

## 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: Science</b>
<b>Name of Assessment: "Sky Watchers" Summative Assessment</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 11/14/2012</b>

**Sky Watchers: Observing predictable patterns of interaction between the Earth, Sun and Moon** is one of Delaware's state summative assessments. It is written for fourth grade and we evaluated it for fourth grade Standard 3 Earth Systems Science. It does not address the entire Colorado standard, but does address IQ 1. What are the patterns of movement for the Sun and Moon across the sky? IQ 3. How do we study the solar system? EO C: Sunrise and Sunset, and Moon movements and phases. R&A 1. Space exploration has produced data to answer questions about the solar system. It consists of 7 questions and they are short constructed responses.

Assessment Profile	
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b>	<b>Check All That Apply</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.)	x
<b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)	x
<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.)	
<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> the scoring guide references a separate document with anchor papers but it is not found on the website.	
<b>Materials</b> (if needed to complete the assessment)	
<b>Estimated time for administration</b>	
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? The student sees a set of written questions with lines to answer.	x
<b>Other:</b>	

### A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<b>1a.</b>		
Grade Level(s): 4		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.4-S.3-GLE.1		
Indicate the intended DOK range of the Grade Level Expectations: DOK 1-3		
Indicate the intended DOK of the assessment (list DOK levels) : DOK 1		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: <b>IQ 1.</b> What are the patterns of movement for the Sun and Moon across the sky? <b>IQ 3.</b> How do we study the solar system? <b>EO C:</b> Sunrise and Sunset, and Moon movements and phases. <b>R&amp;A 1.</b> Space exploration has produced data to answer questions about the solar system.		

<p><b>1c.</b> List the skills/performance assessed (what are students expected to do?): Skills are not necessarily addressed - students are only expected to provide knowledge-based answers.</p>		
<p><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></p> <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> <b>Close match</b> – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.</li> <li><input checked="" type="checkbox"/> <b>Partial match</b> – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.</li> <li><input type="checkbox"/> <b>Minimal match</b> – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.</li> <li><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.</li> </ul>		
<p><b>Please provide evidence from both the standards and assessment to support your response: The content and concepts are addressed but the skills are not assessed.</b></p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p align="center"><b>Aligned to Colorado Academic Standards Rating</b></p>	<p align="center"><b>3</b></p>	
	<p align="center"><b>Rating Column</b></p>	<p align="center"><b>Comments</b></p>
<p><b>1e.</b> 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 checked="" 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><b>Please provide evidence from both the grade level expectations and assessment to support your response: IQ 1 is "What are the patterns of movement for the Sun and Moon across the sky" and question 4b. States "Describe the position (direction) of the Sun as it appears to move throughout the day". Question 5 asks to explain the phases of the moon.</b></p>		
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<p align="center"><b>Rigor Level Rating</b></p>	<p align="center"><b>2</b></p>	

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

<p><b>Scoring Guide Present</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Answer key, scoring template, computerized/machine scored</b></li> <li><input checked="" type="checkbox"/> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)</li> <li><input type="checkbox"/> <b>Task-Specific Rubric</b> (only used for the particular task)</li> <li><input type="checkbox"/> <b>Checklist</b> (e.g., with score points for each part)</li> <li><input type="checkbox"/> <b>Teacher Observation Sheet/ Observation Checklist</b></li> </ul>	<p><b>Check all that apply:</b></p>	<p align="center"><b>Comments</b></p>
<p><b>2a.</b> Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. <b>Provide an explanation of your response: Yes but only to the specific IQ and R&amp;A sections of the standard mentioned above. Not the entire GLE.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p align="center"><b>Rubric Aligned to Standards Rating</b></p>	<p align="center"><b>2</b></p>	
<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response: For each constructed response, there are criteria for what constitutes "Complete, Partially Correct, Incorrect, and Non Responses.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p align="center"><b>Rubric/Scoring Coherent Rating</b></p>	<p align="center"><b>3</b></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. Each demand within the task is fully addressed on the rubric.</b></p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p><b>Rubric/Scoring Aligned with Task Rating</b></p>	<p><b>3</b></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. The rubric is written clearly enough that there would be similar scores with different raters.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Rubric/Scoring Different Raters Same Rating</b></p>	<p><b>3</b></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? The rubric page mentions that there is a separate attachment for anchor papers but we could not locate it.</b></p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Student Work Samples Rating</b></p>	<p><b>1</b></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
<b>3a.</b> To what extent do 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: Good use of white space and graphics are mostly in color. They relate directly to the question.</b>	High=3, Moderate=2, Low=1	
<b>Clear &amp; Uncluttered Rating</b>	<b>3</b>	
<b>3b.</b> To what extent do 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: This assessment relies heavily on writing and understanding visual representations of earth and moon. Otherwise, it is straightforward.</b>	High=3, Moderate=2, Low=1	
<b>Straight Forward Rating</b>	<b>2</b>	
<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: There is one question that specifically asks about the phases of the moon and relates the question to Delaware. This question would probably need to be modified to Colorado.</b>	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>2</b>	
<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. Utilizes appropriate technical and academic language for the content area.</b>	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>3</b>	
<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. Adheres to technical, academic, and basic language.</b>	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&amp;cof=FORID:10&amp;q=D</a> <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&amp;cof=FORID:10&amp;q=D">efining%20Features%20of%20Academic%20Language</a>)</i></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>		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
<i>x <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.</i>		
<i>x <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.</i>		
<i>x <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</i>		
<i>x <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.</i>		
<i>x <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.</i>		
<b>3g:</b> Are there adequate accommodations permitted for this assessment? <b>Provide an explanation of your response. The teacher can create all of the above accommodations so the assessment is accessible to all learners.</b>	Yes, Some identified=2; None identified =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>3</b>	

## 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? <b>Provide an explanation of your response: This scores high due to the nature of the subject matter (earth, moon, sun).</b>	High=3; Moderate=2; Low or None=1	
<b>Engagement Rating</b>	<b>3</b>	
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? <b>Provide an explanation of your response: This assessment is knowledge based rather than skills based.</b>	High=3; Moderate=2; Low or None=1	
<b>Classroom Learning Rating</b>	<b>2</b>	
4c. 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: Teacher needs to go to "Teacher Notes and Directions for Administration" to see what each question specifically addresses. Meaningful dialog can ensue from this information.</b>	High=3; Moderate=2; Low or None=1	
<b>Learning Expectations/Outcomes Rating</b>	<b>3</b>	
4d. To what extent do you believe the assessment allows students to demonstrate academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? <b>Provide an explanation of your response: Academic excellence in writing can be assessed in the student's constructed responses.</b>	High=3; Moderate=2; Low or None=1	
<b>Communicate Academic Excellence Rating</b>	<b>2</b>	
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 ( <i>scores and student work analysis</i> ) to understand what competency on standard/s look like? <b>Provide an explanation of your response: The problem is that it doesn't measure the entire standard, just the IQ and R&amp;A mentioned above.</b>	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</b>	<b>2</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.)? <b>Provide an explanation of your response: It measures understanding of the content and concepts of the identified portions of the standard.</b>	High=3; Moderate=2; Low or None=1	
<b>Clarity of Purpose Rating</b>	<b>3</b>	

Summary	Earned	Possible
Standards Rating	3	5
Rigor Rating	2	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	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	3	2
Subtotal	16	17

		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	2	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	15	18
		83.3%
Grand Total	48	57
		84.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	