

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](#)

The Maryland Released Items for 8th grade are partially recommended. The total score for was a 67%, which is low; however, this was largely due to the items not having rubrics, scoring guides, or student work samples. There are many items on the Maryland assessment that are good extended response questions, in many cases including passages, diagrams, or data for students to use to answer the questions. See the comments in section 1 for the alignment of many of the questions to CAS for science.

Content Area: Science
Name of Assessment: Maryland Released Items Grade 8
Reviewer: Content Collaborative
Date of Review: 10/25/12

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.)	X
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.)	
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 ...)	
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?	X
Other:	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 6-8		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: See comments -- SC09-GR.8-S.1-GLE.2; SC09-GR.8-S.1-GLE.3; SC09-GR.7-S.2-GLE.1; SC09-GR.6-S.3-GLE.2; SC09-GR.7-S.3-GLE.1; SC09-GR.6-S.2-GLE.2; SC09-GR.8-S.1-GLE.1; SC09-GR.8-S.3-GLE.3; SC09-GR.7-S.3-GLE.2; SC09-GR.7-S.2-GLE.5; SC09-GR.7-S.1-GLE.1		Many of the items within the Maryland released items for grade 8 are aligned to CAS.
Indicate the intended DOK range of the Grade Level Expectations: 1-4		Question #1: GR 8_1_2 Question #2: GR 8_1_3 Questions #3, 4, 8: GR 7_2_1 Questions #9-11: GR 6_3_2 Question #12: GR 7_3_1 Question #16: GR 6_2_2 Question #17: GR 8_1_1 Question #21: GR 8_1_1 Question #23-24: GR 8_3_3 Question #29-31: GR 7_3_2,
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: See comments		
1c. List the skills/performance assessed (what are students expected to do?): See		

<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> No match – 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: See comments</p>		<p>7_2_1, 7_2_5 Questions #35-37: GR 8_1_2 Question #40 GR 7_1_1 Question #41 GR 8_1_1 Question #42 GR 8_1_3</p>
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
Aligned to Colorado Academic Standards Rating		3
<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. <input type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. <p>Please provide evidence from both the grade level expectations and assessment to support your response: CAS include many process skills that are not assessed with a standardized test such as this. These released items range from DOK 1-3, but do not get to the DOK 4 as indicated in the CAS.</p>		<p>These released items include many items that require extended response where students have to read a passage or look at experimental data and draw conclusions related to the content.</p>
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
Rigor Level Rating		1

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

Scoring Guide Present	Check all that apply:	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Answer key, scoring template, computerized/machine scored <input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs) <input type="checkbox"/> Task-Specific Rubric (only used for the particular task) <input type="checkbox"/> Checklist (e.g., with score points for each part) <input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist 		<p>There was not a rubric or scoring guide included with these released items from Maryland. Contacting this state agency for a rubric and/or student work samples would make this assessment much more useful.</p>
Rating Column		
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: No rubric or scoring guide is provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric Aligned to Standards Rating		1
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: No rubric or scoring guide is provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Rating		1
<p>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: No rubric or scoring guide is provided.</p>	<p>High=3, Moderate=2, Low or None=1</p>	
Rubric/Scoring Aligned with Task Rating		1

<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. Provide an explanation of your response: No rubric or scoring guide is provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>1</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? See comments.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</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
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: The items are formatted clearly, with clear directions of students' task.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	3	
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: Most questions are presented clearly for students; many include a passage or science investigation to accompany the questions.	High=3, Moderate=2, Low=1	
Straight Forward Rating	3	
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: Many questions are area specific. For example, one question provides a passage about evolution of mollusks in Florida.	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: Some of the passages have academic language that may not be accessible for all students. Examples: undisturbed, fortress, escalation	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: During our assessment of the items, we did not encounter any words that could be confused with other words.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=D efining%20Features%20of%20Academic%20Language)</i></p>		
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: There are not any teacher directions with these released items; however, many items include diagrams, pictures, tables, and passages that could help students access the items.		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> <i>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.</i> <i>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.</i> <i>o Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting.</i> <i>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.</i> <i>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.</i> 		
3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: There are no accommodations included with these released items.	Yes, Some identified=2; None identified =1	

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? Provide an explanation of your response: Many of the items here are multiple choice items, but others include data or passages that refer to real world situations. With regard to a standardized test, these items include many connections and situations for the science content.	High=3; Moderate=2; Low or None=1	
Engagement Rating	2	
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 items include a range of information about student learning; multiple choice (DOK 1-2 and extended response DOK 3)	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	3	
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? Provide an explanation of your response: The items that require an extended response will provide information that can be shared with students and parents regarding students knowledge.	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: There is little opportunity for creativity or application of 21st century skills here.	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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: Since these items come from a standardized test they are valid and reliable with regard to providing evidence of student proficiency.	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: Since these are released items from a standardized test, teachers should be able to clearly see the purpose these items serve (i.e. for (pre)-assessment of student learning of content, but not for assessment of students' science skills)	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary	Earned	Possible
Standards Rating	3	5
Rigor Rating	1	2
Subtotal	4	7
		57.1%
Rubric Aligned w/Standards Rating	1	3
Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	1	3
Inter-rater Reliability Rating	1	3
Student Work Samples Rating	1	3
Subtotal	5	15
		33.3%
Clear & Uncluttered Rating	3	3

Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	2	3
Academic Language Rating	2	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	14	17
		82.4%
Engagement Rating	2	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	15	18
		83.3%
Grand Total	38	57
		66.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	