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: Reading, Writing and Communicating

Name of Assessment: Teacher College Reading & Writing GR 4 CCSS Performance Assessment - http://readingandwritingproject.com/resources/assessments/performance-assessments.html

Reviewer: Content Collaborative

Date of Review: April 18, 2012

PLEASE NOTE: **Depth of Knowledge (DOK) Considerations for Reading, Writing and Communicating Assessments** In August 2012, Colorado became a Governing State in the **Partnership for Assessment of College and Career Readiness (PARCC)** multi-state assessment consortium. At this time, PARCC has not released DOK indicators for the Common Core State Standards which the consortium is set to assess in 2014-2015. In order to move forward with the alignment portion of the assessment review process, the Colorado Reading, Writing and Communicating Content Collaborative utilized DOK indicators that were previously published by the **Smarter Balanced Assessment Consortium**'s Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. As additional information becomes available from PARCC, adaptations and revisions will be made to the assessment reviews in this Resource Bank, as necessary.

PARCC http://www.parcconline.org/

SMARTER Balanced Assessment Consortium (Content Specifications for the Summative Assessment of the Common Core State Standards) http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf

Assessment Profile

Grade Level(s) suggested by this assessment: Grade 4

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: 2.2.a.i; 2.2.a.ii; 2.2.d.i; 3.1.a

RWC10-GR.4-S.2-GLE.2-EO.a.i; RWC10-GR.4-S.2-GLE.2-EO.a.ii; RWC10-GR.4-S.2-GLE.2-EO.d.i; RWC10-GR.4-S.3-GLE.1-EO.a;

What is the DOK of the assessment? RI.4.1: Understand - 3; RI.4.2: Analyze - 2 RI.4.10:   Understand - 2 W.4.1: Evaluate - 4

Indicate the DOK range of the CAS Grade Level Expectations: 2.2.a: 1-3; 2.2.d: 1-2; 3.2.a: 3-4

Describe the content knowledge/concepts assessed:

Using informational text, students make judgments and use reasoning.

List the skills/performance assessed:

Determine the main idea of the text. Explains how a main idea is supported by key details. Refers to details in a text when explaining what text says and drawing inferences from text. Choose planning strategies to support text structure and intended outcome. Organize relevant ideas and details to convey a central idea or prove a point. Note taking, summary writing; independent reading; opinion/persuasive essay writing; read and comprehend informational text; site evidence to support opinion. Introduce topic clearly and states an opinion. Provides a concluding statement or section related to the opinion presented. Creates an organizational structure in which related ideas are grouped to support the writers purpose. Provides reasons that are supported by facts and details. Links opinions and reasons using words or phrases.

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.)	
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	X
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	X
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	X
Sample evidence to show what student performance might look like:	
Materials (if needed to complete the assessment)	X
Estimated time for administration	X
Student Directions & Assessment Task/Prompt – what does the student see/use?	X
Other:	

Data sheet that charts individual student score; Teacher oral script (expressive and interesting to students)   X

A high quality assessment should be...Aligned		
Alignment with Standards	**Rating Column**	**Strengths & Suggestions**
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.**

Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.

Partial match – task or most items partially address the 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. | | There are additional Evidence Outcomes that are embedded with the completion of this assessment. |
| **Please provide evidence from both the standards and assessment to support your response:**

Direct alignment with GR4 Standards: main idea, using details, summarizing, persuasive writing. | **Full=3; Partial =2; No Match= 1** | |
Alignment with Standards Score	**3**	
Depth of Knowledge as Measured by this Assessment	**Rating Column**	
1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.**

More rigorous – most items or the task 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:**

The information is presented as a debate so students may choose a side they don't agree with. This task asks for rigor required for fourth graders aligned to GLE including note taking, summarizing, persuasive writing. | **Similar Rigor=2; More Rigor=1; Less Rigor= 1** | |
| **Depth of Knowledge (Rigor) Score** | **2** | |

