

## 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](http://www.aac.ab.ca/assessment-materials/making-a-difference/)

<b>Content Area:</b> Elementary Social Studies	
<b>Name of Assessment:</b> Making a Difference	http://www.aac.ab.ca/assessment-materials/making-a-difference/
<b>Reviewer:</b> Content Collaborative	
<b>Date of Review:</b> April 18, 2012	

Assessment Profile	
<b>Grade Level(s) suggested by this assessment:</b> 3	
<u><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a></u> SS09-GR.3-S.1-GLE.2-EO.c; SS09-GR.3-S.4-GLE.1-EO.a;	
<b>What is the DOK of the assessment?</b> 1-4	
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b> 1-3	
Rights and responsibilities, cooperation, perspective-taking, and problem solving	
<b>List the skills/performance assessed:</b> 1.2c,4.1a cause/effect relationships, learning to ask powerful questions, choose and justify a course of action	
<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.)	
<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)	x
<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>	
<b>Materials</b> (if needed to complete the assessment)	x
<b>Estimated time for administration</b>	
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	x
<b>Other: Student Learning Goals (Reflection), Ongoing evaluation tools</b>	x

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

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</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>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>There is a match in some of the evidence outcomes in the civics and geography standards</p> <p>This assessment allows students to further their thinking beyond CAS DOK.</p> <p>Practice in critical thinking and decision making and discourse about rights and responsibilities would need to take place prior to the assessment.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b> Strong alignment for evidence outcomes stated but potential for alignment with 4.1 b &amp; c as well.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right"><b>Alignment with Standards Score</b></p>	<p align="right"><b>2</b></p>	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p>		
<p>The assessment exceeds rigor of CAS by asking student to evaluate instead of simply identify and apply.</p>	<p>Similar Rigor=3; More Rigor=2; Less Rigor= 1</p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>	<p align="right"><b>2</b></p>	



	Yes=3, Somewhat=2, No=1
<b>Inter-rater Reliability Score</b>	<b>2</b>
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?	
Student work would clarify expectations for the tasks and increase consistency in scoring.	Yes=3, Somewhat=2, No=1
<b>Student Work Samples Score</b>	<b>1</b>

**A high quality assessment should be...FAIR and UNBIASED**

FAIR and UNBIASED <i>(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Strengths/Suggestions
<b>3a.</b> 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)?		<b>In the task, Colorado relevant terms need to be</b>
<b>Provide an explanation of your response:</b>  Everything is broken into chunks for easy processing and is simplified. Bullets are used without confusing language.	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<b>3b.</b> To what extent are 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:</b> Even student reflection tool is very user friendly and straight forward.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</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:</b>		
If rubric vocabulary was developed and defined and if exemplars were provided, there would be a very low degree of bias. Activity is free of bias, but the rubric is confusing.	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>2</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
<b>Provide an explanation of your response:</b>  Academic language is appropriate for the expectations at this grade level.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>1</b>	
<i>*Please reference "Defining Features of Academic Language in WIDA's</i>		
<b>3e.</b> If applicable, what type of accommodations should be considered to ensure that students with special needs can fully access the content represented by the task or set of items reviewed?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> <li>○ <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.</li> <li>○ <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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <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.</li> <li>○ <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.</li> </ul>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		

While presentation choice are not explicitly stated, all accommodations are permissible.

Yes, Several allowed=3;  
Yes, Some allowed=2;  
None allowed =1

<b>"Adequate Accommodations Allowed" Score</b>	<b>3</b>
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## A high quality assessment should ...increase OPPORTUNITIES TO LEARN

The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities	Check all that apply:	Strengths/Suggestions
<p><b>4a.</b> 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:</b></p> <p>Students chose an individual who has made a difference to interview and go through a nomination process.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Colorado relevant terms and situations need to be exchanged for Canadian experiences and terms.</p>
<b>"Engages Students" Score</b>	<b>3</b>	
<p><b>4b.</b> 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:</b></p> <p>Students have to self-evaluate every piece of the process. The rubric addresses each task required of students.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>3</b>	
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b></p> <p>When the terms are clarified on the rubric, this will foster more meaningful dialogue. <i>In what way?</i></p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>2</b>	
<p><b>4d.</b> 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?</p> <p><b>Provide an explanation of your response:</b> When the terms are clarified on the rubric, this will foster more meaningful dialogue. Samples of student work at various proficiency levels would clarify the expectations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>3</b>	
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b></p> <p>Anchor papers and rubric clarification would allow for further understanding of competency. These things would help the teacher accurately assess the learner. The task itself is set up to show whether students successfully master the content.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>2</b>	
<p><b>4f:</b> 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:</b></p> <p>The purpose of the assessment could be used to adjust instruction and to provide grades.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>3</b>	





Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	3	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	45	57
Overall Percentage		78.9%

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

Fully Recommended	<input type="checkbox"/>
Partially Recommended	<input checked="" type="checkbox"/> - the rubric needs to be revised
Not Recommended	<input type="checkbox"/>