High Quality Assessment Content Validity Review Tool

Content Area: Social Studies
Name of Assessment: Civil Rights Movement in Context - Stanford Project on Historical Thinking **https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context**
Reviewer: Content Collaborative
Date of Review: November 30, 2012

Assessment Profile

Grade Level(s) suggested by this assessment: High School

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: DOK 1-4

SS09-GR.HS-S.1-GLE.1-EO.a; SS09-GR.HS-S.1-GLE.1-EO.b; SS09-GR.HS-S.1-GLE.1-EO.c; SS09-GR.HS-S.1-GLE.1-EO.d

What is the DOK of the assessment? Level 2-3

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1-3

Describe the content knowledge/concepts assessed:

Content - Civil Rights Era

List the skills/performance assessed:

This assessment measures students' ability to contextualization two historical documents; historical thinking

Item Types - Check all that apply

Item Type	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.)	x
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:	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)	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.** **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 assessment matches HS History GLEs 1, a,b, c ,d	**Full=3; Partial =2; No Match= 1**	
Alignment with Standards Score	**3**	
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 rigor is 3 for both the CAS and this assessment	**Similar Rigor=2; More Rigor=1; Less Rigor= 1**	
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:		
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		
An interactive scoring rubric the assessment is provided with examples of students at various proficiency levels	**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: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence	**Completely aligned=3, Somewhat aligned=2, Not aligned=1**	
Rubric Aligned with Standards Score	**3**	
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response:** Yes, proficient, emerging, basic.	**Yes=3, Somewhat=2, No=1**	
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 scoring criteria measures all the demands of the task.	**Yes=3, Somewhat=2, No=1**	
Rubric/Scoring Alignment	**3**	
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 is well designed and has specific examples of student work at each proficiency level.	**Yes=3, Somewhat=2, No=1**	
Inter-rater Reliability Score	**3**	
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, student work is provided	**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:		
Items are clear 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 item is straightforward	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 is no cultural 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:**		
Somewhat - students would need to understand the words antagonistic and prominent	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	**2**	
*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.*		
3f: Identify and write down the accommodations permitted for this assessment:		

Any of the above accommodations could be applied to this assessment.

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

	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =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
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. Students examine documents (two letters) written during the Civil Rights Era and form judgments	Yes=3; Somewhat=2; No=1	
"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:** This assessment would provide good information on contextualization and knowledge of students' historical background	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	3	
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 scores and student work would reveal a student's ability to place evidence in the correct historical sequence.	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:** This assessment clearly communicates the expectations for academic excellence.	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:** This assessment can inform instruction because the teacher will be able to assess students ability to explain their answers using evidence from the letters and their knowledge of history.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	3	
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: Assessment can be used as a grade and for diagnosis.	Yes=3; Somewhat=2; No=1	

Locate evidence Score	3

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	3	3
Subtotal	17	18
Scoring Percentage		94.4%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	54	57
Overall Percentage		94.7%

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

Fully Recommended	x
Partially Recommended	
Not Recommended	