

<p>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. Provide an explanation of your response. The interpretive rubric (p. 7) is generally very clear but the criterion "Can I identify the main idea?" is problematic in that the descriptor "I identify the main ideas of the text." is listed as both exceeding and meeting expectations.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>2</p>	
<p>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? It would be nice to have student work for the open-ended question.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>1</p>	

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	Comments
<p>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: Yes, it has graphics and is clearly laid out.</p>	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	3	
<p>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: Many responses are in English, testing only interpretative ability. The prompt sets up a scene in a way that requires students to empathize with the "you" in the prompt.</p>	High=3, Moderate=2, Low=1	
Straight Forward Rating	2	
<p>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 prompt is written as an internal monologue with a student as protagonist, some students might not understand or identify with the student portrayed in the prompt.</p>	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	2	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Although the main prompt for the interpretive activity is written in a "student"-centered informal register, the interpretive task instructions themselves are written with an appropriate level of academic language.</p>	Yes=3, Somewhat=2, No=1	
Academic Language Rating	3	
<p>3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). Provide an explanation of your response. No homonyms</p>	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)</i></p>		
<p>3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? Provide an explanation of your response.</p>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> 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. 		

3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. One accommodation is mentioned: reading the text aloud.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	2	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
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, because it's about garbage and also about what's interesting for young readers	High=3; Moderate=2; Low or None=1	
Engagement Rating	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 task will accurately assess the interpretive skills of students who have been previously exposed to a variety of interpretive texts/tasks. The subject matter of this task may be new, but if students have strong interpretive skills they should be able to demonstrate proficiency through this assessment.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	2	
4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response: This assessment would allow for conversations both about interpretive proficiency and content knowledge about the environment.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	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: The true/false activity requiring justification of responses hold students accountable and requires citation of textual evidence.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: The rubric covers all of the aspects of interpretive communication at the Intermediate Low level and does show what competency on this standard looks like.	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	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: Could help adjust instruction in interpretive strategies.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	2	
Summary		
	<u>Earned</u>	<u>Possible</u>
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	3	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	2	3

Student Work Samples Rating	1	3
Subtotal	12	15
		80.0%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	2	3
Free of Cultural or Unintended Bias Rating	2	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	2	2
Subtotal	15	17
		88.2%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	3	3
Locate Evidence Rating	2	3
Subtotal	16	18
		88.9%
Grand Total	50	57
		87.7%

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

Fully Recommended	x
Partially Recommended	
Not Recommended	