

## 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: Presidential Veto</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: May 3, 2012</b>

Assessment Profile												
<p><b>Grade Level(s) suggested by this assessment: High School</b></p> <p><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a>  <b>SS09-GR.HS-S.4-GLE.1-EO.b; SS09-GR.HS-S.4-GLE.1-EO.c; SS09-GR.HS-S.4-GLE.2-EO.b</b></p> <p><b>What is the DOK of the assessment? DOK 3 - investigate, predict, conclude, research</b></p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations: DOK 1,2,3</b></p> <p><b>Describe the content knowledge/concepts assessed:</b>  <b>Students are assessed on their ability to interpret, analyze and conclude using research about Presidential Vetoes CA: Separation of Power in the Constitution, Checks and Balances, and political and social and economic events affect presidential actions.</b>  <b>List the skills/performance assessed:</b>                      Reasoned Persuasion skills and processes, content evidence and support, communication and presentation, and conceptual understanding</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> <p><b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p> <p><b>The assessment includes:</b></p> <p><b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p><b>Scoring Guide/Rubric</b></p> <p><b>Sample evidence to show what student performance might look like:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; height: 20px;">x</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: right; height: 20px;">x</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </table>	Check All That Apply				x			Check All That Apply		x	
Check All That Apply												
x												
Check All That Apply												
x												

<b>Materials</b> (if needed to complete the assessment)	research materials
<b>Estimated time for administration</b>	over 3 weeks
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? Written for students, task, directions, options, and rubric	
<b>Other:</b>	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>The assessment does not fully align with the stated evidence outcomes, though there is a connection between the assessment and the standards</p>	Full=3; Partial =2; No Match= 1	
<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 students are asked to analyze more deeply than is required by the Civics GLEs</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
<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"/> x  <input type="checkbox"/> x  <input type="checkbox"/> <input type="checkbox"/>			
<b>Scoring Guide Present Score</b>			<b>2</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response: Use a variety of resources, describe, discuss are vocabulary from the standards. Inherent in the standard is for students to become aware of rule of law and the</b>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>		Revamp the rubric to align with CAS as a guide for student success	
<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>  <b>Too subjective, a generic use of words like "some" or "few". There is room for improvement to be very specific.</b>	<input type="checkbox"/>  <input type="checkbox"/>			
<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: The rubric is too generic to adequately assess the civics CAS.</b>	<input type="checkbox"/>  <input type="checkbox"/>			
<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>  The rubric will allow for different raters to come to different scores because it is too generic - words like few, many, are too vague.	<input type="checkbox"/>  <input type="checkbox"/>			
<b>Inter-rater Reliability Score</b>			<b>1</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?  No student work is included.	<input type="checkbox"/>  <input type="checkbox"/>			
<b>Student Work Samples Score</b>		<b>1</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: Straight forward: Bullets of tasks, margins for note-taking are present.</b>		
	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: Other than the rubric, the task is very clear and does a good job at explaining the expectations.</b>		
	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>		
No biases are present.		
	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> <b>Some words may not be as clear -such as "sparingly". The academic language is sufficient if the lesson leading up to the assessment teaches these concepts.</b>		
<b>"Academic Language" Score</b>	<b>2</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>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		

Response accommodations - there is a variety of ways students can complete this activity other than a research paper; the amount of research required by students can be shortened. Teacher can help students	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1
<b>"Adequate Accommodations Allowed" Score</b>	<b>3</b>

### 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> Because this assessment is asking them to predict current Presidential policy, this is real-world application. The assessment leaves this up to the students to do and prediction is not assessed.</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> The assessment is based on research. In order for students to write intelligently about the concepts, they have to show their understanding of veto power, checks and balances, and political, social, and economic change that has occurred over time.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>	<b>3</b>	With rubric tweak
<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> There is a product required at the end of this assessment - the research paper. Dialogue on how well students did compared to the criteria on the rubric would foster dialogue on how well the expectations were met.</p>	<p>Yes=3; Somewhat=2; No=1</p>	Rubric needs to be more specific to help foster this dialogue
<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 (e.g., creativity, transference to other content areas or 21st century skills) to students? <b>Provide an explanation of your response:</b> Research skills are essential and can be transferred. Using historical evidence to predict current policy is an important skill.</p>		
<b>Communicates Academic Excellence Score</b>	<b>3</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>  This assessment is partially aligned to the standards as previously stated. However, with an additional tweak on the rubric and if the standards included elements concerning the powers of the three branches of government (i.e. separation of powers and checks and balances) then this would be a direct match.</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><b>It is a summative test about well as how the constitution works. The teacher could be made more explicit for students. This assessment could be used for scoring.</b></p>		<p>To fit History standard 1.2, only give students the list of presidents studied - Washington through Grant</p>
	<p>Yes=3; Somewhat=2; No=1</p>	
<p><b>Locate evidence Score</b></p>		<p><b>2</b></p>

	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	10	18
Scoring Percentage		55.6%
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	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	2	3
Locate evidence Score	2	3
Subtotal	14	18
Opportunities to Learn Percentage		77.8%
Grand Total	41	57
Overall Percentage		71.9%

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

Fully Recommended	
Partially Recommended	x - a rubric needs to be developed that aligns to the CAS.
Not Recommended	