

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: Alberta Assessment Consortium – God, Gold, or Glory – 8th Grade	http://www.aac.ab.ca/assessment-materials/god-gold-or-glory/
Reviewer: Content Collaborative	
Date of Review: 1 March, 2012	

Assessment Profile	
Grade Level(s) suggested by this assessment:	
6th grade, Aztecs	
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u>	
SS09-GR.6-S.1-GLE.1-EO.b; SS09-GR.6-S.1-GLE.1-EO.c; SS09-GR.6-S.1-GLE.2-EO.a; SS09-GR.6-S.1-GLE.2-EO.b	
What is the DOK of the assessment?	
Level 4 – A and B	
Indicate the DOK range of the CAS Grade Level Expectations:	
Level 2-3	
Level 4 – A, B	
Describe the content knowledge/concepts assessed:	
Western Hemisphere, Western Civilization, Aztecs, and Spanish Colonization. Interaction of cultures.	
List the skills/performance assessed:	
Research and critique sources.	
Create and defend an argument.	
Analyze resources.	
Cite resources.	
Consider multiple perspectives on issues.	
Communicating ideas and findings.	
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.)	
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	X
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	X
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 ...)	X
Scoring Guide/Rubric	X
Sample evidence to show what student performance might look like:	
Materials (if needed to complete the assessment)	X

Estimated time for administration

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

X
X

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>	X	<p>Strengths? A strong match to both history GLE's. It is rigorous, well written, and can be accomplished by 6th graders.</p> <p>Suggestions? Since we are adapting for 6th grade, teacher could provide primary and secondary resources, rather than student finding those resources in an online or library search.</p> <p>Strengths? Matches 6th grade History Standards 1 and 2</p>	
<p>Please provide evidence from both the standards and assessment to support your response: GLE H 1 evidence outcome B and C GLE H 2 evidence outcome B Well Written Performance Task</p>	Full=3; Partial =2; No Match= 1		
Alignment with Standards Score	3		
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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>	X		
<p>Please provide evidence from both the grade level expectations and assessment to support your response: GLE H 1 evidence outcome B and C GLE H 2 evidence outcome B</p>	Similar Rigor=3; More Rigor=2; Less Rigor= 1		
Depth of Knowledge (Rigor) Score	3		

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) Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist	 x 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: The rubric is vague and needs more specific alignment to CAS. There is a student Reflection Tool and Peer Coaching Tool	 Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, there is consistent language and good descriptors of expectations. There is a continuum of development.	 Yes=3, Somewhat=2, No=1	Suggestions? The Rubric could be made more specific to the task.
Rubric/Scoring Coherent Score	3	Possibly simplify the terms used in the rubric.
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Effective broad rubric, not too specific in detail.		Provide an alternate rubric for ELL or Sped populations.
Rubric/Scoring Alignment	2	
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? Possibly. Some terms are ambiguous such as predictable	 Yes=3, Somewhat=2, No=1	Suggestions? Provide quantitative requirements . Example - number of sources used increasing across the rubric.
Inter-rater Reliability Score	2	
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? None provided. Need to see student work at various rubric levels.		
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: Rubric is 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 task is straightforward. The end task has a wide range of options	All=3, Some=2, None=1	
"Straight Forward" Score	3	Suggestions? Beginning explanation of task could be paired down somewhat. Sped or ELL student may need the end task simplified.
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:		
Students investigate reasons for conquest which may lead to some cultural sensitivity. Aztec point of view could be strengthened.	All=3, Some=2, None=1	It may be difficult to compare learning across mediums (PowerPoint vs. movie vs. speech)
Free of 'Cultural or Unintended Bias' Score	2	Historic bias could be changed by inclusion of an Aztec perspective
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response: Yes, some academic language is used and must be used to explain their position and receive an A.	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?		Strengths? It lends itself to be adjusted up or down for Gifted and ELL and Sped.
Teacher instructions suggest that you introduce task and make changes as necessary.		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
○ 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.	X	
○ 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.	X	
○ 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.	X	
3f: Identify and write down the accommodations permitted for this assessment:		

"A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are not intended to be used for grading purposes. but rather to scaffold students along the way to	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: The assessment puts students in a real-world situation: where they research for a documentary and form an opinion backed up with evidence.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"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: If taught to the 2 History GLE's then the student performance in the task should show their understanding of Aztec civilizations and of their interaction with the Spanish.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score	2	
<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: Tests content knowledge and inquiry skills. The examination of student work would lead to a fruitful dialogue on learning expectations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score	3	
<p>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 rubric needs to be aligned to CAS> If the rubric were more quantified, then yes, it would to a high degree.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	2	
<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: If the rubric is aligned to CAS, the student work could be used to show competence on the standards</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 identify what purpose the assessment serves (e.g., diagnostic, report card grades, adjusting instruction, etc.)? Provide an explanation of your response: The assessment could be used to adjust instruction as well as for a grade.</p>	<p>Yes=3; Somewhat=2; No=1</p>	

	<u>Earned</u>	<u>Possible</u>
Standards Rating	3	3
Rigor Rating	3	3
Subtotal	6	6
Standards Alignment Percentage		100.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	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	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	46	57
Overall Percentage		80.7%

Meets 6th grade H 1 and H2 standards
(Meets Alignment Criteria)

More quantitative rubric. Simplify and define the language.
(Partially Meets Scoring Criteria)

Needs Aztec perspective
(Partially Meets Fairness and Bias Criteria)

Relevant and applicable. 6th graders can accomplish this task.
(Meets Opportunities to Learn Criteria)

Review Team Recommendation: (check the statement that best reflects your team's recommendation):
This assessment is: Place an 'X' in the appropriate box

Fully Recommended	
Partially Recommended	X
Not Recommended	

Rationale: