

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: Social Studies
Name of Assessment: Meeting Needs and Wants CBA
Reviewer: Content Collaborative
Date of Review: May 2, 2012

Assessment Profile									
Grade Level(s) suggested by this assessment: 3rd									
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> SS09-GR.3-S.3-GLE1-EO.a; SS09-GR.3-S.3-GLE.1-EO.b; SS09-GR.3-S.3-GLE.1-EO.c									
What is the DOK of the assessment? 1-2									
Indicate the DOK range of the CAS Grade Level Expectations: 1-2									
Describe the content knowledge/concepts assessed: (General information) Economics-Needs and wants, influence, economic									
List the skills/performance assessed: (In general, explain what kids are being asked to do) Describe, compare and contrast, list									
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: right;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply			X		X		
Check All That Apply									
X									
X									
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: right;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: right;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: right;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply		X		X		X	
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X									
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A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p>1a.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? Select one option below.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		It is suggested that economic terms such as consumer, producer, goods, services, trade and barter are incorporated into the assessment
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>While the task asks students to compare two group the Standard 3.1a requires students to use and apply the specific terms "producers" and</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score		2
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>There is a direct match.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
Depth of Knowledge (Rigor) Score		2

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p>Scoring Guide Present: Answer key, scoring template, computerized/machine scored Generalized Rubric (e.g., for persuasive writing, for all science labs) Task-Specific Rubric (only used for the particular task) Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>A strength is that all parts of the task are addressed on the rubric. It is also a strength that levels are clear according to quantitative criteria.</p> <p>A suggestions would be to remove the "passing" and "not passing" terms from the top of the assessment. In addition, the standards need to be changed from Washington to align to Colorado Standards.</p>
Scoring Guide Present Score		2
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>The task does not use economic terms identified in the standard such as producers and consumers. Some of what the tasks require ask for more than the standard requires at this grade level, such as the impact of</p>	<p><input type="checkbox"/></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score		2
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The quantitative element of the rubric is clear. However, understanding of the depth of explanation could vary. For example, the comparison of a want versus a need.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		2
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>There are three parts to the task and each part of the task is addressed in the rubric.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment		3
<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? Why or why not?</p> <p>There would be agreement in the quantitative scoring but the depth of understanding could vary. See 2b.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score		2
<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?</p>	<p><input type="checkbox"/></p>	

Exemplars would provide direction for understanding the depth of knowledge such as how much explaining is required for how the groups are different.

Yes=3, Somewhat=2,
No=1

Student Work Samples Score

1

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
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)?		It is a strength that the assessment is designed for
Provide an explanation of your response:		
Simple and clear within the assessment. Appropriate for grade 3. Footnotes may be more appropriate as a teacher instruction page.	All=3, Some=2, None=1	
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">2</p>	Suggestions include use of terms required in the standard as well as front loading understanding of terms not contained in the standard.
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:		
Students will need guidance on how to use the rubric. Emphasis on level four (excellent) must occur in instruction because the prompt is worded	All=3, Some=2, None=1	
<p align="center">"Straight Forward" Score</p>	<p align="center">2</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:		
The vocabulary is simplistic enough for all learners. However, it does not match the standards vocabulary.	All=3, Some=2, None=1	
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>	<p align="center">3</p>	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
The terms used, such as laws, values and customs would need to be taught prior to the assessment task in order for students to be successful.	No=3, Somewhat=2, Yes=1	
<p align="center">"Academic Language" Score</p>	<p align="center">2</p>	
*Please reference "Defining Features of Academic Language in WIDA's		
3e. 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?		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: <ul style="list-style-type: none"> ○ 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. ○ 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. ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. ○ 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. 		

<ul style="list-style-type: none"> 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>3f: Identify and write down the accommodations permitted for this assessment:</p> <p>A teacher footnote allows for flexibility in meeting the task requirements. It states that students could do a paper or presentation that is video taped or digital.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
<p align="center">"Adequate Accommodations Allowed" Score</p>	<p align="center">3</p>

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>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:</p> <p>The task does refer to wants and needs of groups that students can relate to but does not set up a specific scenario to hook students.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">"Engages Students" Score</p>	<p align="center">2</p>	
<p>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:</p> <p>Information is limited because depth of understanding required by each category of the rubric is not specified.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Classroom Learning Score</p>	<p align="center">2</p>	
<p>4c. 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? Provide an explanation of your response:</p> <p>Dialogue would be limited because the information is limited. The depth of understanding required by each category of the rubric is not specified.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Learning Expectations/Outcomes Score</p>	<p align="center">2</p>	
<p>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:</p> <p>The listing of sources is transferable to literacy skills. Students are asked to use 21st Century Skills such as comparing and contrasting and the choice of presentation allows for creativity. The rubric and lack of exemplars limit communication and understanding around excellence.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Communicates Academic Excellence Score</p>	<p align="center">2</p>	
<p>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 (scores and student work analysis) to understand what competency on standard/s look like? Provide an explanation of your response:</p>		

The standard vocabulary and the task vocabulary must match to strengthen this area.	
Standards Competency Score	2
<p>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:</p>	
The task directly matches economic content expectations.	
Locate evidence Score	3

	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	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	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	13	18
Opportunities to Learn Percentage		72.2%
Grand Total	41	57
Overall Percentage		71.9%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	

Vocabulary alignment needs to occur. Providing student exemplars and clarification of rubric terminology will increase the value of this assessment.