

## 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](#)

<b>Content Area: Science</b>
<b>Name of Assessment: Science and Technology for Children: Organisms:</b> <a href="http://www.carolinacurriculum.com/STC/Elementary/Organisms/index.asp">http://www.carolinacurriculum.com/STC/Elementary/Organisms/index.asp</a>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 10-25-2012</b>

**Abstract:** This assessment aligns with the "Science and Technology for Children" Kit based program. Purchasing the kit from STC or materials (fresh water aquarium and terrarium) from a science supply warehouse would be needed. This review is for the final performance task associated with a 15 lesson unit on the physical characteristics of plants and animals and what they need to survive - targeted at the first grade instructional level and matching the first grade Life Science Academic Standard 2. It is fully recommended because it has a direct correlation with the Inquiry Question "What helps a specific plant or animal survive"? The student must observe, draw, label, and tell what an organism needs to survive and stay healthy.

Assessment Profile											
<p><b>Item Types - check all that apply (note: there is often overlap among certain item types):</b></p> <p><b>Selected Response</b> (multiple choice, true-false, matching, etc.)</p> <p><b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p><b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)</p> <p><b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p><b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p><b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </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> <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> </table>	Check All That Apply			x			x			
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x											
<p><b>The assessment includes:</b></p> <p><b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...) Includes prerequisites skills and suggested teaching prior to assessment.</p> <p><b>Scoring Guide/Rubric</b></p> <p><b>Sample evidence to show what student performance might look like</b></p> <p><b>Materials</b> (if needed to complete the assessment) Listed but not provided, Freshwater and Land terrariums, and other items not provided to teach prior to the assessment.</p> <p><b>Estimated time for administration : Constructed Responses(formative component) listed have times for administration. The final assessment does not include a time frame.</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? Teacher read directions (auditory) and a sheet of white paper to record findings.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </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;">x</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;">x</td></tr> <tr><td style="background-color: yellow;"> </td></tr> </table>	Check All That Apply		x	x	x		x		x	
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<p><b>Other:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow;"> </td> </tr> </table>										

### A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<b>1a.</b>		
Grade Level(s): 1		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.1-S.2-GLE.2-EO.b; SC09-GR.1-S.2-GLE.2-EO.c		
Indicate the intended DOK range of the Grade Level Expectations: 1-3		

Indicate the intended DOK of the assessment (list DOK levels) : Definitely assesses DOK 2, with a little DOK 3: supporting ideas with details and examples, and investigate through observation		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: Answer inquiry question: What helps a specific animal survive? Application: Correlates Animals have characteristics that help them survive in the local environment. Answers NOS: #1"Ask testable questions about the needs of an organism".		
<b>1c.</b> List the skills/performance assessed: Students need to observe, draw and describe the needs of an organism, labeling the parts		
<b>1d.</b> 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? <b>Use the definitions below to select your rating.</b> <input type="checkbox"/> <b>Full match</b> – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input checked="" type="checkbox"/> <b>Close match</b> – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Partial match</b> – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Minimal match</b> – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		
<b>Please provide evidence from both the standards and assessment to support your response: Addresses the animal component not the plant component of this overall standard (2.2)</b>		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
<b>Aligned to Colorado Academic Standards Rating</b>	<b>4</b>	
	<b>Rating Column</b>	<b>Comments</b>
<b>1e.</b> Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? <b>Use the definitions below to select your rating.</b> <input type="checkbox"/> <b>More rigorous</b> – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. <input checked="" type="checkbox"/> <b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> <b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.		
<b>Please provide evidence from both the grade level expectations and assessment to support your response: See 1b: Dock 1-2 were noted above. The performance task has students observe, draw, label an organism and tell what it needs to survive.</b>		
	Similar Rigor=2, More Rigor=2, Less Rigor=1	
<b>Rigor Level Rating</b>	<b>2</b>	

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

<b>Scoring Guide Present</b>	<b>Check all that apply:</b>	<b>Comments</b>
<input type="checkbox"/> <b>Answer key, scoring template, computerized/machine scored</b>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)	<input checked="" type="checkbox"/>	
<input type="checkbox"/> <b>Task-Specific Rubric</b> (only used for the particular task)	<input checked="" type="checkbox"/>	
<input type="checkbox"/> <b>Checklist</b> (e.g., with score points for each part)		
<input type="checkbox"/> <b>Teacher Observation Sheet/ Observation Checklist</b>		
	<b>Rating Column</b>	
	Yes=3, Somewhat=2, No=1	

