

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: Science
Name of Assessment: New England Common Assessment Program (NECAP) Released Items
Reviewed by: Colorado Content Collaborative
Date of Review: 10-24-12

Abstract: The New England Common Assessment Program has released a 4th grade Science Assessment that contains two parts: a performance task assessment and a selected response/constructed response section. This is an evaluation of the selected/constructed response section (performance task assessment is evaluated under separate cover). The evaluation correlates well with 5th grade Colorado Science Standards. It contains content level questions and a nice constructed response on inherited traits with exemplars for scoring. The strength includes the correlation to the 5th grade standards, lack of bias, and clarity of the presentation of the materials. The weakness includes the lack of a rubric although the constructed response has a scoring guide. Another weakness is that we only had access to the 4th grade released items - not k-5.

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 ...)	
Scoring Guide/Rubric	x
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: Multiple choice questions, short constructed responses. Paper and pencil	
Other:	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 4, 5		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.5-S.3-GLE.2-EO.a; SC09-GR.5-S.2-GLE.1-EO.a; SC09-GR.5-S.2-GLE.1-EO.c; SC09-GR.5-S.2-GLE.1-EO.b; SC09-GR.4-S.2-GLE.1-EO.c		
Indicate the intended DOK range of the Grade Level Expectations: DOK 1-3		
Indicate the intended DOK of the assessment (list DOK levels) : DOK 1-3		

<p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Analysis, interpret data, explain the use of the scientific tool: weather vane, describe weather changes, classification of living things, identify the basic needs of animals, identification of plant and animal survival, distinguish inherited characteristics versus learned characteristic into a chart and explain answer.</p>		
<p>1c. List the skills/performance assessed: perform an experiment, graph data, explain experiment, justify and compare results and conclude.</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.</p> <p>Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.</p> <p>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: Measures overall grasp of concept and some data analysis, this section is not performance based.</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>4</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> <p>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>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>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: Not performance based Selected responses and short constructed responses are included. The constructed responses included DOK 3. Selected responses are 1 and 2.</p>	<p>Rating Column</p>	<p>Comments</p>
	<p>Similar Rigor=2, More Rigor=2, Less Rigor=1</p>	
<p>Rigor Level Rating</p>	<p>2</p>	

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

<p>Scoring Guide Present</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p> <p>Exemplary responses included for each constructed response.</p>	<p>Check all that apply:</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p>Rating Column</p> <p style="text-align: center;">Yes=3, Somewhat=2, No=1</p>	<p>Comments</p>
<p>Scoring Guide Appropriate to Task Rating</p>	<p>3</p>	

2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: N/A	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating		
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: N/A	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating		
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: This response is based on the scoring guide.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	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. Student performance levels are very specific and lead to consistency for inter rater reliability. This response is based on the scoring guide	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating	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? Exemplars for different performance levels. There are anchor papers that are aligned with the scoring guides.	Yes=3, Somewhat=2, No=1	
Student Work Samples Rating	3	

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: One item each page Each page is clear and uncluttered.	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? Questions and response selections are clearly written in a concise manner. The scientific vocabulary is appropriate for the grade level. This assessment is written, thus not appropriate for non-readers.	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: Scientific academic language is used. The question is free from bias and is culturally neutral.	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. This assessment uses appropriate use of key scientific vocabulary for the grade level and content area.	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).	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
<small>Please Reference: Defining Features of Academic Language in WIDA's Standards</small> <small>(http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&cof=FORID:10&q=)</small> 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: Accommodations are not specified.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
Adequate Accommodations Allowed Rating	N/A	

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

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: By nature: weather map, observable in nature, dealing with human body.	High=3; Moderate=2; Low or None=1
Engagement Rating	2
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: Science content more than science reasoning.	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 scoring guide for constructed responses notes student understanding.	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 to students? Provide an explanation of your response: Due to the nature of this summative assessment, and that it is short constructed response and selected response (the performance task contained within this assessment is scored separately), it does not clearly communicate the expectation of academic excellence.	High=3; Moderate=2; Low or None=1
Communicate Academic Excellence Rating: A scoring guide is included for students.	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: You can use these assessment items reviewed to determine if the student has mastered the portion of the content standard that is applies to which is 5th 3.2 a, 2.1c, 2.1a, 2.1b, 4th 2.1c	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 identify what purpose the assessment serves (e.g. diagnostic, report card grades, adjusting instruction, etc.)? Provide an explanation of your response: . This assessment measures mastery of the standards and it would be up to the teacher to figure out where any misconceptions for the individual student occurs. There is no direct correlation provided.	High=3; Moderate=2; Low or None=1
Locate Evidence Rating	2

Summary	Earned	Possible
Standards Rating	4	5
Rigor Rating	2	3
Subtotal	6	8
		75.0%
Scoring Guide Appropriate Rating	3	3
Rubric Aligned w/Standards Rating	0	3
Rubric/Scoring Coherent Rating	0	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	3	3
Student Work Samples Rating	3	3
Subtotal	12	18
		66.7%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	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	15	18
		83.3%
Engagement Rating	2	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	2	3
Locate Evidence Rating	2	3
Subtotal	11	18
		61.1%
Grand Total	44	62
		71.0%

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

Fully Recommended	<input type="checkbox"/>
Partially Recommended	<input checked="" type="checkbox"/>
Not Recommended	<input type="checkbox"/>

