

## High Quality Assessment Content Validity Review Tool

<b>Content Area: Social Studies</b>
<b>Name of Assessment: NAEP Released Items for Economics:</b> <a href="http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=economics">http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=economics</a>
<b>Reviewer(s): Colorado Content Collaboratives in Social Studies</b>
<b>Date of Review: 5/2/2012</b>

Assessment Profile					
<p><b>Grade Level(s) suggested by this assessment: This is a bank of released National Assessment of Educational Progress (NAEP) items grade 12</b></p> <p><u><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a></u>            SS09-GR.HS-S.3-GLE.1; SS09-GR.HS-S.3-GLE.2; SS09-GR.HS-S.3-GLE.3; SS09-GR.HS-S.3-GLE.4</p> <p><b>What is the DOK of the assessment? 1 to 3</b></p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations: 1 to 4</b></p> <p><b>Describe the content knowledge/concepts assessed:</b></p> <p>Resources are scarce; economic policy impacts markets, financial plans for long and short-term goals, , Relationships between economic goals and the allocation of scarce resources            Economic choices by individuals, businesses, governments, and societies incur opportunity costs            Effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits How government activities influence the economy.            Interaction between foreign and domestic economic policies.            Government activities that affect the local, state, or national economy            The role of government in a market economic system            How positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies            Compare and contrast monetary and fiscal policies. The role of government within different economies.            Role of competition within different market structures.</p> <p><b>List the skills/performance assessed:</b></p> <p>Compare and contrast, design, analyze, apply, decision making, interpret</p> <p><b>Item Types - check all that apply (note: there is often overlap among certain item types):</b></p> <p><b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p> <p><b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p><b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)</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;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Check All That Apply	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**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.)

**The assessment includes:**

**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:**


Check All That Apply
X
X
X

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>This pool of items generally addresses the evidence outcomes in the Econ CAS, but perhaps not to the level of specificity that the standards require.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<b>Alignment with Standards Score</b>		<b>2</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>The items have been clearly labeled as to level of difficulty. The item types are varied: MC, short constructed response, and extended response</p>	<p>Same Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<b>Depth of Knowledge (Rigor) Score</b>		<b>1</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 checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>		<b>3</b>
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  Provide an explanation of your response: NAEP is a national assessment and therefore general to be used by many states. The rubrics could be more explicit for the economics CAS.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>		<b>2</b>
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  The categories are clearly defined, but not the performance levels.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>		<b>2</b>
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b>  The rubric is fairly generic. There are examples of credited responses.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>		<b>2</b>
<b>2d.</b> 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? <b>Why or why not?</b>  High inter-rater reliability for multiple choice. More specific rubrics could be created for constructed response.	Yes=3, Somewhat=2, No=1	
<b>Inter-rater Reliability Score</b>		<b>2</b>
<b>2e.</b> 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?  Yes.	Yes=3, Somewhat=2, No=1	
<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)? The items are straight forward.	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? The questions are straight forward.	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> Items are free of bias.	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> Students would need to be able to recognize economic terms learned in class. However, the questions are worded in ways that students should be able to understand.	Yes=3, Somewhat=2, No=1	
<b>"Academic Language" Score</b>	<b>2</b>	
*Please reference "Defining Features of Academic Language in WIDA's Standards" <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">                         (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language)                     </a>		
<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>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		

All of the above accommodations could be provided for students who are entitled to them.

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><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b></p> <p>Some of the questions are asked in the context of real-world scenarios.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>"Engages Students" Score</b>	<b>2</b>	
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b></p> <p>These items provide generally solid information about what students have learned about economics concept/standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>2</b>	
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b></p> <p>The questions are challenging and fair, and appropriate for meeting Econ GLEs. There is enough interesting, relevant content to foster meaningful dialogue.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>2</b>	
<p><b>4d.</b> To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? <b>Provide an explanation of your response:</b></p> <p>The rubrics could be strengthened for a tighter alignment to the Economics CAS.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>	<b>2</b>	
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b></p> <p>Student scores would provide good information to teachers regarding how well the students learned the concepts if specific evidence outcomes are aligned to this pool of items.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>	<b>2</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>Teachers could decide to use this assessment for any of the above purposes.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>	<b>3</b>	

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	2
Subtotal	3	5
Standards Alignment Percentage		60.0%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	3	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	14	15
Fair & Unbiased Percentage		93.3%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	13	18
Opportunities to Learn Percentage		72.2%
Grand Total	44	56
Overall Percentage		78.6%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	

This assessment bank is partially recommended. It needs scoring tools developed to align with Econ CAS.