

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: Science
Name of Assessment: BSCS Ecological Approach Biology: Investigation 8.2, 10th Edition, pg 224-226: www.bsccs.org
Reviewer: Content Collaborative
Date of Review: Nov 14, 2012

This Investigation received a Partially Recommended rating due to the lack of entire GLE coverage and lack of specific scoring criteria. This task should be used as one example of a larger body of evidence around GLE 7.

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 type="checkbox"/>
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input checked="" type="checkbox"/>
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input checked="" type="checkbox"/>
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input 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 type="checkbox"/>
Sample evidence to show what student performance might look like	<input type="checkbox"/>
Materials (if needed to complete the assessment)	<input checked="" type="checkbox"/>
Estimated time for administration	<input type="checkbox"/>
Student Directions & Assessment Task/Prompt – what does the student see/use?	<input checked="" type="checkbox"/>
Other: Teacher materials are available in the Teacher's Edition.	<input type="checkbox"/>

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		This lab activity contained within the BSCS curriculum program would be an excellent resource for building a body of evidence around GLE 7.
Grade Level(s): High School Life Science		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.HS-S.2-GLE.7-EO.b		
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: DNA, RNA, replication, transcription, translation		
1c. List the skills/performance assessed (what are students expected to do?): construct a model of DNA and use that model to create RNA and "code" for amino acids		

<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: This particular activity is a minimal match due to the very limited in scope but does address GLE EO b well.</p>						
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1					
Aligned to Colorado Academic Standards Rating	2					
<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: Much of this activity is following directions, lowering the DOK of the activity portion. The discussion questions embedded throughout and at the end of the activity raise the DOK level to 2, matching the overall scope of the EO.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Rating Column</th> <th style="width: 50%; text-align: center;">Comments</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> </tr> </tbody> </table>	Rating Column	Comments			
Rating Column	Comments					
	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

<p>Scoring Guide Present</p> <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 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Check all that apply:</th> <th style="width: 50%; text-align: center;">Comments</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td rowspan="5" style="vertical-align: top;">Scoring criteria would need to be developed by teachers, schools and/or districts.</td> </tr> <tr> <td style="height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">Rating Column</td> </tr> </tbody> </table>	Check all that apply:	Comments		Scoring criteria would need to be developed by teachers, schools and/or districts.					Rating Column		
Check all that apply:	Comments											
	Scoring criteria would need to be developed by teachers, schools and/or districts.											
Rating Column												
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: No scoring criteria available.</p>	Yes=3, Somewhat=2, No=1											
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 scoring criteria available.</p>	Yes=3, Somewhat=2, No=1											
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 scoring criteria available.</p>	High=3, Moderate=2, Low or None=1											
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 scoring criteria available.</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? No student work available.</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 task is very well laid out over a few pages of text, allowing for a visually clear and uncluttered appearance.	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: The task is very straightforward for the majority of learners.	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: No cultural or other unintended bias was found.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
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 a high school biology classroom. Some learners may need vocabulary assistance as they work through this activity.	Yes=3, Somewhat=2, No=1	
Academic Language Rating	3	
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. No homonyms were easily found.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*Please reference "Defining Features of Academic Language in WIDA's Standards" http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language		
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. No specific accommodations are provided.		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. 		
3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. No specific accommodations are provided.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn	Rating Column	Comments
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<i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>		
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: The simplicity of this activity allows for a large range of applications to further concepts around DNA and RNA if the activity is adapted. An understanding of DNA and RNA is a piece of understanding other biological concepts that have real world connections and is related to current problems and challenges.	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: The successful completion of this activity, especially the discussion questions, can provide good information about what students have learned in the classroom.	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: Meaningful dialogue can occur when scoring criteria is utilized with this activity.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	2	
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? Provide an explanation of your response: This activity can be easily extended and adapted for or by students allowing them to demonstrate academic excellence through creativity and transference to other content areas, especially biological concepts.	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: Teachers can use the results from this activity, along with scoring criteria, to understand competency on standards.	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: Teachers are able to identify that this activity will give specific information about DNA and RNA functions through a hands-on model. Using this task as a more formal assessment would require teachers to develop more specific scoring criteria. If materials allow, this task could be done by individual students as well. Successful completion should show basic understanding of the concepts.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	

Summary	Earned	Possible
Standards Rating	2	5
Rigor Rating	2	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	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	16	17
		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	2	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	40	57
		70.2%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	