

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: Who Gets the Cash?	http://www.aac.ab.ca/assessment-materials/us-or-them-who-gets-the-cash/
Reviewer: Content Collaborative	
Date of Review: March 1, 2012	

Assessment Profile									
<p>Grade Level(s) suggested by this assessment: High School Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: SS09-GR.HS-S.3-GLE.1; SS09-GR.HS-S.3-GLE.2; SS09-GR.HS-S.3-GLE.3</p> <p>What is the DOK of the assessment? 3-4</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: 1-4</p> <p>Describe the content knowledge/concepts assessed: Opportunity cost Monetary policy Role of government Fiscal policy Marginal cost National and international issues, security, peace</p> <p>List the skills/performance assessed: Persuasive argument Multiple perspectives Information literacy Collaboration Critical thinking Problem solving</p> <p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p> <p>The assessment includes:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Check All That Apply</td> </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="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Check All That Apply</td> </tr> </table>	Check All That Apply					X		Check All That Apply
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X									
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 ...)

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
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>		<p>Strengths? Students have choice Assessments is skills focused—content can vary</p> <p>Suggestions? Consider tightening up the number of issues students can choose from in order to facilitate scoring Word the factors in the assessment to match the CAS May want to limit choices of format</p>
	X	
<p>Please provide evidence from both the standards and assessment to support your response: Econ GLE 1—Analyze relationship between economic goals and resources. The task asks students to do this.</p> <p>“Determine the pros and cons of Canada acting nationally or globally with respect to issues.” (this could easily be tweaked to match)</p> <p>Change “persuasive defense” to persuasive argument</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score		2
Depth of Knowledge as Measured by this Assessment	Rating Column	<p>Suggestions? "Coloradoize" the content There is a Canada bias</p>
<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’s have a DOK range of 1-3 in Economics. This task can be a level 4.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
Depth of Knowledge (Rigor) Score		1

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	 <p align="center">X</p> 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 very skills-based, but the language needs to be changed to match the CAS.	Completely aligned=3, Somewhat aligned=2, Not aligned=1	Strengths ? Structure of rubric is good.
Rubric Aligned with Standards Score		2
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The rubric's scoring categories are: 4 = Excellent 3 = Proficient 2 = Adequate 1 = Limited Insufficient	Yes=3, Somewhat=2, No=1	Suggestions? Change the language in the rubric to match the CAS Need exemplars of student work
Rubric/Scoring Coherent Score		2
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The task asks students to do four things, and the rubric scores those four things. Collaboration is not scored, but is part of the task expectation—however, this is not in the GLE's aligned to this task. We think there should be specific directions for the collaboration part of the task.		
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? Somewhat, because the students have so much choice in how they perform the task. The descriptions in the rubric also need to be more specific.	Yes=3, Somewhat=2, No=1	
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? No, there are not examples of student work provided currently. However, there is a section set up that looks like it will be for adding examples of student work. The type of examples needed depends upon how the task may be revised to include fewer student choices.		
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)?		Strengths? Degree of choice for students does allow a range of learners' needs to be addressed.
Provide an explanation of your response: Yes, it is well formatted. Use of space is good, and it is user-friendly. It is not cluttered.	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 degree of choice given to students make it less straightforward.	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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:		
This is very Canada-focused, but could be changed to focus on the U.S.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response: We think the language is appropriate and that ELL students could access the language. Again, there is Canadian English used in places, so this would need to be changed. We think that the WIDA standards are addressed, because this would allow ELL students to access the content, concepts and skills at an appropriate level.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	3	
*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?		
The biggest issue may be the research part. We recommend providing appropriate resources for students who need them.		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> ○ 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. ○ 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. 		

<ul style="list-style-type: none"> o 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. 	
3f: Identify and write down the accommodations permitted for this assessment: Timing and Scheduling Accommodations	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1
"Adequate Accommodations 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
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: Yes! The entire task requires the student to assume an authentic role in a real-world context.	Yes=3; Somewhat=2; No=1	
"Engages Students" Score	3	
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 the assessment is tweaked to use language that matches the standards more then this will provide good information. Students will need to walk into this task with the skills already developed, and with content knowledge (especially related to Economics) in order to be successful on the task. The task requires application	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	2	
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: High degree, because it requires higher level thinking.	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	3	
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: If the rubric is clear and the directions are clear, then to a high extent.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	2	
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: For the Economics GLE's aligned to this task, and for the 21st century skills, teachers would be able to use the results.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	3	

<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:</p> <p>This assessment can be used for grading reporting and by looking at student's work, it would give teachers an indication of how to adjust instruction</p>		
	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Locate evidence Score</p>		<p>3</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	2	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations Allowed	2	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	2	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	42	57
Overall Percentage		73.7%

(Partially Meets Alignment Criteria)

(Partially Meets Scoring Criteria)

(Partially Meets Fairness and Bias Criteria)

(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	x - the rubric needs to be aligned to the CAS
Partially Recommended	
Not Recommended	

Rationale: