

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: Interconnectedness DBQ
Reviewer: Content Collaborative
Date of Review: 5/2/2012

Assessment Profile												
Grade Level(s) suggested by this assessment: 6th												
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u>												
SS09-GR.6-S.4-GLE.1-EO.a												
What is the DOK of the assessment?												
DOK 3-4												
Indicate the DOK range of the CAS Grade Level Expectations:												
DOK 1-4												
Describe the content knowledge/concepts assessed:												
interconnectedness of the U.S and other countries												
List the skills/performance assessed:												
analyze and synthesize documents, reading and interpreting a graph and/or chart, making and supporting inferences with evidence from documents, writing an essay												
<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; text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: right;">X</td></tr> </tbody> </table>	Check All That Apply			X	X		X				
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X												
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; text-align: right;">X</td></tr> <tr><td style="height: 20px;"> </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; 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	X		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>		
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Standard C 1.a asks students to discuss the advantages and disadvantages of living in an interconnected world. The task ask</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score		3
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>Standard 1.a simply ask students to discuss advantages and disadvantages (dock 1-2) while this assessment asks students to analyze and synthesize documents in order to discuss the advantages and disadvantages.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
Depth of Knowledge (Rigor) Score		1

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
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) Teacher Observation Sheet/ Observation Checklist	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		2
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: Rubric is generalized for DBQ tasks and is not content specific.	<input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score		1
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The rubric uses subjective language such as "sophisticated" and "clear thesis statement"	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		2
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Rubric states the expectations for outlining, planning, introduction, document usage, and final essay product.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		3
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? What is "sophisticated and clear" to one reviewer may be different to another reviewer.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		2
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 included. Student examples of each stage of the DBQ process at varying proficiency levels tied to content would enhance the assessment.	<input type="checkbox"/> 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)?		
Provide an explanation of your response:		
The assessment attempts to be visually clear, the documents are provided and include many visuals, however, the rubric is verbose and	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	2	
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:		
Although the task is clear: to defend or refute the statement" the advantages of being interconnected outweigh the disadvantages", there	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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:		
Prompt and rubric contain some language that may be difficult for diverse student populations. for example "our global age has made distance	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
While the prompt uses vocabulary such as" global interconnectedness", this is academic language that is included in the standard and should be explicitly taught to all students.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*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?		
<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. 	x	documents could be read
<ul style="list-style-type: none"> 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. 	x	allowed, number of
<ul style="list-style-type: none"> o Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. 	x	documents could be reduced
<ul style="list-style-type: none"> 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. 	x	
<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. 	x	
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:		

Teacher directions include possible accommodations such as "provide an organizer with sentence stems" and "only require 1-3 documents needed for support"	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1
"Adequate Accommodations Allowed" Score	2

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: Documents include current examples such as Starbucks, Walmart, and McDonalds. Students have to address a question that real policy makers must also address.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score	3	
<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: Because students are asked to write an essay to meet the standard of "discussing disadvantages and advantages" some students may not be able to fully show their knowledge of the content due to lack of skill in essay writing.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score	2	
<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: This DBQ does not assess the content in the CAS, but assesses the skills of writing and thinking.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score	1	
<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: The students have an opportunity to demonstrate critical thinking skills through analyzing and categorization of documents, however the final produce of an essay does not allow students to show creativity or other 21st century skills.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	2	
<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: The DOK level of sixth grade standard civics 1.a and the assessment asks students to demonstrate DOK levels 3-4.</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:</p>	
<p>Because the assessment is lengthy and requires multiple class periods to complete instruction and assessment are intermingled. This intermingling makes the purpose of this task unclear to both teacher and student.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p>Locate evidence Score</p>	<p>1</p>

	<u>Earned</u>	<u>Possible</u>
Standards Rating	3	3
Rigor Rating	1	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	10	15
Fair & Unbiased Percentage		66.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	1	3
Subtotal	11	18
Opportunities to Learn Percentage		61.1%
Grand Total	36	57
Overall Percentage		63.2%

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

Fully Recommended	
Partially Recommended	x - this assessment is very lengthy and needs to be specifically tied to the CAS. This might be achieved through a content specific rubric
Not Recommended	