High Quality Assessment Content Validity Review Tool

Content Area: Social Studies	
Name of Assessment: R-JEF Mission Possible – Alberta Assessment Consortium	http://www.aac.ab.ca/assessment-materials/r-jef-mission-possible/
Reviewer: Content Collaborative	
Date of Review: March 1, 2012	

Assessment Profile

Grade Level(s) suggested by this assessment:

Written as a 6th grade assessment in Canada, aligns with 7th grade Colorado Academic Standards

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

SS09-GR.7-S.4-GLE.1; SS09-GR.7-S.4-GLE.2

What is the DOK of the assessment?

Level 1-4

Indicate the DOK range of the CAS Grade Level Expectations:

Level 1-4

Describe the content knowledge/concepts assessed:

General Outcome 6.1

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

General Outcome 6.2

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy

List the skills/performance assessed:

Develop skills of critical and creative thinking:

• critically evaluate ideas information and positions

Apply research process:

• draw and support conclusions based on information gathered to Answer a research question

Demonstrate skills of oral, written and visual literacy:

• express reasons for their ideas and opinions, in oral and written form

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.)	
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.)	x
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	

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 …)	x

Scoring Guide/Rubric	x
Sample evidence to show what student performance might look like:	
Materials (if needed to complete the assessment)	x
Estimated time for administration	
Student Directions & Assessment Task/Prompt – what does the student see/use?	x
Other:	

A high quality assessment should be...Aligned		
Alignment with Standards	**Rating Column**	**Strengths & Suggestions**
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.**		Strengths? Aligns to the 7th grade civics concepts very well
Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.		Suggestions? Iroquois Confederacy is not included in the 7th grade standards, so it may make
Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.	X	sense to use this for Athens and Rome instead of Athens and Iroquois.
No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		Suggestions? The four pillars of democracy
Please provide evidence from both the standards and assessment to support your response:		terminology seems to be specific to the Alberta
The assessment fits both of the civics standards in 7th grade social studies in Colorado. The "four pillars of democracy" should be explicitly taught. The	**Full=3; Partial =2; No Match= 1**	standards. The task and rubric would need to be changed to align to Colorado
Alignment with Standards Score	**2**	standards and terminology.
Depth of Knowledge as Measured by this Assessment	**Rating Column**	
1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.**		
More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.		
Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.	X	
Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.		
Please provide evidence from both the grade level expectations and assessment to support your response:		
Evidence outcomes expectations are listed as DOK levels 1-4, and the assessment is DOK level 1-4 as well.	**Similar Rigor=3; More Rigor=2; Less Rigor= 1**	
Depth of Knowledge (Rigor) Score	**3**	

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)	X	
Checklist (e.g., with score points for each part)		
Teacher Observation Sheet/ Observation Checklist		
The rubric needs to be strengthened for more specificity to the CAS in civics.	**Yes, several types=3, Yes, at least one type=2, None=1**	Strengths ? There is evidence of alignment to 7th grade civics
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: There is evidence of alignment to 7th grade civics, but terminology of "four pillars" would need to be adjusted to fit Colorado.	**Completely aligned=3, Somewhat aligned=2, Not aligned=1**	Rubric uses consistent language and good descriptors of expectations.
Rubric Aligned with Standards Score	**2**	
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response:** Yes. Rubric uses consistent language and good descriptors of expectations. Some training for inter-rater reliability would help to ensure the consistent expectations and scoring of assessments.	**Yes=3, Somewhat=2, No=1**	Suggestions? Some training for inter-rater reliability would help to ensure the consistent expectations and scoring of assessments.
Rubric/Scoring Coherent Score	**3**	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Explain:** The rubric gives a correlation between the criteria and the scoring guide/rubric. Connections to CAS need to be strengthened.		terminology of "four pillars" would need to be adjusted to fit Colorado.
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?** There is some subjectivity in a broad rubric that would need to be defined. Some professional development for teachers for inter-rater reliability would help to ensure the consistent expectations and scoring of assessments.	**Yes=3, Somewhat=2, No=1**	Suggestions? Train teachers to have consistent expectation levels for the different descriptors.
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? There are no exemplars at this time. They are under development.		Collect and sort exemplars.
Student Work Samples Score	**1**	

A high quality assessment should be...FAIR and UNBIASED		
FAIR and UNBIASED *(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)*	**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 is visually organized well. There are appropriate spaces, graphic organizers, rubrics, vocabulary supports, planning organizers.	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	**3**	
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 straightforward. The task is broken into smaller steps. Graphic organizers support students as they structure their thinking.	All=3, Some=2, None=1	
"Straight Forward" Score	**3**	
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:** There are no concerns about cultural bias in this assessment.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	**3**	
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 assessment creators have provided support for some of academic language needed to complete the task.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	**3**	
*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?		
Step by step instructions, alternate forms of presentation, alternate background information sources at appropriate level/need, extra time can be given to students in need of it. The coaching supports included in the teacher materials will be helpful for all students, especially those who need additional support.		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: 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.* 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.* o **Setting Accommodations** —*Change the location in which a test or assignment is given or the conditions of the assessment setting.* 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.* 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: It would be possible to provide accommodations for this assessment. Timing and scheduling.	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**
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:** There is a high degree of engagement. Students are placed in a 21sr century scenario. Students are asked to look into their everyday life and experience to connect it to ancient governments. They critically evaluate ideas information and positions and apply research. They draw and support conclusions and express reasons for their ideas and opinions, in oral and written form	Yes=3; Somewhat=2; No=1	Suggestions? Wording of four pillars of democracy is still an issue here.
"Engages Students" Score	**3**	
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:** The assessment would provide clear evidence of understanding of the concepts of democracy and republican government systems.	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	**2**	
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 evidence would foster meaningful dialogue about student understanding.	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	**3**	
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 assessment gives clear expectations for excellence in the descriptors on the rubric and the steps required in the task.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	**3**	
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:** Teachers will be able to use this data to assess some level of competency of students on Colorado 7th grade civics standards without adjusting the assessment. With some modification to more specific vocabulary and concepts in the Colorado Academic Standards, it could be used for that purpose.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	**2**	
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 could be used to adjust instruction and for a grade	Yes=3; Somewhat=2; No=1	
Locate evidence Score	**3**	

	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	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	2	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	47	57
Overall Percentage		82.5%

Content alignment needs to be aligned to Colorado Academic Standards by getting rid of the "four pillars" terminology
(Partially Meets Alignment Criteria)

Scoring criteria would also need to eliminate the "four pillars" terminology.
(Partially Meets Scoring Criteria)

We have no significant concerns.
(Meets Fairness and Bias Criteria)

We have no significant concerns.
(Meets Opportunities to Learn Criteria)

Review Team Recommendation: (check the statement that best reflects your team's recommendation):
This assessment is: Place an 'X' in the appropriate box

Fully Recommended	
Partially Recommended	x - rubric needs to be realigned and four pillars taught.
Not Recommended	

Rationale: