

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](http://assessment.aas.org/topics/WC#/)

Content Area: Science
Name of Assessment: Project 2061, Topic: Weather and Climate I: Basic Elements http://assessment.aas.org/topics/WC#/
Reviewer: Content Collaborative
Date of Review: 11/14/2012

Abstract: This online assessment is intended to provide a bank of questions for teachers to select multiple choice items that can be put together into a printed or online assessment. The length of the assessment is dependent on how many items the teacher selects. It is intended for 6th-8th grade students but we found it aligned with Colorado Science 5th Grade Earth Systems Science Standard GLE 3 (Weather). We partially recommend it as it addresses content and concepts but does not address skills.

Assessment Profile								
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (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="text-align: center;">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;"> </td> </tr> <tr> <td style="background-color: yellow;"> </td> </tr> <tr> <td style="background-color: yellow;"> </td> </tr> </table>	Check All That Apply	x					
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x								
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...) <i>There is a section titled "Sub-Ideas" that specifies what students are expected to know" which includes "Boundaries" which is essentially how in depth the topic is addressed and where it "stops".</i></p> <p>Scoring Guide/Rubric (Multiple choice with student misconceptions explained for each wrong answer)</p> <p>Sample evidence to show what student performance might look like</p> <p>Materials (if needed to complete the assessment) can be a paper/pencil test or taken online.</p> <p>Estimated time for administration (Based on number of questions that teacher selects)</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other: <i>Teacher selects from bank of questions related to weather and creates own paper/pencil test or sets up the administration of it online. If paper/pencil, teacher can create a "bubble" answer sheet.</i></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="text-align: center;">x</td> </tr> <tr> <td style="text-align: center;">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;"> </td> </tr> <tr> <td style="background-color: yellow;"> </td> </tr> </table>	Check All That Apply	x	x				
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A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Grade Level(s): 5 (although Project 2061 has it targeted for 6-8)		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.5-S.3-GLE.3		
Indicate the intended DOK range of the Grade Level Expectations: DOK 1-3		
Indicate the intended DOK of the assessment (list DOK levels) : DOK 1-2		

<p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: R&A 1: The Sun's energy helps change daily weather by influencing the water cycle, air movement, and temperature. IQ 1: Why does the Sun heat different surfaces at different rates? IQ2: Why does the weather change from day to day? EOb: humidity in relation to daily weather conditions.</p>		
<p>1c. List the skills/performance assessed (what are students expected to do?): Develop and communicate evidence; Use data collection tools and measuring devices to gather, organize, and analyze data</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> <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 checked="" 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: <i>Teacher can select item questions related to topic based on the knowledge being assessed. For example, the Standard 3, GLE 3, R&A1 and IQ1 has a bank of questions on the assessment to choose from in the "Items and Student Performance" tab under the section "Processes that take place on the surface of the earth influence the composition and the temperature of the atmosphere". EOb has a bank of questions to select from the "Items & Student Performance" tab under the Topic "he Amount of water vapor in the air at any place depends on the amount of liquid water available on the surface of the earth at that place, the temperature of the air, and where the air moved from? IQ2 has a bank of questions in the Items and Student Performance tab under the topic "The pattern of the rise and fall of air temperature over a day and over a year at any given place on the surface of the earth is mainly due to variations in the amount of sunlight that reaches that place".</i></p>		
<p>IQ</p>	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p align="center">Aligned to Colorado Academic Standards Rating</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 checked="" 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: <i>There is similar rigor to the DOK range of the Standard cognitively (content) but not in regards to the skills the standards expect.</i></p>	<p align="center">Rating Column</p> <p align="center">2</p>	<p align="center">Comments</p>
<p></p>	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<p align="center">Rigor Level Rating</p>		

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

Scoring Guide Present	Check all that apply:	Comments
<input checked="" 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 style="text-align: center;">x</p>	Multiple choice questions with "misconceptions" addressed for each wrong item.
Rating Column		
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. N/A (no rubric)	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 (no rubric)	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 an explanation of your response. Does not address skills, just content and concepts.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating		
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. Provide an explanation of your response. <i>Selected response</i>	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating		
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 misconception information can guide the teacher to what content and concepts needs to be retaught.	Yes=3, Somewhat=2, No=1	
Student Work Samples Rating		

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: There are no graphics yet visually clear and uncluttered.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	2	
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 all reading with no charts and graphs.	High=3, Moderate=2, Low=1	
Straight Forward Rating	1	
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: Technical language is related to the science concept.	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. Technical language is related to the science concept.	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). Provide an explanation of your response. Words are not confusing. Scientific terminology is related to the topic.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
<p>Please reference: http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=...</p>		
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? Provide an explanation of your response. Test could be administered orally.		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <p>X 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. Test could be administered orally</p> <p>X 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. Responses could be provided orally.</p> <p>X Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting.</p> <p>X 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. Can be self paced</p> <p>x 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. (minimal as there are no graphics)</p>		
3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. This assessment allows for adjustment in setting, timing, presentation (orally) and response mode (orally).	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	2	

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: It connects in the sense that the topic weather is a real world topic.	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: The test measures the knowledge portion of the content standard "high", but does not measure the skills portion of the content standard.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	2	
4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response: Meaningful dialogue is prompted through the misconceptions identified with each wrong answer.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	3	
4d. To what extent do you believe the assessment allows students to demonstrate academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? Provide an explanation of your response: Due to nature of multiple choice questioning, there is minimal "demonstration" of academic excellence.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating		
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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: Based on multiple choice format and emphasis on content rather than skills, this receives a moderate rating.	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: Measures whether the student knows the concept.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary		
	Earned	Possible
Standards Rating	0	5
Rigor Rating	0	2
Subtotal	0	7
		0.0%
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	3	3
Student Work Samples Rating	1	3
Subtotal	7	15
		46.7%
Clear & Uncluttered Rating	2	3
Straight Forward Rating	1	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	2	2
Subtotal	14	17
		82.4%
Engagement Rating	2	3

Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	0	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	12	18
		66.7%
Grand Total	33	57
		57.9%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	