

## 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](#)

<b>Content Area: Social Studies</b>
<b>Name of Assessment: Economic and Geographic Networks</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: April 18, 2012</b>

### Assessment Profile

**Grade Level(s) suggested by this assessment: Grade 7**

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:

SS09-GR.7-S.2-GLE.1-EO.a; SS09-GR.7-S.2-GLE.1-EO.b; SS09-GR.7-S.2-GLE.1-EO.c; SS09-GR.7-S.2-GLE.2-EO.a; SS09-GR.7-S.3-GLE.2-EO.b; SS09-GR.7-S.3-GLE.2-EO.b

**What is the DOK of the assessment?**

4

**Indicate the DOK range of the CAS Grade Level Expectations:**

DOK 1-4

**Describe the content knowledge/concepts assessed:**

Factors impacting production, consumption and distribution, Incentives for international trade, patterns of trade, comparative advantage, regions

**List the skills/performance assessed:**

Analyze and interpret data, charts, and a map, ability to articulate findings in a written format, organization of writing.

**Item Types - check all that apply (note: there is often overlap among certain item types):**

**Selected Response** (multiple choice, true-false, matching, etc.)

**Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)

**Extended Response** (essay, multi-step response with explanation and rationale required for tasks)

**Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)

**Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)

**Process** (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)

Check All That Apply
X

**The assessment includes:**

**Teacher directions** (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)

**Scoring Guide/Rubric**

**Sample evidence to show what student performance might look like:**

Check All That Apply
X

**Materials** (if needed to complete the assessment)

**Estimated time for administration**

**Student Directions & Assessment Task/Prompt** – what does the student see/use?

**Other:**

X
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>  <b>It is a full match with the standards.</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><b>Please provide evidence from both the standards and assessment to support your response:</b></p>		
<p>Skills of interpreting data, drawing conclusions, and making predictions are a strong match</p>	<p align="center">Full=3; Partial =2; No Match= 1</p>	
<p align="right"><b>Alignment with Standards Score</b></p>	<p align="center"><b>3</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>The DOK level is higher than the Evidence Outcomes in the Standards</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 DOK level of 4 on the assessment and the standard are the same.</p>	<p align="center">Similar Rigor=3; More Rigor=2; Less Rigor= 1</p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>	<p align="center"><b>3</b></p>	

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b> <b>Answer key, scoring template, computerized/machine scored</b> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task) <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	x   x   Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>	<b>2</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response:</b> The scoring guide is too general and has a strong emphasis on the writing skills, but not the social studies standards.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>	<b>1</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  As a writing rubric, it is clearly defined and coherent.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>	<b>3</b>	
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b> The rubric is vague about the content demands, but strong in the writing components.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>	<b>2</b>	
<b>2d.</b> 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? <b>Why or why not?</b>  The rubric needs to be revised to align with CAS in geography and economics. It is very vague on content and it is likely scorers could come up with different rating in content knowledge. Writing portion of the rubric is clear.	Yes=3, Somewhat=2, No=1	
<b>Inter-rater Reliability Score</b>	<b>1</b>	
<b>2e.</b> 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 is included.	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>Provide an explanation of your response:</b>  Well designed.	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>  Very straight forward in the instructions.	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> No obvious issues with bias for the task. Students who have strong writing and reasoning abilities will likely perform better.	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</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> There are some academic language terms such as Gross Domestic Product (GDP) and service sector that student would need to know.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>2</b>	
<a href="#">*Please reference "Defining Features of Academic Language in WIDA's</a>		
<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:		

Students could be allowed more time at the teacher's discretion.

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><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>The students are working with a real-world trade situation.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">Yes=3; Somewhat=2; No=1</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>The student product can give information about student learning, but it is not reflected in the rubric.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>2</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>The student work analysis will create quality dialogue about learning. The scores will not.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">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? <b>Provide an explanation of your response:</b></p> <p>This assessment demands academic excellence in writing in the content area, in particular.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">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>Students must make a prediction based on analyzing data. The student work would show academic excellence on concepts in geography and economics.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>3</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>This assessment is diagnostic and is labeled as such. With revision of the rubric it could be used for grades.</p>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: center; font-size: small;">Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>3</b>	

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	3	3
Subtotal	6	6
Standards Alignment Percentage		100.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	10	18
Scoring Percentage		55.6%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	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	
Partially Recommended	x - rubric needs to be realigned to CAS
Not Recommended	