

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](#)

This is a short assessment that is very direct towards assessing students collection and interpretation of weather related data. It does ask students to make connections between concepts which they may not have previously. One important caveat is that while it does fit into 8th Grade GLE 3.1 b and c, it DOES NOT assess those sub-areas entirely, nor does it assess the rest of this GLE. As a very focused assessment it is good with these limitations and that is why it is only partially recommended.

Content Area: Science
Name of Assessment: PALS: Blizzard of 1993 -- http://pals.sri.com/tasks/5-8/Blizzard93/
Reviewer: Content Collaborative
Date of Review: September 20, 2012

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.)	<input type="checkbox"/>
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	<input checked="" type="checkbox"/>
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	<input checked="" type="checkbox"/>
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input type="checkbox"/>
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input type="checkbox"/>
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input checked="" type="checkbox"/>
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 ...)	<input checked="" type="checkbox"/>
Scoring Guide/Rubric	<input checked="" type="checkbox"/>
Sample evidence to show what student performance might look like	<input checked="" type="checkbox"/>
Materials (if needed to complete the assessment)	<input checked="" type="checkbox"/>
Estimated time for administration	<input checked="" type="checkbox"/>
Student Directions & Assessment Task/Prompt – what does the student see/use?	<input checked="" type="checkbox"/>
Other:	<input type="checkbox"/>

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 8		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.8-S.3-GLE.1-EO.b; SC09-GR.8-S.3-GLE.1-EO.c		
Indicate the intended DOK range of the Grade Level Expectations: 1-2		
Indicate the intended DOK of the assessment (list DOK levels) : 1-2		
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Analyze weather data and make predictions based upon it.		
1c. List the skills/performance assessed (what are students expected to do?): create a graph, read data from a graph and use it to compare/contrast various weather measurements		
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.		

<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.		
Please provide evidence from both the standards and assessment to support your response: Task asks students to observe and gather various weather data and develop some causal connections between the data. However it lacks the comparison to historical data and creating predictions that are additionally asked for in the GLE		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	3	
	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. <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.		
Please provide evidence from both the grade level expectations and assessment to support your response: Task appropriately asks students to analyze data, make some causal relationships/explanations/connections		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	2	

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

Scoring Guide Present	Check all that apply:	Comments
<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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	
	Rating Column	
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: Rubric evaluates students collection of data but only hints at using it to make predictions	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Rubric is very clear on how students are to be rated at each level.	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. Rubric clearly assess' points based on students completion of the task. However there is also points award for complete sentences which does not address content level demands.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	2	

<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. I think that content wise the rubric will lead teachers to the same point value however with the inclusion of complete vs. incomplete sentences some teachers might end up with a different value.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</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? There are student work samples included that clearly demonstrate a student with a lack of mastery and then several on a continuum all the way to complete mastery of content.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>3</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>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: All questions are clearly formatted and easy to read, however the graph that is used as a basis for data is somewhat difficult to read and appears to have been distorted when scanned into electronic format.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p style="text-align: center;">Clear & Uncluttered Rating</p>	<p style="text-align: center;">2</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? Provide an explanation of your response: All items seem to be very direct and straightforward in their requests of the students.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p style="text-align: center;">Straight Forward Rating</p>	<p style="text-align: center;">3</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: Although the basis of the data is a blizzard which all students may not have direct experience with, the task asks students to gather and evaluate content specific vocabulary/data and therefore without bias.</p>	<p>High=3, Moderate=2, Low=1</p>	
<p style="text-align: center;">Free of Cultural or Unintended Bias Rating</p>	<p style="text-align: center;">3</p>	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. All vocabulary is very basic unless it is learned content specific.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p style="text-align: center;">Academic Language Rating</p>	<p style="text-align: center;">3</p>	
<p>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. All vocabulary is very basic unless it is learned content specific.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p style="text-align: center;">Confusing Language Rating</p>	<p style="text-align: center;">3</p>	
<p><small>Please reference: http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&cof=FORID:10&q=...</small></p>		
<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.</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>3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. Test is very specifically limited to 20 minutes and no accommodations are written into teacher directions. However, a teacher could clearly make many accommodations to help students that would not negate the accuracy of the data collected.</p>	<p>Yes, Some identified=2; None identified =1</p>	

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: This task asks students to evaluate data collected from a real weather event and evaluate different data components and their interconnectedness which they may not have previously.	High=3; Moderate=2; Low or None=1	
Engagement Rating	3	
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:	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating		
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: I think this test gives a clear picture of what students have learned on the specific items assessed. It is crucial to note that not all of the GLE is addressed though.	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: Being outdated hand drawn data does not demonstrate this quality, however the test asking students to make connections they may not have previously does lend itself to 21st century literacy.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	2	
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: As long as teachers clearly understand that this is a very focused assessment and only covers part of the GLE, they can clearly get a good picture of student mastery on the sub-items tested.	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: This is a quick and easy assessment which asks students to take what they know about weather data one step further and look at their interconnectedness.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
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	2	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	3	3
Subtotal	12	15
		80.0%
Clear & Uncluttered Rating	2	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	1	2
Subtotal	15	17
		88.2%
Engagement Rating	3	3
Reflects Classroom Learning Rating	0	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	2	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	14	18
		77.8%
Grand Total	46	57
		80.7%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	