

<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.</p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <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>Please provide evidence from both the standards and assessment to support your response: in 6th it meets 4/5 EOS, in 8th it meets 3/8 so it would be close for 6th but only a partial to minimal in 8th</p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p>Aligned to Colorado Academic Standards Rating</p>	<p>3</p>	
	<p>Rating Column</p>	<p>Comments</p>
<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> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. 		
<p>Please provide evidence from both the grade level expectations and assessment to support your response: Only a few of the questions reach the DOK of 3 therefore it isn't consistently asking for that rigor</p>		
	<p>Similar Rigor=2, More Rigor=2, Less Rigor=1</p>	
<p>Rigor Level Rating</p>	<p>1</p>	

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

<p>Scoring Guide Present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer key, scoring template, computerized/machine scored <input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs) <input type="checkbox"/> Task-Specific Rubric (only used for the particular task) <input type="checkbox"/> Checklist (e.g., with score points for each part) <input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist 	<p>Check all that apply:</p> <p style="text-align: center;">x</p>	<p>Comments</p>
<p>Scoring Guide Appropriate to Task Rating</p>	<p>Rating Column</p>	
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Just a scoring key</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric Aligned to Standards Rating</p>	<p>1</p>	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Its just scoring on a cognitive test, answers are given but the scoring and weight applied to question and alignment to grade level is left to teacher determination</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Coherent Rating</p>	<p>2</p>	
<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. It gives an answer for each question in the cognitive test</p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p>Rubric/Scoring Aligned with Task Rating</p>	<p>3</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. The extended responses could be a little subjective, the answers are either correct or not correct.</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? Just a cognitive test</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>1</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
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: Very visually clear and plenty of white space, very linear	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: It's multiple choice and easily lined out with appropriate wording. Sometime the wording is too lower level and some times it is too confusing between the answers	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: Cognitive test that lends itself to more scientific language and not subjective matters	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. In 1 diagram they ask junior high to identify a mouth, seems a little to low level	Yes=3, Somewhat=2, No=1	
Academic Language Rating	2	
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). Didn't observe confusing language in the tests we looked at	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*Please reference "Defining Features of Academic Language in WIDA's Standards" http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&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? <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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: Didn't see any different version or accommodations	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn	Rating Column	Comments
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<i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>		
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: Would need to have some situational questions, it is pretty much recall and recognition of concepts	High=3; Moderate=2; Low or None=1	
Engagement Rating	1	
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: No pretest so hard to tell if what was learned was learned entirely in in this class.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	1	
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: It is more of a recall test, doesn't talk about skill development, may be able to talk about the fit principal	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	1	
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? Provide an explanation of your response: Some questions around the fit principal are fitting with the standard and need to be discussed	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	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: It doesn't get to high levels of DOK, they can recognize the concepts but doesn't necessarily show the breadth and depth of the standards	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	1	
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: Because it is a cognitive based concept assessment, it is easy to align daily lesson, objective and curriculum to the assessment	High=3; Moderate=2; Low or None=1	
Locate Evidence Rating	2	
Summary		
	Earned	Possible
Standards Rating	3	5
Rigor Rating	1	3
Subtotal	4	8
		50.0%
Scoring Guide Appropriate Rating	0	3
Rubric Aligned w/Standards Rating	1	3
Rubric/Scoring Coherent Rating	2	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	9	18
		50.0%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	2	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	3
Subtotal	15	18
		83.3%
Engagement Rating	1	3

Reflects Classroom Learning Rating	1	3
Reflects Learning Expectations/Outcomes Rating	1	3
Communicates Academic Excellence Rating	2	3
Competency on Standards Rating	1	3
Locate Evidence Rating	2	3
Subtotal	8	18
		44.4%
Grand Total	36	62
		58.1%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	

The assessment can be used in 6th and 8th grade to align to standard 2 and could be used more but doesn't meet the rigor or offer a good scoring or representation of the standard (logs and things could be used to address the portfolio issues etc)