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	X	Individual Data task sheet
Generalized Rubric (e.g., for persuasive writing, for all science labs)	X	
Task-Specific Rubric (only used for the particular task)	X	
Checklist (e.g., with score points for each part)		
Teacher Observation Sheet/ Observation Checklist		
	Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	**3**	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.		
Provide an explanation of your response: The CCSS standards that are referenced in the rubric are in the CAS. Levels of proficiency are articulated. Proficient levels are bolded so teachers are aware for the targets for all students. The proficient levels matched the wording in the Evidence Outcomes. Explicit directions are provided for the teacher to accurately us the rubric.	**Completely aligned=3, Somewhat aligned=2, Not aligned=1**	
Rubric Aligned with Standards Score	**3**	
2b. Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response:** Standard is listed, concept and skills are identified. Each score category is aligned to a standard and provides specific criteria aligned to each level of performance. The performance levels range from Novice, to Intermediate, to Proficient, to Above Proficient.	**Yes=3, Somewhat=2, No=1**	
Rubric/Scoring Coherent Score	**3**	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Explain:** Two rubrics are used: One is for the first task for reading comprehension and summarizing and the other is specifically for writing. Within the rubric, attributes are explained to match each task.	**Yes=3, Somewhat=2, No=1**	
Rubric/Scoring Alignment	**3**	
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?** There would be a high level of interrater reliability. Each standard is broken down into different attributes; there are multiple indicators under each level of proficiency to narrow the evaluator's choices. Knowledge of the rubric and student data analysis could be used fairly to evaluate the effectiveness of the teacher's instruction on identified standards.	**Yes=3, Somewhat=2, No=1**	
Inter-rater Reliability Score	**3**	
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? There is no visible student work (e.g., anchor papers, video, portfolio) available illustrating student mastery. Anchor papers scored with the assessment rubric would provide assistance for inter-rater reliability of the scores. Samples from each task, from each proficiency level used as exemplars.	**Yes=3, Somewhat=2, No=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**	**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)?		
Provide an explanation of your response:		
Items in the task are void of color, but meet the needs of the task. Multimedia tools are required to project video clip.	**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:		
Presentation includes a teacher script, written directions and a rubric students can have before the task begins. Presented visually and auditorily.	**All=3, Some=2, None=1**	
"Straight Forward" Score	**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:**		
There are no indications of cultural or unintended biases.	**All=3, Some=2, None=1**	
Free of 'Cultural or Unintended Bias' Score	**3**	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? **Provide an explanation of your response:**		
Academic language is appropriate for the task and grade level. No surprising terms exist.	**No=3, Somewhat=2, Yes=1**	
"Academic Language" Score	**2**	
*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4q wcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Langua ge)		
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?		
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.*		

3f: Identify and write down the accommodations permitted for this assessment:		
This assessment allows for scribing, extra time and visual supports for students that have a documented plan.	**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:**		
The topic of the content students are reading and watching is relevant to their everyday life. Debate creates a metacognitive opportunity to express opinion.	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:**		
For those four standards, teachers can easily draw conclusion about student proficiency and skill level.	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	**3**	
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:**		
Part of the assessment is a plan for responsive teaching. Teachers can plan for support for upcoming units of study. This could also be transferred to communication to parents about student proficiency.	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	**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:**		
If students can review the rubric prior to the assessment, teachers can provide the completed rubric and students can see their strengths and areas for growth.	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:**		
The descriptions of the attributes in the rubric provides characteristics matching proficiency levels as well as identified attributes that can be applied to future lesson planning.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	**3**	
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:**		

There is an explanation of standards alignment in the assessment information sheet that supports where the assessment aligns to the standards, along with a description of the purpose for the assessment. This assessment is called a "Performance Assessment" with four different tasks included. Each task builds on the next, providing time for the teacher to adjust instruction. There are also data tracking sheets included in the assessment to allow for diagnostic and/or reporting grades/performance.	Yes=3; Somewhat=2; No=1	
Locate evidence Score	**3**	

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	16	18
Scoring Percentage		88.9%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	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	50	57
Overall Percentage		87.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	