

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: Celebrating Our Past	http://www.aac.ab.ca/assessment-materials/celebrating-our-past/
Reviewer: Content Collaborative	
Date of Review: April 18, 2012	

Assessment Profile	
Grade Level(s) suggested by this assessment: 4	
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> SS09-GR.4-S.1-GLE.1-EO.d; SS09-GR.4-S.1-GLE.2-EO.b; SS09-S.2-GLE.2-EO.b	
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: Cause and effect, multiple perspectives, continuity and change, culture	
List the skills/performance assessed: students have a choice of communication skills -writing, drawing, skit, song- that would be assessed	
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 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 checked="" type="checkbox"/>
Sample evidence to show what student performance might look like:	<input type="checkbox"/>
Materials (if needed to complete the assessment)	<input 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: Student Learning Goals (Reflection)	<input checked="" type="checkbox"/>

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> <p>Please provide evidence from both the standards and assessment to support your response: The assessment only asks for explaining and communicating information related to cultural groups. The CAS standard 1.1 asks for an understanding of cause and effect.</p>	<p align="center">Full=3; Partial =2; No Match= 1</p>	<p>This assessment is a match DOK 2 for cause and effect, summarizing, and organizing, presenting, and interpreting information/data could be strengthened.</p>
<p align="right">Alignment with Standards Score</p>		<p align="center">2</p>
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>The evidence outcomes specified are similar rigor to what the assessment is asking.</p>	<p align="center">Similar Rigor=3; More Rigor=2; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>		<p align="center">3</p>

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:</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p align="center">x</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>The criteria for the task specific rubric aligns to the standard and DOK.</p> <p>The Colorado standard will need to replace the Alberta standard in the task specific rubric.</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>Provide explanation: Replacing the Alberta standards with CAS will create</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: Currently, the proficiency descriptors in the rubric contains some subjective terms. Creation of exemplars would provide a means for more consistency.</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? Explain: Students are asked to explain and communicate and this is clear in the rubric.</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? There is a need for exemplars to avoid inconsistency in interpreting the subjective terms for performance.</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? Anchor papers of different products and videos of presentation would make this a yes.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Student Work Samples Score	no	

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
<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)?</p>		The built-in choice of product or presentation provides access for all learners.
<p>Provide an explanation of your response: There are no distractions to the assessment. There are line breaks and bullets to help direct attention. There is not a lot of extra information present.</p>		The support under the teacher note helps to set students up for success.
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">3</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?</p>		
<p>Provide an explanation of your response: Choice and product type supports the range of learners. Teacher direction provides access for all learners</p>		
<p align="center">"Straight Forward" Score</p>	<p 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:</p> <p>The word honor must be changed to American spelling. There are some terms that may require teacher discussion/facilitation such as milestone, honor, establishment and growth of community</p>		
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>	<p align="center">2</p>	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p> <p>Provide an explanation of your response: This task is asking students to perform to the same or similar level of the chosen evidence outcomes stated.</p>		
<p align="center">"Academic Language" Score</p>	<p align="center">1</p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></p>		
<p>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?</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"> ○ 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. 		

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.

3f: Identify and write down the accommodations permitted for this assessment: Any or all of these accommodations could be permitted.

??

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

"Adequate Accommodations Allowed" Score

3

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: Milestone anniversary is a real situation, the cultural group of choice connects to real world context and personal interest and the products for the presentation are relevant.</p>	<p>Yes=3; Somewhat=2; No=1</p>	The assessment allows for analysis of skills and knowledge obtained. The could be impacted by teacher implementation of material and assessment
"Engages Students" Score		
<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>Selection of cultural groups and presentations indicates the number of opportunities provided students to experience the wealth of information available to them. All students doing the same presentation or selecting the same group would provide evidence that the teacher focused on fewer opportunities/groups. The rubric would help determine student learning and the goal/reflection sheet would provide further feedback on individual learners.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		3
<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: The rubric and goal reflection page establish the expectation for communication.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		3
<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: This assessment fosters creativity and application of the standards to a real-world situation.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		3
<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> <p>This question is about the overall standard. The assessment addresses specific evidence outcomes, but not the overall standard.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
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: This assessment can be used for adjusting instruction and for a grade.</p>	
	Yes=3; Somewhat=2; No=1
Locate evidence Score	2

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	3	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
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	no	3
Subtotal	11	18
Scoring Percentage		61.1%
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	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	44	57
Overall Percentage		77.2%

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"/>