

## 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](#)

**Partially Recommended:** Based on the following review, we have partially recommended this assessment. This recommendation is largely due to the assessment only partially matching the requirements under the 7th grade GLE 1.1. The assessment has areas that require students to begin to design and develop an investigation to separate the components of mixtures (focusing on the absorption qualities of various materials).

<b>Content Area:</b> Science
<b>Name of Assessment:</b> PALS--Oil Spill
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> July 24, 2012

Assessment Profile										
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b> <b>Selected Response</b> (multiple choice, true-false, matching, etc.) <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.) <b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks) <b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) <b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) <b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply		X	X		X	X		
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<b>The assessment includes:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply		X	X	X	X	X	X	X
Check All That Apply										
X										
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X										
<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 ...)										
<b>Scoring Guide/Rubric</b>										
<b>Sample evidence to show what student performance might look like</b>										
<b>Materials</b> (if needed to complete the assessment)										
<b>Estimated time for administration</b>										
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?										
<b>Other: National Standards included on teacher directions.</b>										

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

Alignment	Rating Column	Comments
<b>1a.</b>		<b>Strengths:</b> The task requires critical thinking and application of evidence around the results of an experiment involving separation of mixtures. <b>Suggestions:</b> The task does not require students to design an investigation to separate components of a mixture, which is a major part of this GLE.
Grade Level(s): 7th (Assessment says 8th grade)		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.7-S.1-GLE.1		
Indicate the intended DOK range of the Grade Level Expectations: 1-4		
Indicate the intended DOK of the assessment (list DOK levels) : 2-4		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: Properties of Substances and Material, Separation of Mixtures		
<b>1c.</b> List the skills/performance assessed: Perform and design experiments, share experimental data, use evidence to make decisions.		
<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 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: The task is a separation of a mixture with questions that require evaluation and application of results; however the task does not fully meet the requirements under EO GR-7-1.1b and NS 1.1.</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>3</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 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: Most items on the task match the DOK required within the GLE; students are asked to record data and observations related to separation of mixtures, students are asked to interpret the data and decide what material is the most absorbent, students are asked to apply what they learned to cleaning up an actual oil spill.</b>		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
<b>Rigor Level Rating</b>	<b>3</b>	

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

<b>Scoring Guide Present</b> <input type="checkbox"/> <b>Answer key, scoring template, computerized/machine scored</b> <input type="checkbox"/> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <input type="checkbox"/> <b>Task-Specific Rubric</b> (only used for the particular task) <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>Check all that apply:</b>  <input checked="" type="checkbox"/> X  <b>Rating Column</b>	For 2e, student work was provided for the data table but not for the individual questions. By clicking the link on the bottom of the student work page, we were taken to a website that included detailed exemplars for student responses at each performance level for each question.
<b>2a.</b> Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. <b>Provide an explanation of your response:</b> The rubric addresses the intent of the CAS but the expectations under the standard are not specifically addressed.	Yes=3, Somewhat=2, No=1	
<b>Rubric Aligned to Standards Rating</b>	<b>3</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b> The language in the rubric coherent and is scaffolded across performance levels.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Rating</b>	<b>3</b>	
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Provide an explanation of your response.</b> Each question has a task-specific rubric defining student performance levels.	High=3, Moderate=2, Low or None=1	
<b>Rubric/Scoring Aligned with Task Rating</b>	<b>3</b>	

<p><b>2d.</b> 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. Some areas of the rubric contain subjective language that could be interpreted differently by different teachers. For example, the rubric for the question in which students have to choose the material that was the most absorbent has language that says "student chooses based on accurate data interpretation" and "explanation is rooted in scientific knowledge." The rubric should be more specific, citing what scientific knowledge students are expected to use to support their conclusions.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Rubric/Scoring Different Raters Same Rating</b></p>	<p><b>2</b></p>	
<p><b>2e.</b> 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? See comments.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Student Work Samples Rating</b></p>	<p><b>3</b></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
<p><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: Question #7 does not have enough space for extended student response with steps and drawings to show how they would solve the real-world problem.</b></p>	High=3, Moderate=2, Low=1	
<b>Clear &amp; Uncluttered Rating</b>	<b>2</b>	
<p><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: The task is set-up in a manner that is easy to follow.</b></p>	High=3, Moderate=2, Low=1	
<b>Straight Forward Rating</b>	<b>3</b>	
<p><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: Vocabulary needs to be revised or supported to make it more accessible. Question #7 needs a sense of scale to make it more relevant to all students.</b></p>	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>1</b>	
<p><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: Some of the language would not be accessible to all students; for example, students are asked to discuss the "effectiveness" of the materials, and students are asked to agree or disagree with the scientists "recommendation." These words are not content related and could be a barrier to some groups of students.</b></p>	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>2</b>	
<p><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). <b>Provide an explanation of your response: There are not any words that can be confused with another word.</b></p>	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
<p><small>Please Reference: Defining Features of Academic Language in WIDA's Standards (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining+Features+of+Academic+Language+in+WIDA's+Standards">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=</a> <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining+Features+of+Academic+Language+in+WIDA's+Standards">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=</a></small></p>		
<p><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? <b>Provide an explanation of your response: The teacher directions does not include accommodations.</b></p>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response: The teacher directions does not include accommodations.</b>	Yes, Some identified=2; None identified =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>1</b>	

## A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
<b>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: Gives students opportunities to take on different roles throughout the assessment.</b>	High=3; Moderate=2; Low or None=1	The task assesses students on the GLE in general (separation of mixtures), but without the process language specific to this GLE (design an investigation, ask testable questions, falsifiable hypotheses, etc.).
<b>Engagement Rating</b>	<b>3</b>	
<b>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 task will show student understanding, but not as it relates to all the EO for this GLE.</b>	High=3; Moderate=2; Low or None=1	
<b>Classroom Learning Rating</b>	<b>2</b>	
<b>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: The rubric is conducive to conversation about student expectations and outcomes.</b>	High=3; Moderate=2; Low or None=1	
<b>Learning Expectations/Outcomes Rating</b>	<b>3</b>	
<b>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: Rubric is student-friendly and directions give students an opportunity to show what they know.</b>	High=3; Moderate=2; Low or None=1	
<b>Communicate Academic Excellence Rating</b>	<b>3</b>	
<b>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: Does not address the standard in its entirety.</b>	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</b>	<b>2</b>	
<b>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: Teachers will have evidence of student learning for the part of the GLE related to one aspect of separation of mixtures (absorption of various materials) but not with other parts of the GLE (students are designing parts of an investigation on separation of mixtures, but the assessment phase of the lab is largely on the interpretation and application of the results.</b>	High=3; Moderate=2; Low or None=1	
<b>Clarity of Purpose Rating</b>	<b>2</b>	

Summary	Earned	Possible
Standards Rating	3	5
Rigor Rating	3	2
Subtotal	6	7
		85.7%
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	2	3
Student Work Samples Rating	3	3
Subtotal	14	15
		93.3%

Clear & Uncluttered Rating	2	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	1	3
Academic Language Rating	2	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	12	17
		70.6%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	2	3
Locate Evidence Rating	2	3
Subtotal	15	18
		83.3%
Grand Total	47	57
		82.5%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	