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: Economics - Personal Financial Literacy

Name of Assessment: Professor Finance and Fed Boy Meet the Catastrophe Clan (lesson)

Reviewer: Content Collaborative

Date of Review: May 2, 2012

Assessment Profile

Grade Level(s) suggested by this assessment: Middle school - 8th grade
The assessment suggests grades 7-10, but this lesson would not be an
appropriate assessment for high school students

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

SS09-GR.8-S.3-GLE.2-EO.a; SS09-GR.8-S.3-GLE.2-EO.b; SS09-GR.8-S.3-

GLE.2-EO.c; SS09-GR.8-S.3-GLE.2-EO.d
What is the DOK of the assessment? 1-2

Indicate the DOK range of the CAS Grade Level Expectations: 1-2

Describe the content knowledge/concepts assessed:

Through a list, students will analyze the benefits and costs of credit and debt. (i.e. pay you credit card bill off in one month)

List the skills/performance assessed:

identify, analyze and compare reasons, costs, and sources of credit -Discuss the importance of good financial decision making specifically using
the examples of pitfalls; developing a list of general statements of wise
financial decisions, in essence, students are evaluating others' lists to
analyze and generate the top rules of credit advice.

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)

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)

| Check All That Apply | | |
|--------------------------|--|--|
| | | |
| X - create a list of top | | |

10 tips

X - make a poster

| Check All That Apply | |
|----------------------|--|
| | |
| | |
| x | |
| | |
| | |
| | |
| supplies for poster | |

| Estimated time for administration | 1 class period | |
|---|----------------|---|
| Student Directions & Assessment Task/Prompt – what does the student see/use? | | Make these questions into a quiz for further assessment |
| Other: | ' | |

| A high quality assessment should beAligned | | |
|---|---|-------------------------|
| 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: If closure and response questions are added into a quiz, then it will be a full match | Full=3; Partial =2; No Match= 1 | |
| Alignment with Standards Score | | |
| | | |
| 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. | | |
| | 1 | |
| Please provide evidence from both the grade level expectations and | | |
| Please provide evidence from both the grade level expectations and assessment to support your response: | | |
| • | Similar Rigor=2; More Rigor=1; Less Rigor= 1 | |

| A high quality assessment should beScored using Clear Guidelines and Criteria | | |
|---|---|-----------------------|
| Scoring Guidelines for this Assessment | Check all that apply: | Strengths/Suggestions |
| Scoring Guide Present: | na | |
| Answer key, scoring template, computerized/machine scored | na | |
| Generalized Rubric (e.g., for persuasive writing, for all science labs) | na | |
| Task-Specific Rubric (only used for the particular task) | na | |
| Checklist (e.g., with score points for each part) | na | |
| Teacher Observation Sheet/ Observation Checklist | na | |
| | Yes, several types=3, Yes, | |
| | at least one type=2, | |
| | None=1 | |
| Scoring Guide Present Score | 1 | |
| 2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. | | |
| There are no scoring guidelines. | 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: | | |
| There are no scoring guidelines. | 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: | Yes=3, Somewhat=2, | |
| There are no scoring guidelines. | No=1 | |
| Rubric/Scoring Alignment | | |
| 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? | | |
| score for a given response: willy or willy not: | | |
| There are no scoring guidelines. | Yes=3, Somewhat=2, | |
| There are no scoring guidennes. | No=1 | |
| Inter-rater Reliability Score | 1 | |
| 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 is no student work exemplars. | Yes=3, Somewhat=2, No=1 | |
| Student Work Samples Score | 1 | |

