderate=2, Low=1	Too many variables included in the word choice that could impact whether a student can truly perform the task. "Say wither without the "ith".
Straight Forward Rating	1	
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:** Some bias is evident in the tasks. Difficult vocabulary included in listening comprehension tasks. "First they saw a woman taming a lion." Background knowledge and experiences would impact their ability to answer comprehension questions.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	1	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? **Provide an explanation of your response.** The academic language is appropriate for K-1 students. "Let's try some samples first."	Yes=3, Somewhat=2, No=1	
Academic Language Rating	2	
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). **Provide an explanation of your response.** High level words included in in phoneme deletion tasks "wither" but no homophones presented.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	2	
Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:1 ...) **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? **Provide an explanation of your response.**		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: ○ ***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.* ○ ***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.* ○ ***Setting Accommodations*** *—Change the location in which a test or assignment is given or the conditions of the assessment setting.* ○ ***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.** **Accommodations are not identified in the assessment materials.**	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
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:** **No. This test is not intended for this purpose.**	High=3; Moderate=2; Low or None=1	
Engagement Rating	1	
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:** **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.**	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	1	
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:** **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.**	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:** **The test assesses early literacy skills that lead to academic success later on. It is not intended to address 21st Century Skills.**	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:** **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.**	High=3; Moderate=2; Low or None=1	
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 identify what purpose the assessment serves (e.g. diagnostic, report card grades, adjusting instruction, etc.)? **Provide an explanation of your response:** **The tasks are specific enough that teachers could use the data to make adjustments to instruction and determine the focus of interventions.**	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary	**Earned**	**Possible**
Standards Rating	4	5

Rigor Rating	1	2
Subtotal	5	7
		71.4%
Rubric Aligned w/Standards Rating	1	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	10	15
		66.7%
Clear & Uncluttered Rating	1	3
Straight Forward Rating	1	3
Free of Cultural or Unintended Bias Rating	1	3
Academic Language Rating	2	3
Confusing Language Rating	2	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	8	17
		47.1%
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%
Grand Total	34	57
		59.6%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	