

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: Social Studies
Name of Assessment: Museum Shipment - US History
Reviewer: Content Collaborative
Date of Review: April 19, 2012

Assessment Profile												
Grade Level(s) suggested by this assessment: 5th grade												
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> SS09-GR.5-S.1-GLE.1-EO.b; SS09-GR.5-S.1-GLE.1-EO.d; SS09-GR.5-S.1-GLE.2-EO.c; SS09-GR.5-S.1-GLE.2-EO.d												
What is the DOK of the assessment? 1-3												
Indicate the DOK range of the CAS Grade Level Expectations: 1-3												
Describe the content knowledge/concepts assessed: People, places, and events leading to the American Revolution												
List the skills/performance assessed: Historical inquiry, making inferences from primary sources, supporting claims, analyzing												
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;">X</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> </tbody> </table>	Check All That Apply	x		x	X						
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x												
x												
X												
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> <tr><td style="text-align: center; padding: 2px;">x</td></tr> <tr><td style="text-align: center; padding: 2px;"> </td></tr> </tbody> </table>	Check All That Apply					x				x	
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x												
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A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p>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.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		Partial match for evidence outcomes specified above.
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>The standard calls for many types of items (artifacts) to be analyzed. The second standard is addressed through discussion of political and economic developments.</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score		2
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – 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>The tasks and standard are asking for same DOK 1-3. Historical inquiry, making inferences from primary sources, supporting claims, analyzing</p>	Same 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
<p>Scoring Guide Present: Answer key, scoring template, computerized/machine scored Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist</p> <p>Student test is all that is available.</p>	<p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>Based on the provided student test, a rubric could be easily created to align with standards and communicate to teachers and students. The addition of such tool would increase the value of this assessment.</p> <p>The addition of student exemplars would clarify expectations for all.</p>
Scoring Guide Present Score	1	
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. No rubric or scoring criteria provided.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score	1	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: No scoring tool or criteria provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score	1	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: No rubric or scoring criteria provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment	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? Why or why not?</p> <p>Without scoring criteria, inter rater reliability is questionable.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score	1	
<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?</p> <p>No anchor papers provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Student Work Samples Score	1	

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
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: Visually cluttered and primary source examples need to be of higher visual density.	All=3, Some=2, None=1	This assessment is in 2nd (final) draft form. I should be
"Clear & Uncluttered" Score	2	
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: If this is a summative assessment, the vocabulary and necessary background knowledge should have been developed.	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: No bias detected.	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: Some of the vocabulary, such as "important focal point" activity related to the important event, is somewhat vague. For short answer, "the center of the display" is extra language that limits students from getting to the task.	Yes=3, Somewhat=2, No=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? <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. ○ 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. ○ 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:		

All accommodations are permissible.

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

3

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>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:</p> <p>The intent is that students become historians in the role of a museum curator. This is a real world situation. The inclusion of primary documents provides connection.</p>	<p>Yes=3; Somewhat=2; No=1</p>	A synopsis is needed to clarify for students that they are the museum curator.
"Engages Students" Score		
3		
<p>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:</p> <p>The selected response questions require critical thinking and the explanations in short and extended responses provide opportunities for students to demonstrate what was important in the learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		3
<p>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:</p> <p>Multiple choice items provide some consistent information. No scoring guide or rubric provided for short and extended responses.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		2
<p>4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? Provide an explanation of your response:</p> <p>There is nothing that communicates expectations for excellence.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		1
<p>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:</p> <p>There may be a hint of how students are doing, but not a thorough understanding. Lack of an official scoring guide leaves room for confusion.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		2
<p>4f: Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? Provide an explanation of your response:</p> <p>Teaching about the events leading up to the American Revolution would be easy to identify in the curriculum.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score		3

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	2
Subtotal	4	5
Standards Alignment Percentage		80.0%
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	2	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	13	15
Fair & Unbiased Percentage		86.7%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	1	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	14	18
Opportunities to Learn Percentage		77.8%
Grand Total	37	56
Overall Percentage		66.1%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Partially recommended: a scoring guide aligned to the CAS would make this a solid assessment.