

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: Tierra Nueva
Reviewer: Content Collaborative
Date of Review: 18 April, 2012

Assessment Profile										
Grade Level(s) suggested by this assessment: 6th and 7th Grade										
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> SSO9-GR.6-S.2-GLE.1; SS09-GR.6-S.2-GLE.2;										
What is the DOK of the assessment? 2 and 3										
Indicate the DOK range of the CAS Grade Level Expectations: 1-3										
Describe the content knowledge/concepts assessed: Focuses on Western Hemisphere, Latin American Geography standards. Assesses Geographic tools and spatial relations.										
List the skills/performance assessed: Research material for a location. Compile and use geographic data and make decisions.										
<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="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </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="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply	X	X	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>Aligned to the old geography standards. Can be tweaked to match current Geography standards. Does not match current Economic Standards as the prompt suggests. If the scope is changed, students must determine the type of economic system and individual activities within that system. Economic GLE Activities 1 A, B, C</p>
<p>Full=3; Partial =2; No Match= 1</p>		
<p>Alignment with Standards Score</p>		<p>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>Students use different types of maps and charts to collect and analyze data in order to justify a solution. They study the interaction of</p>		
<p>Similar Rigor=3; More Rigor=2; Less Rigor= 1</p>		
<p>Depth of Knowledge (Rigor) Score</p>		<p>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
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 checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <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 aligns to old standards. It needs revision	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 categories are clear and coherent, but the rubric needs to be aligned to the new standards.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		1
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: It is aligned to the task and not the standard.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		2
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? Subjective nature of the terms used. For example, "advanced geographic thinker."	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? They provide examples at each score point and a rationale to go with it.	Yes=3, Somewhat=2, No=1	
Student Work Samples Score		3

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 task is organized, but cluttered.	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:		
The task is organized, but long. Read through the entire task before admin	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:		
The vocabulary is needlessly advanced for 6th grade. It uses some cultural bias, i.e., "people of pure European ancestry".	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:		
Geographic language matches 6th grade learning. The academic language is difficult, i.e., "impassable roads," however, some definitions and concepts are provided. Definitions could be expanded to include some of the more difficult terms.	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?	Simplify academic language. Shorten the task.	
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
<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. 		
<ul style="list-style-type: none"> ○ 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. 		
<ul style="list-style-type: none"> ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. 		
<ul style="list-style-type: none"> ○ 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"> ○ Linguistic Accommodations — Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. 		
<i>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.</i>	X	

3f: Identify and write down the accommodations permitted for this assessment:

Accommodations need to be explicitly stated in the assessment. It must be tailored to a student's IEP or 504 or linguistic background.

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

"Adequate Accommodations Allowed" Score

1

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 creates a real-world situation and challenge, but the country is hypothetical. It could be revised for a real-world country.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		2
<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>It aligns with the Map Skills standard(G 1), but not the Economics Standards (E 1).</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:</p> <p>Student work would provide helpful information if both the task and rubric</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		2
<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>Students must analyze data, use decision making skills, and problem solve.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency 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:</p> <p>The task would need to be aligned to the Colorado Academic Standards. Analysis of student work would help understand competency of the standards.</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>The performance task could be used to identify understanding of geographic concepts of human-environment interaction, economic interdependence, and spatial thinking.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
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	1	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	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	1	3
Subtotal	9	15
Fair & Unbiased Percentage		60.0%
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	2	3
Subtotal	12	18
Opportunities to Learn Percentage		66.7%
Grand Total	37	57
Overall Percentage		64.9%

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

Fully Recommended	
Partially Recommended	x - task needs to be aligned to CAS standards
Not Recommended	