

## 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](#)

<b>Content Area: Social Studies</b>
<b>Name of Assessment: Grade 8 Intermediate Level Social Studies New York State Regents Exam: DBQ - Slavery --</b> <a href="http://www.nysedregents.org/Grade8/SocialStudies/20100615book2w.pdf">http://www.nysedregents.org/Grade8/SocialStudies/20100615book2w.pdf</a>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: May 2, 2012</b>

### Assessment Profile

**Grade Level(s) suggested by this assessment: 8th**

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

SS09-GR.8-S.1-GLE.1-EO.a; SS09-GR.8-S.1-GLE.1-EO.b; SS09-GR.8-S.1-GLE.1-EO.c; SS09-GR.8-S.1-GLE.2-EO.b

**What is the DOK of the assessment?**

3 - taking evidence from primary sources, interpreting, and formulating a coherent writing sample supporting with facts, thus defending their point of view

**Indicate the DOK range of the CAS Grade Level Expectations:**

DOK 1-3

**Describe the content knowledge/concepts assessed:**

Content Knowledge - The impact of slavery in America; how government and the groups and individuals were affected

**List the skills/performance assessed:**

Use information from documents and background knowledge to write an essay discussing government efforts dealing with the issue of slavery in America as well as individual and/or group efforts to deal with the issue of slavery

**Item Types - check all that apply (note: there is often overlap among certain item types):**

**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)

**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)

<b>Check All That Apply</b>
x
X

**The assessment includes:**

<b>Check All That Apply</b>
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**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**

**Sample evidence to show what student performance might look like:**

**Materials** (if needed to complete the assessment)

**Estimated time for administration**

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

**Other:**

	x
	x
	x
	copies of the assessment
	1.5 hours
	x
	conversion chart

A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b>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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p><b>Addresses the skills set forth in history standard 1.1 - (variety of source and use those sources to defend and explain a historical event). This assessment also asks the student to defend the events impact - continuity and change over time - which is history 1.2)</b></p>	Full=3; Partial =2; No Match= 1	
<b>Alignment with Standards Score</b>		<b>3</b>
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p><b>Similar rigor is assessed as this is an assessment of DOK 2 and 3 and the standard asks for DOK 1-3</b></p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
<b>Depth of Knowledge (Rigor) Score</b>		<b>2</b>

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b> <b>Answer key, scoring template, computerized/machine scored</b> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task) <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Yes, several types=3, Yes, at least one type=2, None=1</b>	
<b>Scoring Guide Present Score</b>		<b>3</b>
<b>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</b>  <b>Provide an explanation of your response:</b> The scoring guide aligns to academic standards as it identifies what a student will score if they are unsatisfactory on an answer, partially proficient, proficient, or advanced based on what information the student writes. What the student writes indicates the students ability to show the skills learned throughout the year that meet these standards.	<input type="checkbox"/> <input type="checkbox"/> <b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b>	
<b>Rubric Aligned with Standards Score</b>		<b>3</b>
<b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</b> Very specific, down to what is needed to score a certain amount of points with examples and anchor papers.	<input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Coherent Score</b>		<b>3</b>
<b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</b>  <b>Explain:</b> Very thorough - again it identified down to the word what students need to score a certain point on the rubric/scoring guide.	<input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<b>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?</b>  The rubric is so specific, it would allow all graders to grade exactly the same way to show the same amount of growth.	<input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Inter-rater Reliability Score</b>		<b>3</b>
<b>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?</b>  Everything is there to help the scorer understand what should be graded. There is very little left to interpretation. An explanation of why the work was scored that particular way	<input type="checkbox"/> <input type="checkbox"/> <b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Score</b>		<b>3</b>

**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
<b>3a.</b> 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)?		
<b>Provide an explanation of your response:</b> Very well organized, documents are on different pages; small amount of words on each page, explanations are very clear.	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?		
<b>Provide an explanation of your response:</b> Very well organized, documents are on different pages; small amount of words on each page, explanations are very clear. Very little interpretation, if any, is evident. The assessment is so specific that a student cannot deviate from answering the question.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b>		
It is free of any bias because it uses age appropriate vocabulary, gives examples, gives definitions when needed. Again, very clear!	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
<b>Provide an explanation of your response:</b> No - the words that are used are content specific and would have been defined throughout the unit.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>3</b>	
<i>*Please reference "Defining Features of Academic Language in WIDA's</i>		
<b>3e.</b> 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"> <li>○ <b>Presentation Accommodations</b> —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.</li> <li>○ <b>Response Accommodations</b> —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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>○ <b>Linguistic Accommodations</b> — 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.</li> </ul>		

3f: Identify and write down the accommodations permitted for this assessment: A range of accommodations is evident. Response accommodations, timing, adapting depth of questions or amount of document given can all be done.	
	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1
<b>"Adequate Accommodations Allowed" Score</b>	<b>3</b>

<b>A high quality assessment should ...increase OPPORTUNITIES TO LEARN</b>		
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
<b>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:</b> The assessment does not, but the content that is assessed through these standards does engage the student.		
	Yes=3; Somewhat=2; No=1	
<b>"Engages Students" Score</b>	<b>2</b>	
<b>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:</b>  Students have to be able to interpret the documents which is a learned skills through classroom lessons. Further, using the documents to formulate an extended response will show what students have learned in the classroom. Because students are constructing their own responses, that shows you what they know - it is not based on probability.		
	Yes=3; Somewhat=2; No=1	
<b>Classroom Learning Score</b>	<b>3</b>	
<b>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:</b> This is a summative assessment that will show what the student has been able to accomplish at the end of the year. The score will show the growth of the student if a pre-assessment is given at the beginning of the year. In that lies the dialogue.		
	Yes=3; Somewhat=2; No=1	
<b>Learning Expectations/Outcomes Score</b>	<b>3</b>	
<b>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:</b> This assessment is based on the student's ability to effectively communicate their learning - this is a necessary skill and the content (slavery) is the foundation of societal structures, so this will allow students to know why things happen in society.		
	Yes=3; Somewhat=2; No=1	
<b>Communicates Academic Excellence Score</b>	<b>2</b>	
<b>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:</b> Yes, this is one of the better assessments that shows the teacher if the student can use sources to ask questions, evaluate primary sources, analyze and interpret data to develop interpretations and defend them using evidence.		
	Yes=3; Somewhat=2; No=1	
<b>Standards Competency Score</b>	<b>3</b>	

<p><b>4f:</b> 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.)? <b>Provide an explanation of your response:</b></p>	
<p>This is clearly a summative assessment because students are required to incorporate knowledge learned during the unit into their constructed response.</p>	<p><b>Yes=3; Somewhat=2; No=1</b></p>
<p><b>Locate evidence Score</b></p>	<p><b>3</b></p>

	<u>Earned</u>	<u>Possible</u>
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	3	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	18	18
Scoring Percentage		100.0%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
Engagement	2	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
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	

Links to other 8th grade New York State Regents released exams  
<http://www.nysedregents.org/Grade8/SocialStudies/home.html>