



<b>Estimated time for administration</b>	1 class period	
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	review the main ideas, and closure questions	Make these questions into a quiz for further assessment
<b>Other:</b>		

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></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>Please provide evidence from both the standards and assessment to support your response:</p> <p>If closure and response questions are added into a quiz, then it will be a full match</p>		<p>Full=3; Partial =2; No Match= 1</p>
<p><b>Alignment with Standards Score</b></p>		<p><b>2</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><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>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>Same rigor for middle school GLEs</p>		<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>
<p><b>Depth of Knowledge (Rigor) Score</b></p>		<p><b>2</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>	na na na na na Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>	<b>1</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>There are no scoring guidelines.</b>	  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> <b>There are no scoring guidelines.</b>	 Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>	<b>1</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> <b>There are no scoring guidelines.</b>	 Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>	<b>1</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>  <b>There are no scoring guidelines.</b>	 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?  There is no student work exemplars.	 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)?		Teacher has to use the materials provided prior to
Provide an explanation of your response: This is a lesson. If the lesson leading up to the assessment is taught it is clear that the teacher would	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>na</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?		
Provide an explanation of your response: Lesson is clear, but how to score is not, therefore it is not straightforward.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>1</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> 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	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>1</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Academic vocabulary is clear after teaching the lesson.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>3</b>	
*Please reference <a href="#">"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:		

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
<b>"Adequate Accommodations Allowed" Score</b>	<b>3</b>

**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><b>Yes, the students are giving real tips that would apply to themselves personally as well as listening to others to garner important concepts</b></p>	Yes=3; Somewhat=2; No=1	
<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><b>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.</b></p>	Yes=3; Somewhat=2; No=1	
<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><b>The products of the Dos and Don'ts chart and poster could be used as student work and foster dialogue.</b></p>	Yes=3; Somewhat=2; No=1	
<b>Learning Expectations/Outcomes Score</b>	<b>3</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: 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.</b></p>	Yes=3; Somewhat=2; No=1	
<b>Communicates Academic Excellence Score</b>	<b>1</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: This task will allow teachers to see if students can identify the costs and benefits of credit and debts (From 2 - h)</b></p>		

	Yes=3; Somewhat=2; No=1
<b>Standards Competency Score</b>	<b>2</b>
<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.)? <b>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 assessment later on.</b></p>	
	Yes=3; Somewhat=2; No=1
<b>Locate evidence Score</b>	<b>2</b>

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