

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: Mathematics
Name of Assessment: Middle School Mathematics Assessments (Dana Center)
Reviewer: Content Collaborative
Date of Review: October 24, 2012

Assessment Profile											
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> </tbody> </table>	Check All That Apply			X						
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X											
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other: Scaffolding and extension questions provided for each task and alignment to Texas assessment standards; sample solutions and solution methods are provided, but not as a rubric or scoring guide</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;">X</td></tr> <tr><td style="background-color: yellow;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;"> </td></tr> <tr><td style="background-color: yellow;">X</td></tr> <tr><td style="background-color: yellow;"> </td></tr> </tbody> </table>	Check All That Apply				X	X			X	
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A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<p>1a. Grade Level(s): 6-8 Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.6-S.1-GLE.1; MA10-GR.7-S.1-GLE.1; MA10-GR.8-S.2-GLE.1; MA10-GR.8-S.2-GLE.3 Indicate the intended DOK range of the Grade Level Expectations: Indicate the intended DOK of the assessment (list DOK levels) : 1-3</p>		<p>The tasks focus on ratio and proportion, but apply those skills and concepts to various branches of mathematics</p>
<p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: applying ratio and proportion to real-life contexts involving number, geometry, probability & statistics, algebraic thinking</p>		
<p>1c. List the skills/performance assessed: Math Practices 1, 2, 3, 4</p>		
<p>1d.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? Use the definitions below to select your rating. <input type="checkbox"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p>		

<p>X Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.</p> <p><input type="checkbox"/> No match – 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: Most of the tasks can be aligned to specific GLEs or evidence outcomes. The tasks are aligned to the TEKS standards, which differ slightly.</p>		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	4	
	Rating Column	Comments
<p>1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? Use the definitions below to select your rating.</p> <p><input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>X Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><input type="checkbox"/> Less rigor – 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: The contextual nature of the tasks and the requirement of students to explain their reasoning match the intended rigor of the GLEs and evidence outcomes assessed in each task.</p>		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	2	

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

<p>Scoring Guide Present</p> <p><input type="checkbox"/> Answer key, scoring template, computerized/machine scored</p> <p><input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p><input type="checkbox"/> Task-Specific Rubric (only used for the particular task)</p> <p><input type="checkbox"/> Checklist (e.g., with score points for each part)</p> <p><input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist</p>	<p>Check all that apply:</p> <p></p> <p></p> <p>X</p> <p></p>	<p>Generalized checklist is provided, but score points are not attached. There is no key or direction for grading and determining grades/scores.</p>
	Rating Column	
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: The generalized checklist provided is more aligned to the Standards of Mathematical Practice and evaluation of mathematical reasoning and communication, which is part of the Colorado Academic Standards.</p>	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	2	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: There is no direction or guidance for scoring, only a checklist. There are no performance levels described.</p>	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	1	

<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide and explanation of your response. The checklist contains attributes of student responses with respect to the Standards for Mathematical Practice, mathematical reasoning, and communication. The specific mathematics within each task is not specifically addressed.</p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p>Rubric/Scoring Aligned with Task Rating</p>	<p>2</p>	
<p>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. Without explicit reference to the mathematics in each task, it is a judgment call for scoring that part of each task, which could lead to inconsistencies.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>2</p>	
<p>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? Exemplary student work is provided for some of the tasks, with annotations.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>2</p>	

A high quality assessment should be...FAIR and UNBIASED

FAIR and UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)	Rating Column	Comments
<p>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)? Provide an explanation of your response: Several of the tasks are very dense in text with little white space. The use of an graphics is supportive of the problem, not unnecessary or distracting. Students would have to complete most of the tasks on their own paper.</p>	<p>High=3, Moderate=2, Low=1</p>	
Clear & Uncluttered Rating	2	
<p>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: In an attempt to create real-life contexts, there is a lot of text and some irrelevant information that could be distracting from the mathematics of the tasks. Readability could be an issue with struggling readers or ELLs.</p>	<p>High=3, Moderate=2, Low=1</p>	
Straight Forward Rating	2	
<p>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: The mathematical vocabulary is appropriate, and is often supporting with illustrations. Many of the contexts refer to Texas, which may not be too distracting to students or provide bias. Some of the contexts and their wordiness could have some bias.</p>	<p>High=3, Moderate=2, Low=1</p>	
Free of Cultural or Unintended Bias Rating	2	
<p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. All academic language is grade-level appropriate and is consistent with the language used in the Colorado Academic Standards.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Academic Language Rating	3	
<p>3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy).</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Confusing Language Rating	3	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)</i></p>		
<p>3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed?</p>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> o 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. o 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. o Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. o 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. 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. 		

3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: Scaffolding questions are provided for each task, which could be an accommodation. No specifics listed otherwise.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
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: All problems are based in real-life contexts. There are not any tasks that assess mathematics rotely or are investigative in nature. Some of the contexts could be viewed as more challenging depending on student familiarity and experience.	High=3; Moderate=2; Low or None=1	
Engagement Rating	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: Each task could provide information about student learning with respect to specific evidence outcomes, but would not be a comprehensive measure of student learning expectations for an entire grade level. Students are asked to explain their reasoning in tasks.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	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: The tasks and student work can provide evidence of student application of mathematics and communication of mathematics. Based on the checklist provided, there is no standard way to create student scores or performance levels. This could lead to subjectivity.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	2	
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: The focus on Mathematical Practices, mathematical reasoning, and communication/justification clearly define expectations of transference to new situations & domains and the application of 21st century skills in mathematics.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	3	
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: The checklist provides some guidance to what exemplary student work should contain, but there still could be subjectivity in the scoring and determining performance levels. There are no points assigned on the checklist, so teachers would create their own scoring scales and performance levels.	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	2	
4f: Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? Provide an explanation of your response: Specific tasks could be used at the end of a unit of study addressing specific evidence outcomes, but no guidance is given as how to use the tasks as a whole. Teachers would have to preview the tasks to determine which ones are appropriate.	High=3; Moderate=2; Low or None=1	
Locate Evidence Rating	2	

Summary	Earned	Possible
Standards Rating	4	5
Rigor Rating	2	2
Subtotal	6	7
		85.7%
Rubric Aligned w/Standards Rating	2	3
Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	2	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	2	3
Subtotal	9	15
		60.0%
Clear & Uncluttered Rating	2	3
Straight Forward Rating	2	3
Free of Cultural or Unintended Bias Rating	2	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	13	17
		76.5%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	2	3
Locate Evidence Rating	2	3
Subtotal	14	18
		77.8%
Grand Total	42	57
		73.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	

The tasks would give good information of student learning with respect to specific GLEs and evidence outcomes within a grade level for applications of ratio and proportion concepts. Not a comprehensive measure of student learning for all standards and GLEs.