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: High School Mathematics
Name of Assessment: ATI-CAS Alg 1
Reviewer: Content Collaborative
Date of Review: November 13, 2012

Assessment Profile

Item Types - check all that apply (note: there is often overlap among certain item types):	**Check All That Apply**
Selected Response (multiple choice, true-false, matching, etc.)	X
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	x
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	
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.)	
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	

The assessment includes:	**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 …)	x
Scoring Guide/Rubric	
Sample evidence to show what student performance might look like	x
Materials (if needed to complete the assessment)	
Estimated time for administration	
Student Directions & Assessment Task/Prompt – what does the student see/use?	x
Other: Descriptions of alternative solutions	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 9-12		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MA10-GR.HS-S.1-GLE.1; MA10-GR.HS-S.2-GLE.1; MA10-GR.HS-S.2-GLE.2; MA10-GR.HS-S.2-GLE.3; MA10-GR.HS-S.2-GLE.4		
Indicate the intended DOK range of the Grade Level Expectations:		
Indicate the intended DOK of the assessment (list DOK levels) : III, IV		
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: area and volume, transformations, symbolic manipulations, piece-wise function, graphical interpretation, functions, proportional reasoning, linear and quadratic scaling		

1c. List the skills/performance assessed: Define functions, domain, and range; evaluate absolute value equations & sequences; write sequences recursively; average and constant rate of change; interpret parameters, graphs, and expressions in context; write, interpret and evaluate functions; use structure to rewrite expressions; rearrange formulas; identify equivalent symbolic forms; factor and solve quadratic equations; complete the square; use properties of exponents; create and solve equations, inequalities, and quadratic equations; solve systems of equations including linear & a quadratic function and f(x) = g(x); graph linear equations and inequalities; distinguish between linear and exponential modeling		
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.** □ **Full match –** all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. □ **Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. □ **Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. □ **Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. □ **No match** – task or most items are not related to the skills and knowledge described in the corresponding state standard/s. **Please provide evidence from both the standards and assessment to support your response: This assessment provides the teacher with a comprehensive understanding of student performance on standard 2.**		
	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**
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.** □ **More rigorous** – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. □ **Similar rigor** – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. □ **Less rigor** – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. **Please provide evidence from both the grade level expectations and assessment to support your response: No depth or extended response questions.**		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	**1**	

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

Scoring Guide Present	**Check all that apply:**	**Comments**
□ **Answer key, scoring template, computerized/machine scored**	**x**	At the time of the review the extended response items are still under development.
□ **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**		
	Rating Column	
2a.Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. **Provide an explanation of your response: Scoring rubric not provided.**	**Yes=3, Somewhat=2, No=1**	
Rubric Aligned to Standards Rating	**1**	

2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response: Scoring rubric not provided.**	**Yes=3, Somewhat=2, No=1**	
Rubric/Scoring Coherent Rating	1	
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. Scoring rubric not provided.	**High=3, Moderate=2, Low or None=1**	
Rubric/Scoring Aligned with Task Rating	**1**	
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. Scoring rubric not provided.	**Yes=3, Somewhat=2, No=1**	
Rubric/Scoring Different Raters Same Rating	**1**	
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? The extended response items are still under development.		
Student Work Samples Rating	**1**	

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
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: The items are clearly presented without clutter.**	**High=3, Moderate=2, Low=1**	
Clear & Uncluttered Rating	**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 items do not use unnecessary vocabulary that would create bias.**	**High=3, Moderate=2, Low=1**	
Straight Forward Rating	**3**	
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 unintended bias is the reading level in the answer choices specifically.**	**High=3, Moderate=2, Low=1**	
Free of Cultural or Unintended Bias Rating	**1**	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. The question use vocabulary similar to the standards and at grade level.	**Yes=3, Somewhat=2, No=1**	
Academic Language Rating	**3**	
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). None.		
Confusing Language Rating	**3**	
*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=000187886740799253774 2:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)		
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?		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling: 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: Accommodations are not specifically referenced. Timing and linguistic accommodations will be needed.	**Yes, Some identified=2; None identified =1**	
Adequate Accommodations Allowed Rating	**1**	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn *(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)*	Rating Column	Comments
		This assessment provides students with an opportunity to

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: Commuting to work, budgets, and water slides are examples of students connecting to the real world.**	**High=3; Moderate=2; Low or None=1**	consolidate, connect, an extend their learning. Very strong writing and communication piece.
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: The items include all of the standard 2 GLEs and will provide good feedback in a timely fashion with the exception of the unintended reading bias.**	**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: Teachers, students, and parents will be able to have conversation regarding student achievement in standard 2**	**High=3; Moderate=2; Low or None=1**	
Learning Expectations/Outcomes Rating	**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: The extended response items are still under development.**	**High=3; Moderate=2; Low or None=1**	
Communicate Academic Excellence Rating	**1**	
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 scores will provide teachers with competency levels for standard 2. The individual student responses will inform students and teachers about specific areas of misunderstandings.**	**High=3; Moderate=2; Low or None=1**	
Competency on Standards Rating	**3**	
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: Teachers will be provided with evidence of student achievement on standard 2 and be able to locate the strand within the curriculum.**	**High=3; Moderate=2; Low or None=1**	
Locate Evidence Rating	**3**	

Summary	**Earned**	**Possible**
Standards Rating	**4**	**5**
Rigor Rating	**1**	**2**
Subtotal	**5**	**7**
		71.4%
Rubric Aligned w/Standards Rating	**1**	**3**
Rubric/Scoring Coherent Rating	**1**	**3**
Rubric/Scoring Aligned with Task Rating	**1**	**3**
Inter-rater Reliability Rating	**1**	**3**
Student Work Samples Rating	**1**	**3**
Subtotal	**5**	**15**
		33.3%
Clear & Uncluttered Rating	**3**	**3**
Straight Forward Rating	**3**	**3**
Free of Cultural or Unintended Bias Rating	**1**	**3**
Academic Language Rating	**3**	**3**
Confusing Language Rating	**3**	**3**
Adequate Accommodations Allowed Rating	**1**	**2**
Subtotal	**14**	**17**
		82.4%
Engagement Rating	**3**	**3**

Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	15	18
		83.3%
Grand Total	39	57
		68.4%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	