

## High Quality Assessment Content Validity Review Tool

<b>Content Area: Social Studies</b>	
<b>Name of Assessment: Worldview As a Guide through History</b>	<a href="http://www.aac.ab.ca/assessment-materials/worldview-as-a-guide-through-history/">http://www.aac.ab.ca/assessment-materials/worldview-as-a-guide-through-history/</a>
<b>Reviewer: Content Collaborative</b>	
<b>Date of Review: March 1, 2012</b>	

Assessment Profile									
<p><b>Grade Level(s) suggested by this assessment:</b> 8th grade in Alberta, Canada, but aligns to Colorado 6th grade standards</p> <p><u><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a></u> SS09-GR.6-S.1-GLE.2-EO.a; SS09-GR.6-S.1-GLE.2-EO.e</p> <p><b>What is the DOK of the assessment?</b> DOK 1</p> <p><b>Indicate the DOK range of the CAS Grade Level Expectations:</b> DOK 1 &amp; 2</p> <p><b>Describe the content knowledge/concepts assessed:</b> Spanish Exploration, Spanish Conquest, Age of Exploration</p> <p><b>List the skills/performance assessed:</b></p> <ul style="list-style-type: none"> <li>Describe Spanish worldview during the Renaissance and describe Aztec worldview prior to European contact.</li> <li>Create a graphic organizer to assist with collecting and recording the information.</li> <li>Explain the impact of intercultural contact by providing specific examples of how worldview of a society impacts choices, decisions, and customs.</li> <li>Communicate your information in a way that will capture the interest and attention of museum visitors.</li> </ul>									
<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;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; vertical-align: middle;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply				X			
Check All That Apply									
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 ...)</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)</p> <p><b>Estimated time for administration</b></p> <p><b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?</p> <p><b>Other:</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center; vertical-align: middle;">X</td></tr> <tr><td style="text-align: center; vertical-align: middle;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; vertical-align: middle;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center; vertical-align: middle;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply	X	X		X		X	
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A high quality assessment should be...Aligned			
Alignment with Standards	Rating Column	Strengths & Suggestions	
<p><b>1a.</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>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>	X	<p>Suggestions? Use primary sources as key resources for students to garner the information.</p> <p>Where will the students be exposed to the material prior to the product?</p> <p>Increase DOK level from just recall to a higher level of synthesis.</p> <p>Separate the task bullet #1 to read two separate items i.e. Describe Spanish worldview during the Renaissance and describe Aztec Describe Spanish worldview during the Renaissance.</p> <p>Describe Aztec worldview prior to European contact. Create a graphic organizer to assist with collecting and recording the information.</p> <p>Suggestions? Could be aligned to history standard 1 with the addition of required use of primary sources.</p>	
<p><b>Please provide evidence from both the standards and assessment to support your response:</b> Topic is centered on 6th content – History 2 – historical eras, individuals groups, ideas and themes in regions of the western hemisphere and their relationships with one another.</p>	Full=3; Partial =2; No Match= 1		
<b>Alignment with Standards Score</b>			
<hr/>			
Depth of Knowledge as Measured by this Assessment	Rating Column		
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>	X		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b> While it meets the DOK level indicated by the state, more rigor surrounding comparing/contrasting/describing/explaining should be expected/included.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1		
<b>Depth of Knowledge (Rigor) Score</b>			
<b>2</b>			

A high quality assessment should be...Scored using Clear Guidelines and Criteria		
Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b> <b>Answer key, scoring template, computerized/machine scored</b> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task) <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	   <b>X</b>   <b>Yes, several types=3, Yes, at least one type=2, None=1</b>	Strengths ? It includes an opportunity for students to be assessed on two history standards as well as one cross-curricular standard in RWC.  Category that identifies the student work as insufficient or blank is a nice addition to a rubric.  Format is and easy to read/use.
<b>Scoring Guide Present Score</b>		<b>2</b>
<b>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</b> <b>Provide an explanation of your response:</b> Describes Aztec and Spanish worldviews (Hist 2), Explains impact of intercultural contact (Geog 2) Communicates Information (RWC – Writing and Comp 1)	   <b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b>	Suggestions? Different wording or different /better defined/clarified definitions of rubric descriptions. Wording should be changed to be less subjective and more kid-friendly.
<b>Rubric Aligned with Standards Score</b>		<b>2</b>
<b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</b>  We do not feel that the rubric gives a thorough idea of what is meant by “rudimentary, insightful, trivial” etc.	   <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Coherent Score</b>		<b>2</b>
<b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</b> <b>Explain:</b> The rubric follows the outline and task thoroughly. This is a strength of the assessment. Uses consistent language from requirements to rubric.	   <b>Yes=3, Somewhat=2, No=1</b>	Bullets in the task could be changed to boxes and easily made as a checklist for students/teachers.
<b>Rubric/Scoring Alignment</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? Why or why not?</b>  The scoring rubric will lead to different scores that may be inconsistent as a result of the language used on the rubric.	   <b>Yes=3, Somewhat=2, No=1</b>	Suggestions?  Tweak vocab to ensure a consistent score can be given by different scorers.  Exemplars needed.
<b>Inter-rater Reliability Score</b>		<b>1</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?</b>  While there are guides to help students frame and create the information to perform the task, there are no exemplars included.	   <b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Score</b>		<b>1</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	Strengths/Suggestions
<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)?</p>		<p>Strengths? The format is clear for students to know what they are expected to do.</p>
<p><b>Provide an explanation of your response:</b>  The task and the rubric are very clear and uncluttered</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center"><b>"Clear &amp; Uncluttered" Score</b></p>		
<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?</p>		
<p><b>Provide an explanation of your response:</b>  Other than the rubric wording and the first bullet in the task, this assessment is pretty much straightforward.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center"><b>"Straight Forward" Score</b></p>		
<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:</b></p>		
<p>We do not believe it is cultural biased.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center"><b>Free of 'Cultural or Unintended Bias' Score</b></p>		
<p><b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p>		
<p><b>Provide an explanation of your response:</b> The task does not require students to go above mere recall and compilation of information.  The wording, however, in the rubric is academically challenging to sixth graders and needs to be tweaked to provide a clear vision for the assessment (see comments in previous section regarding scoring).</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	
<p align="center"><b>"Academic Language" Score</b></p>		
<p>*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%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</p>		
<p><b>3e.</b> 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?</p>		
<p>Nothing is needed at this time for students with special needs to access the task. However, more accommodations might be necessary during the process in which students are gaining the knowledge to complete the task.</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>○ <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>○ <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>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <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>○ <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>	
<p>3f: Identify and write down the accommodations permitted for this assessment:</p> <p>Timing and Scheduling if needed as determined by a student’s IEP or 504.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
<b>"Adequate Accomodations Allowed" Score</b>	