| A high quality assessment should be. | FAIR and UNBIASE | D |
|--|----------------------------|--|
| 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: This is a lesson. If the lesson | | Teacher has to use the materials provided prior to |
| leading up to the assessment is taught it is clear that the teacher would | | |
| IIClass 0. Hash than III Cassa | All=3, Some=2, None=1 | |
| "Clear & Uncluttered" Score 3b. To what extent are most of the items or the task presented in as | na na | |
| straightforward a way as possible for a range of learners? | | |
| Provide an explanation of your response: Lesson is clear, but how to | | |
| score is not, therefore it is not straightforward. | | |
| score is not, therefore it is not straightforward. | | |
| | All=3, Some=2, None=1 | |
| "Straight Forward" Score | 1 | |
| 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: | | |
| Because the assessment is based on the lesson, nothing is given. The | | |
| teacher will have to create and follow the directions given for the lesson | All=3, Some=2, None=1 | |
| Free of 'Cultural or Unintended Bias' Score | 1 | |
| 3d. Does the assessment require students to possess a high level of | | |
| academic language* comprehension to demonstrate understanding? | | |
| | | |
| Provide an explanation of your response: | No-2 Compulate2 | |
| Provide an explanation of your response: | No=3, Somewhat=2, Yes=1 | |
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Presentation accommodations, timing and scheduling, and setting could be given. Linguistic accommodations are supported through the lesson with visuals Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1

"Adequate Accommodations Allowed" Score

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 Check all that apply: Strengths/Suggestions students, and students with disabilities **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: Yes, the students are giving real tips that would apply to themselves Yes=3; Somewhat=2; No=1 personally as well as listening to others to garner important concepts "Engages Students" Score **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: Through this, the teacher will be able to see if students can identify pitfalls of bad credit; additionally a teacher can see if the student has grasped the concept of good credit decisions. (Students are asked to create a list of Do's and Don'ts - if students can do this correctly without the intervention of discussion as the lesson suggests, the teacher can assess their grasp of the concepts/knowledge. Yes=3; Somewhat=2; No=1 **Classroom Learning Score** 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 products of the Dos and Don'ts chart and poster could be used as Yes=3; Somewhat=2; student work and foster dialogue. No=1 **Learning Expectations/Outcomes Score 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: Since expectations or criteria for excellence is not provided, it is up to the teacher to create a means of scoring the student work. To make this a valid assessment, teaching the lesson should end and students would need to provide the evidence of learning through the top ten list and the poster. Yes=3; Somewhat=2; No=1 **Communicates Academic Excellence Score 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: This task will allow teachers to see if students can identify the costs and benefits of credit and dehts (Fron 2 - h).

| | 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 comes at the conclusion of a lesson. It is more of a | |
| formative measure to ensure the students understand the concepts of | |
| credit. Teachers could use the results as a check for understanding. | |
| These concepts would need to be addressed again in a summative | |
| accoccment later on | Y 2.0 L . 2 |
| | Yes=3; Somewhat=2; |
| | No=1 |
| Locate evidence Score | 2 |

| | <u>Earned</u> | <u>Possible</u> |
|---|---------------|-----------------|
| Standards Rating | 2 | 3 |
| Rigor Rating | 2 | 3 |
| Subtotal | 4 | 6 |
| Standards Alignment Percentage | | 66.7% |
| Scoring Guide Present | 1 | 3 |
| Rubric Aligned w/standards | 1 | 3 |
| Rubric/Scoring Coherent | 1 | 3 |
| Rubric/Scoring Alignment | 1 | 3 |
| Inter-rater reliability | 1 | 3 |
| Student work present | 1 | 3 |
| Subtotal | 6 | 18 |
| Scoring Percentage | | 33.3% |
| Clear & Uncluttered Presentation | na | 3 |
| Straight Forward Presentation | 1 | 3 |
| Free of Cultural or Unintended Bias | 1 | 3 |
| Academic Language Load | 3 | 3 |
| Adequate Accommodations Allowed | 3 | 3 |
| Subtotal | 8 | 15 |
| Fair & Unbiased Percentage | | 53.3% |
| Engagement | 3 | 3 |
| Reflects Classroom Learning | 2 | 3 |
| Reflects Learning Expectations/Outcomes | 3 | 3 |
| Communicates Academic Excellence | 1 | 3 |
| Competency on Standards Score | 2 | 3 |
| Locate evidence Score | 2 | 3 |
| Subtotal | 13 | 18 |
| Opportunities to Learn Percentage | | 72.2% |
| Grand Total | 31 | 57 |
| Overall Percentage | | 54.4% |

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

| Fully Recommended | |
|-----------------------|---------------------|
| | x - this is a very |
| Partially Recommended | marginal assessment |
| | for PFL |
| Not Recommended | |