

## 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: Saving vs. Investing Worksheet (page 5 of Introduction to Saving Lesson)</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 5/2/2012</b>

Assessment Profile																					
<p><b>Grade Level(s) suggested by this assessment:</b> 10-12</p> <p><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a> SS09-GR.6-S.3-GLE.2-EO.a; SS09-GR.6-S.3-GLE.2-EO.f</p> <p><b>What is the DOK of the assessment?</b> DOK 1-2</p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations:</b> DOK 1-2</p> <p><b>Describe the content knowledge/concepts assessed:</b> saving and investing, financial well being</p> <p><b>List the skills/performance assessed:</b> differentiate between saving and investing, recall and recognition of financial vocabulary</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> <p><b>Materials</b> (if needed to complete the assessment)</p> <p><b>Estimated time for administration</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?</p> <p><b>Other:</b></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; height: 20px;">x</td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">x</td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> </tbody> </table> <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; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">x</td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">x</td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> <tr><td style="text-align: center; height: 20px;">x</td></tr> <tr><td style="text-align: center; height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply	x		x						Check All That Apply			x			x			x	
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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>Please provide evidence from both the standards and assessment to support your response:</p> <p>The assessment only matches two of the evidence outcomes for GLE Civics 2, there are six evidence outcomes associated with this standard.</p>		<p>Full=3; Partial =2; No Match= 1</p>
<p><b>Alignment with Standards Score</b></p>		<p><b>2</b></p>
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>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>DOK levels 1-2 are reflected in both the assessment and standard for example students recall financial vocabulary and explain basic concepts</p>		<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>
<p><b>Depth of Knowledge (Rigor) Score</b></p>		<p><b>2</b></p>

**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>	     Yes, several types=3, Yes, at least one type=2, None=1	
<b>Scoring Guide Present Score</b>	<b>1</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: no scoring guide present</b>	  Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>	<b>1</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  <b>No rubric has been developed to score the constructed response items. The matching and selected responses are clearly right or wrong.</b>	  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>  Scoring criteria is not included	  Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>	<b>1</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>  Raters would arrive at different scores for the constructed response items as no scoring criteria is given. Selected response would be the same for all	  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?  There are no exemplars of student work.	  Yes=3, Somewhat=2, No=1	
<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:</b>		
<b>Matching items do not have aligned columns, constructed response items do not include lines for responses, questions 6-9 the directions ask</b>	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	2	
<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>		
<b>The assessment is free from extraneous information and language is clear.</b>	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	3	
<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>		
There is no evidence of bias or no culturally imbedded language	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	3	
<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>All vocabulary matches content standards</b>	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	3	
<a href="#">*Please reference "Defining Features of Academic Language in WIDA's</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> </ul>		x
<ul style="list-style-type: none"> <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> </ul>		x
<ul style="list-style-type: none"> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> </ul>		
<ul style="list-style-type: none"> <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> </ul>		x
<ul style="list-style-type: none"> <li>○ <b>Linguistic Accommodations</b> — Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment.</li> </ul>		
<i>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.</i>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		

Accommodations could be provided.

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

**"Adequate Accomodations Allowed" Score**

**2**

**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><b>Saving and investing are real world skills, however the assessment for this lesson is filling in a worksheet.</b></p>		<p>The teacher may want to provide students with this handout prior to administering the assessment to the lesson.</p> <p><a href="http://facs4life.wicomico.wikispaces.net/file/view/introduction_to_savings_information_sheet_141%5B1%5D.pdf">http://facs4life.wicomico.wikispaces.net/file/view/introduction_to_savings_information_sheet_141%5B1%5D.pdf</a></p>
	Yes=3; Somewhat=2; No=1	
<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><b>The assessment portion of this lesson has straightforward tasks that clearly assess vocabulary and basic financial literacy skills.</b></p>		
	Yes=3; Somewhat=2; No=1	
<b>Classroom Learning Score</b>		<b>3</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><b>This assessment would not provide meaningful dialogue with other teachers since most answers are either right or wrong.</b></p>		
	Yes=3; Somewhat=2; No=1	
<b>Learning Expectations/Outcomes Score</b>		<b>1</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></p> <p>The content (personal financial literacy)in the worksheet does not provide much room to analyze academic excellence.</p>		
	Yes=3; Somewhat=2; No=1	
<b>Communicates Academic Excellence Score</b>		<b>1</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>Assessment lacks tasks associated with 4 of the evidence outcomes included in econ standard 2</p>		
	Yes=3; Somewhat=2; No=1	
<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>The assessment might be useful as a diagnostic tool.</b></p>	<p>Yes=3; Somewhat=2; No=1</p>
<p><b>Locate evidence Score 3</b></p>	

	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	2	3
SubTotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	1	3
Rubric Aligned w/standards	1	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	1	3
Inter-rater reliability	2	3
Student work present	1	3
SubTotal	8	18
Scoring Percentage		44.4%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accomodations Allowed	2	3
SubTotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	2	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	1	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
SubTotal	12	18
Opportunities to Learn Percentage		66.7%
Grand Total	37	57
Overall Percentage		64.9%

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

Fully Recommended	
Partially Recommended	X - very marginal for PFL
Not Recommended	