High Quality Assessment Content Validity Review Tool

Content Area: Civics
Name of Assessment: NAEP Released Items for Civics Grades 4, 8, and 12:   **http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=civics**
Reviewer: Content Collaborative
Date of Review: April 19, 2012

Assessment Profile

Grade Level(s) suggested by this assessment: This is a bank of released National Assessment of Educational Progress (NAEP) items grades - 4, 8, 12 (355 items in the bank)

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:
SS09-GR.HS-S.4-GLE.1; SS09-GR.HS-S.4-GLE.2; SS09-GR.HS-S.4-GLE.3; SS09-GR.8-S.4-GLE.1; SS09-GR.8-S.4-GLE.2; SS09-GR.4-S.4-GLE.1; SS09-GR.4-S.4-GLE.2
What is the DOK of the assessment? 1-3

Indicate the DOK range of the CAS Grade Level Expectations: 1-4

Describe the content knowledge/concepts assessed: Purposes of and limitations on the foundations, structures and functions of government, analyze public policy, comparative governments, local, state, and national governments

List the skills/performance assessed: Research, formulate positions, analysis, inference, interpretation, draw conclusions

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.)	x
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	x
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
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.)	

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 …)	
Scoring Guide/Rubric	x
Sample evidence to show what student performance might look like:	x
Materials (if needed to complete the assessment)	
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.** **Full match** – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s. **Partial match** – task or most items partially address the skills and knowledge described in the corresponding state standard/s. **No match** – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		
Please provide evidence from both the standards and assessment to support your response: **This pool of items generally addresses the evidence outcomes in the Civics CAS, but not to the level of specificity that the standards require.**	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score	**2**	
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. **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: **The items have been clearly labeled as to difficulty. The item types are varied: MC, short constructed response, and extended response**	Similar Rigor=2; More Rigor=1; Less Rigor= 1	This bank of items could be supplemented with some more performance based items to reach DOK level 4
Depth of Knowledge (Rigor) Score	**2**	

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:	x	
Answer key, scoring template, computerized/machine scored	x	
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		
	Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	**3**	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.		
Provide an explanation of your response: NAEP is a national assessment and therefore general so the items can be used by a number of states. Rubrics could be developed to more explicitly align to the civics CAS.	**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:**		
The categories are clearly defined, but not the performance levels.	**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 rubric is fairly generic. There are examples of credited responses.	**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?**		
High inter-rater reliability for multiple choice. More specific rubrics could be created for constructed response.	**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?		
Yes.	**Yes=3, Somewhat=2, No=1**	
Student Work Samples Score	**3**	

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:		
All the items are clearly formatted and uncluttered.	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 questions are straight forward.	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:**		
The items do not have unintended bias.	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 elementary, middle, and high school.**	Yes=3, Somewhat=2, No=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?		

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.*
	`Some language may be made more accessible.`
	
	 `Bigger print could be used.`	

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

All accommodations are appropriate for students who are legally entitled to the accommodations.

	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1
"Adequate Accommodations Allowed" Score	**3**

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:** **Only some of the items engage students in real-world scenarios.**	Yes=3; Somewhat=2; No=1	
"Engages Students" Score	**2**	
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:** **These items would provide generally solid information about how well students have learned the civics standards.**	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:** **The questions are challenging and fair, and appropriate for meeting Civics GLEs. There is enough interesting, relevant content to foster meaningful dialogue.**	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	**2**	
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? **Provide an explanation of your response:** The rubrics could be strengthened for a tighter alignment to the civics CAS.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	**2**	
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 results would give teachers a broad understanding of student's understanding of civics concepts and standards.	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 locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? **Provide an explanation of your response:** **The concepts within these items can generally be found within most civics curriculum.**	Yes=3; Somewhat=2; No=1	
Locate evidence Score	**3**	

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	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	3	3
Subtotal	14	18
Scoring Percentage		77.8%
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	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
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	3	3
Subtotal	13	18
Opportunities to Learn Percentage		72.2%
Grand Total	46	57
Overall Percentage		80.7%

Recommend this assessment.

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

Fully Recommended	
Partially Recommended	x - strengthen the rubrics to align with CAS
Not Recommended	