<b>Scoring Guide Appropriate to Task Rating</b>	<b>3</b>	
<b>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: Yes, the criteria is worded almost exactly as the standard is written.</b>	Yes=3, Somewhat=2, No=1	
<b>Rubric Aligned to Standards Rating</b>	<b>3</b>	
<b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The wording is consistent across performance levels, clearly organized and defined.</b>	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Rating</b>	<b>3</b>	
<b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response. Each stage of the performance task corresponds directly to the rubric.</b>	High=3, Moderate=2, Low or None=1	
<b>Rubric/Scoring Aligned with Task Rating</b>	<b>3</b>	
<b>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.</b>	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Different Raters Same Rating</b>	<b>3</b>	
<b>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? For each proficiency level, student work artifacts are included and commentaries to defend the scoring.</b>	Yes=3, Somewhat=2, No=1	
<b>Student Work Samples Rating</b>	<b>3</b>	

## 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
<b>3a.</b> 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)? <b>Provide an explanation of your response: For the performance task, students receive a white sheet of paper, and for the constructed responses, with an oral prompt. For the constructed responses, the prompt allows for adequate space for student work.</b>	High=3, Moderate=2, Low=1	
<b>Clear &amp; Uncluttered Rating</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? <b>Provide an explanation of your response: Drawing component reliant of fine motor development and labeling pictures</b>	High=3, Moderate=2, Low=1	
<b>Straight Forward Rating</b>	<b>2</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response: Prompts are delivered in standard English with no evidence of cultural bias.</b>	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>3</b>	
<b>3d.</b> Does the assessment use appropriate levels of academic language for the grade and content area? <b>Provide an explanation of your response. The language included in the assessment aligns with the language of the standards. The rubric assess student use of scientific vocabulary</b>	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>3</b>	
<b>3e.</b> 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).	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
Please reference: <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=academic+language+in+wida+standards">Defining Features of Academic Language in WIDA Standards</a> <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=academic+language+in+wida+standards">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=academic+language+in+wida+standards</a>		
<b>3f.</b> 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"> <li>o <b>Presentation Accommodations</b> —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.</li> <li>o <b>Response Accommodations</b> —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.</li> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>o <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>o <b>Linguistic Accommodations</b>—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.</li> </ul>		
<b>3g:</b> Are there adequate accommodations permitted for this assessment? Provide an explanation of your response:	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>N/A</b>	

## 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? <b>Provide an explanation of your response:</b> Students have opportunity to select an organism previously studied or a model of an organism they have not looked at before.	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? <b>Provide an explanation of your response:</b> Direct correlation between the task and skills they must demonstrate, and the 2.2 content standards. There is a page included in the guide with suggested prior learning experiences before the assessment. The learning opportunities prepare students for the performance assessment.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	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? <b>Provide an explanation of your response:</b>	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating		
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? <b>Provide an explanation of your response:</b> Because there is a direct correlation between the learning, the performance task artifact and the CAS, teachers can speak to the standards mastered or proficiency level.	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? <b>Provide an explanation of your response:</b> Because there is a direct correlation between the learning, the performance task artifact and the CAS, and the rubric language that correlates with the standards, teachers can be certain they are measuring mastery.	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? <b>Provide an explanation of your response:</b> The assessment evidence can be located easily on the performance task, the constructed response items and the rubric.	High=3; Moderate=2; Low or None=1	
Locate Evidence Rating	3	
<b>Summary</b>		
	<u>Earned</u>	<u>Possible</u>
Standards Rating	4	5
Rigor Rating	2	3
Subtotal	6	8
		75.0%
Scoring Guide Appropriate Rating	3	3
Rubric Aligned w/Standards Rating	3	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	3	3
Student Work Samples Rating	3	3
Subtotal	18	18
		100.0%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	2	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3

Adequate Accommodations Allowed Rating	N/A	3
Subtotal	14	18
		77.8%
Engagement Rating	1	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	0	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	13	18
		72.2%
Grand Total	51	62
		82.3%

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

Fully Recommended	x
Partially Recommended	
Not Recommended	