

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](#)

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| Content Area: Social Studies 8 |
| Name of Assessment: Foundation of the Nation |
| Reviewer: Content Collaborative |
| Date of Review: 4/18/2012 |

| Assessment Profile | | | | | | | | | |
|--|--|----------------------|--|---|---|---|--|---|--|
| Grade Level(s) suggested by this assessment: 8th grade | | | | | | | | | |
| <u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> | | | | | | | | | |
| SS09-GR.8-S.4-GLE.1-EO.b; SS09-GR.8-S.1-GLE.1-EO.a; SS09-GR.8-S.1-GLE.1-EO.c; SS09-GR.8-S.1-GLE.1-EO.d; SS09-GR.8-S.1-GLE.1-EO.b; | | | | | | | | | |
| What is the DOK of the assessment? | | | | | | | | | |
| Level 3 | | | | | | | | | |
| Indicate the DOK range of the CAS Grade Level Expectations: | | | | | | | | | |
| Levels 1-3 | | | | | | | | | |
| Describe the content knowledge/concepts assessed: | | | | | | | | | |
| The changing nature of the definition of citizenship over time in the United States | | | | | | | | | |
| List the skills/performance assessed: | | | | | | | | | |
| Explain ideas using supporting evidence, synthesize and analyze information using primary source documents, identify historical patterns | | | | | | | | | |
| 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) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">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="text-align: center; height: 20px;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table> | Check All That Apply | | | X | | | | |
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| 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: Materials (if needed to complete the assessment) Estimated time for administration Student Directions & Assessment Task/Prompt – what does the student see/use? Other: | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table> | Check All That Apply | | 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>This is a document based question. Assessment asks students to analyze documents to form a hypothesis on how citizenship had changed over time.</p> | <p>Full=3; Partial =2; No Match= 1</p> | |
| <p align="right">Alignment with Standards Score</p> | <p align="center">3</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>Standard DOK is 1-3, this assessment lends itself for extension to DOK 4 if students complete an analysis of the documents showing extended knowledge.</p> | <p>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 |
|---|---|-----------------------|
| 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 | x 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: The rubric is general in its language; for example it does not include task specific language such as citizenship and change over time. | Completely aligned=3, Somewhat aligned=2, Not aligned=1 | |
| Rubric Aligned with Standards Score | 2 | |
| 2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Score categories are not specific to the documents or the quantity of documents used for each performance level. | 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: The scoring rubric needs to be strengthened. The current rubric has a category for criteria to judge the writing piece on "ideas." It asks for a general connection to content/standards | 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? The rubric includes terms such as "excellent, unclear, illogical" which are not clearly defined for the scorer. | 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? An example of a student writing response at each performance level. | 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 does not use extraneous language. Bullets, text boxes, and other organization features add to the clearness of the task. | 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 assessment is straightforward. Struggling students would benefit from scaffold questions or graphic organizers to focus their thinking before they write. | 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: | | |
| No bias is observed. The assessment deals with the inclusion of Blacks, native- American, and women as citizens. | 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 academic language is appropriate for 8th grade. | 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? | | |
| <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. ○ 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. | <p align="center">x</p> <p align="center">x</p> <p align="center">x</p> | Scaffolded questions to support analyzation of each document, change the number of required documents. Sentence stems or paragraph frames, graphic organizers |

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.

x

oral presentation instead or written response

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

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>Students must analyze documents and draw conclusions. The assessment is challenging and requires them to think at higher levels.</p> | <p>Yes=3; Somewhat=2; No=1</p> | <p>An extension to this activity could include asking students to come up with contemporary examples of changing citizenship.</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>The assessment uses the same language as the standard, ex. "changing role of citizenship".</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:</p> <p>The rubric needs to be aligned to CAS for it to clearly communicate academic excellence. Meaningful dialogue would be gained from analyzing student work.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| Learning Expectations/Outcomes 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>The assessment asks for students to analyze documents in order to make inferences about the changing role of citizenship. Some of the language in the current rubric is not specific – ex. "Excellent" needs to be more specific.</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:</p> <p>Because the assessment task and the standard include the same language, teachers can clearly evaluate the students competency on the standard.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| Standards Competency Score | 3 | |
| <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>This is a diagnostic assessment and is titled as such.</p> | <p>Yes=3; Somewhat=2; No=1</p> | |
| Locate evidence Score | 3 | |

| 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 | 2 | 3 |
| Rubric/Scoring Coherent | 2 | 3 |
| Rubric/Scoring Alignment | 2 | 3 |
| Inter-rater reliability | 2 | 3 |
| Student work present | 1 | 3 |
| Subtotal | 11 | 18 |
| Scoring Percentage | | 61.1% |
| Clear & Uncluttered Presentation | 3 | 3 |
| Straight Forward Presentation | 2 | 3 |
| Free of Cultural or Unintended Bias | 3 | 3 |
| Academic Language Load | 3 | 3 |
| Adequate Accommodations Allowed | 1 | 3 |
| Subtotal | 12 | 15 |
| Fair & Unbiased Percentage | | 80.0% |
| Engagement | 2 | 3 |
| Reflects Classroom Learning | 3 | 3 |
| Reflects Learning Expectations/Outcomes | 2 | 3 |
| Communicates Academic Excellence | 2 | 3 |
| Competency on Standards Score | 3 | 3 |
| Locate evidence Score | 3 | 3 |
| Subtotal | 15 | 18 |
| Opportunities to Learn Percentage | | 83.3% |
| Grand Total | 44 | 57 |
| Overall Percentage | | 77.2% |

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

| | |
|-----------------------|---------------------------|
| Fully Recommended | |
| Partially Recommended | x - rubric needs revision |
| Not Recommended | |