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
<p><b>4a.</b> 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></p> <p>This task does not require students to connect information to the real world presently. The task is fact-finding. While students are presented with a possible scenario in the beginning with museum predicament, the basis of the assessment asks students to recall information learned into a pamphlet or podcast.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Suggestions?</p> <p>Ask students to make a judgment with justifications on what they consider the most important aspects of the Spanish and Aztec worlds.</p>
<b>"Engages Students" Score</b>		<b>2</b>
<p><b>4b.</b> 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></p> <p>This task will allow teachers to assess students on history standard 2 through recall and presentation of information the teacher has provided.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Ask students to identify how these different world views affect our society today? What are the current global impacts?</p>
<b>Classroom Learning Score</b>		<b>1</b>
<p><b>4c.</b> 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></p> <p>As is, the assessment could provide a conversation surrounding students’ effort. Because this assessment only requires a DOK level 1, conversations surrounding the student’s score on the assessment will be minimal.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Increase DOK to allow a wider variety of meaningful conversations.</p>
<b>Learning Expectations/Outcomes Score</b>		<b>1</b>
		Strengths?

<p><b>4d.</b> 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?  <b>Provide an explanation of your response:</b>  This assessment is not truly asking for academic excellence.</p>	   <b>Yes=3; Somewhat=2;  No=1</b>	Task asks for information to be placed in a “real-world” context.
<b>Communicates Academic Excellence Score</b>		
<p><b>4e.</b> 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>  This assessment has a very limited extent as it assess 2 standards only. On a performance task of this magnitude, the task should assess multiple facets of the standards and benchmarks. Because this task is a DOK 1, a simply multiple choice could suffice.</p>	   <b>Yes=3; Somewhat=2;  No=1</b>	
<b>Standards Competency Score</b>		
<p><b>4f:</b> 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.)? <b>Provide an explanation of your response:</b>  Clarify  It is very clear for teachers to locate the info and align to standards.</p>	   <b>Yes=3; Somewhat=2;  No=1</b>	
<b>Locate evidence Score</b>		

	Earned	Possible
Standards Rating		3
Rigor Rating	2	3
SubTotal	2	6
Standards Alignment Percentage		33.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	1	3
Student work present	1	3
SubTotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation		3
Straight Forward Presentation		3
Free of Cultural or Unintended Bias		3
Academic Language Load		3
Adequate Accomodations Allowed		3
SubTotal	0	15
Fair & Unbiased Percentage		0.0%
Engagement	2	3
Reflects Classroom Learning	1	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	1	3
Competency on Standards Score	1	3
Locate evidence Score	3	3
SubTotal	9	18
Opportunities to Learn Percentage		50.0%
Grand Total	22	57
Overall Percentage		38.6%

Clearly aligns to standards of 6th grade history and geography.  
**(Meets Alignment Criteria)**

Because of language in the rubric.  
**(Partially Meets Scoring Criteria)**

Task is specifically laid out for students to see what they need to do for this task and allows ALL students to access this.  
**(Meets Fairness and Bias Criteria)**

Meets the DOK of level 1, but we would like to see it meeting more DOK levels as the result of this magnitude of lessons.  
**(Meets Opportunities to Learn Criteria)**

**Review Team Recommendation:** (check the statement that best reflects your team’s recommendation):  
**This assessment is: Place an 'X' in the appropriate box**

Fully Recommended	
Partially Recommended	X
Not Recommended	

Review Team Recommendation: (check the statement that best reflects your team’s recommendation):

2. We would recommend the inclusion of this assessment if the elements marked as “does not meet” or “partially meets” are addressed (see summary comments and comments in the assessment review tool)   X

**Rationale:** See suggestions. As a performance task it should hit more standards and more depth of knowledge levels. Rubric vocab needs to be refined to allow students to understand specifically what is asked of them and how they will be assessed on the expectations.