

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: World Languages
Name of Assessment: Literary, Cinematic and theatrical Interpretations (pp. 3-4 of "Chinese Learning Scenarios" in Other Assessments" folder)
Reviewer: Content Collaborative
Date of Review: 10/24/12

Assessment Profile	
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.)	<input type="checkbox"/>
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	<input type="checkbox"/>
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	<input checked="" type="checkbox"/>
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input checked="" type="checkbox"/>
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input checked="" type="checkbox"/>
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input checked="" type="checkbox"/>
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 ...)	<input checked="" type="checkbox"/>
Scoring Guide/Rubric	<input type="checkbox"/>
Sample evidence to show what student performance might look like	<input type="checkbox"/>
Materials (if needed to complete the assessment)	<input type="checkbox"/>
Estimated time for administration	<input type="checkbox"/>
Student Directions & Assessment Task/Prompt – what does the student see/use?	<input type="checkbox"/>
Other: This is a learning scenario about how to design a unit centered on a novel, film or play. There are formative, interim and summative assessments integrated into the unit.	standards met

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a. Range Level(s): Intermediate mid Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: WL09-IM-S.1-GLE.1; WL09-IM-S.1-GLE.2; WL09-IM-S.1-GLE.3; WL09-IM-S.2-GLE.1; WL09-IM-S.2-GLE.2; WL09-IM-S.3-GLE.1; WL09-IM-S.3-GLE.2; WL09-IM-S.4-GLE.1; WL09-IM-S.4-GLE.2 Indicate the intended DOK range of the Grade Level Expectations: DOK 4 Indicate the intended DOK of the assessment (list DOK levels) : DOK 4	<input type="checkbox"/>	Note that this is a rich learning scenario that can serve as a great model for assessing interpretive, interpersonal and presentational communication in an authentic and meaningful cultural context. To use it a teacher needs to be prepared to adapt the model to the language and range-level of his/her students.
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Students can interpret a literary work, specifically cultural and linguistic aspects of it, producing written and theatrical presentations based on it.		

<p>1c. List the skills/performance assessed (what are students expected to do?): Interpretative reading, Interpersonal discussions based on the reading, presentations based on the reading, recognizing connections between the reading and history</p>		
<p>1d. 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? Use the definitions below to select your rating.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s. <p>Please provide evidence from both the standards and assessment to support your response: The assessment addresses all 5 Cs.</p>		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	5	
	Rating Column	Comments
<p>1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? Use the definitions below to select your rating.</p> <ul style="list-style-type: none"> <input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. <input type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. <p>Please provide evidence from both the grade level expectations and assessment to support your response:</p>		This learning scenario provides a model for assessments that can be tailored to any interpretative activity in any language.
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	2	

A high quality assessment should be...Scored using Clear Guidelines and Criteria

<p>Scoring Guide Present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer key, scoring template, computerized/machine scored <input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs) <input type="checkbox"/> Task-Specific Rubric (only used for the particular task) <input type="checkbox"/> Checklist (e.g., with score points for each part) <input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist 	<p>Check all that apply:</p>	<p>Comments</p> <p>This is a learning scenario and assessments are integrated throughout. The learning scenario and the assessments could be tailored to intermediate-mid-level novels in any language</p>
	Rating Column	
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: n/a because there's no rubric</p>	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	1	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p>	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	1	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response.</p>	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	1	

<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.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>1</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? There is none provided but sample student work would be helpful.</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
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: The format is clear, but it's intended for teachers, not students.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	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 learning scenario is described in a form intended for the teacher, not students.	High=3, Moderate=2, Low=1	
Straight Forward Rating	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: The task description is free of cultural or other bias.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. The academic language used is appropriate for the Intermediate Mid level.	Yes=3, Somewhat=2, No=1	
Academic Language Rating	3	
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 confusing homonyms are used.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*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		
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.		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. There are options for different types of assessments; accommodations will need to be set by teachers.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

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, this scenario is centered around an authentic, real-world novel.	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: Yes, as the assessments depends directly on accurate interpretation of the novel and requires students to make connections between the novel, culture, and history.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	3	
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: Students are expected higher-level thinking to successfully complete the assessments.	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: All of these expectations are included in the learning scenario and suggested assessments and the teacher's selection and presentation of assessments and his/her rubric will determine how well expectations are communicated.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	1	
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: All of the results can be used to understand how well students are meeting the standards.	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: There is such a variety of possible assessments in this learning scenario that many different purposes can be met.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary	Earned	Possible
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	1	3
Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	1	3
Inter-rater Reliability Rating	1	3
Student Work Samples Rating	1	3
Subtotal	5	15
		33.3%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	1	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3

Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	14	17
		82.4%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	16	18
		88.9%
Grand Total	42	57
		73.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

This task is partially recommended because it is a semester-long college-level task that may require more maturity on the part of the students and more time than is realistic or possible in a K-12 setting.