

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: Social Studies	
Name of Assessment: Worldviews in Conflict – Grade 8 Alberta , Canada/ Grade 6 Colorado	
Reviewer: Content Collaborative	http://www.aac.ab.ca/assessment-materials/worldviews-in-conflict/
Date of Review: 3/1/12	

Assessment Profile

Grade Level(s) suggested by this assessment:

6

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

SS09-G.6-S.1-GLE.1; SS09-GR.6-S.2-GLE.2

What is the DOK of the assessment?

3

Indicate the DOK range of the CAS Grade Level Expectations:

1-3

Describe the content knowledge/concepts assessed:

(Alberta, CA from Assessment)Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.

List the skills/performance assessed:

apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence

organize and synthesize researched information

demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration

Item Types - check all that apply (note: there is often overlap among certain item types):

Selected Response (multiple choice, true-false, matching, etc.)

Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)

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)

Check All That Apply
X
X

The assessment includes:

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

Check All That Apply
X
X

Sample evidence to show what student performance might look like:

Materials (if needed to complete the assessment)

Estimated time for administration

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

X
X
X

A high quality assessment should be...Aligned			
Alignment with Standards	Rating Column	Strengths & Suggestions	
<p>1a. 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? Select one option below.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the 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>	X	<p>Strengths?</p> <ul style="list-style-type: none"> • Rigorous and appropriate for grade level and standards • Structure supports the thinking of a 6th grader • Graphic organizers to help students with their thinking • Engaging for students • Connections of background materials/primary sources for students support learning in assessment <p>Suggestions?</p> <ul style="list-style-type: none"> • Asking students to explain “to what extent” is too vague for 6th grade. Rewording would be needed. 	
<p>Please provide evidence from both the standards and assessment to support your response: Learner outcomes outlined in the task and the rubric would need to be realigned to CAS in history</p>	Full=3; Partial =2; No Match= 1		
Alignment with Standards Score			
2			
<hr/>			
Depth of Knowledge as Measured by this Assessment	Rating Column		
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task 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>	X		
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p>	Similar Rigor=3; More Rigor=2; Less Rigor= 1		
Depth of Knowledge (Rigor) Score			
3			

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
Scoring Guide Present: Answer key, scoring template, computerized/machine scored Generalized Rubric (e.g., for persuasive writing, for all science labs) Task-Specific Rubric (only used for the particular task) Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist	 <p align="center">X</p> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	2	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: • See 1b – The criteria matches the intent of the assessment which aligned with the Colorado Standards	 Completely aligned=3, Somewhat aligned=2, Not aligned=1	Strengths ? <ul style="list-style-type: none"> • Clear • Easy to use and follow • Adaptable • Student friendly
Rubric Aligned with Standards Score	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, there is consistent language and good descriptors of expectations. There is a continuum of development.	Yes=3, Somewhat=2, No=1	Suggestions? • Communicate Information category on rubric could be omitted or tied to Formulates and Supports Position category because it doesn't tie directly to a Social Studies standard. It ties to Reading, Writing, Communicating 6th grade Standard 3, #2.
Rubric/Scoring Coherent Score	3	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Effective broad rubric, not too specific in detail.		
Rubric/Scoring Alignment	2	
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? Yes. Descriptors lead themselves to subjectivity which could done away with during teacher training using exemplars.	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	2	
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? No exemplars yet, but indicates they will be developed.		Suggestions? • Need exemplars
Student Work Samples Score	1	

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
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: Excellent – spacing, bullet points, bold lettering, graphic organizers	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	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?		
Provide an explanation of your response: Pretty straightforward – gives overall description, then breaks down steps.	All=3, Some=2, None=1	
"Straight Forward" Score	3	Suggestions? • Some tweaking of vocabulary • Glossary or word bank for students
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:		
Some vocabulary might need to be changed depending on student groups being assessed.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	3	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response:		
The assessment doesn't but the supporting resources kids need to use might require embedded supports based on the student's needs.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*Please reference "Defining Features of Academic Language in WIDA's		
3e. 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?		
All of the below could be used if needed.		Strengths? o Flexible o Allows accommodations o Give examples of accommodations
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
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.		
3f: Identify and write down the accommodations permitted for this assessment:		

A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are not intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

- Assist students in locating sources of information such as those suggested below.*

This list is by no means comprehensive, and teachers may also wish to select primary source quotes from authorized student resources.

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

3

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
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: Yes, publishing an article	Yes=3; Somewhat=2; No=1	Suggestions? o May require descriptors, definitions or exemplars to help explain to parents
"Engages Students" Score	3	
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: Highly effective – use primary sources to support their position in the way historian’s work.	Yes=3; Somewhat=2; No=1	
Classroom Learning Score	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? Provide an explanation of your response: Rubric can be used as a point of discussion with students and parents. Is a talking point.	Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	3	
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: Complexity is strong and the descriptors and the rubric is strong. That communicates expectations for academic excellence. Real world connection sets a context for the academic expectation.	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	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? Provide an explanation of your response: To a high degree. Because it is targeted on one standard.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	3	

<p>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:</p>	
<p>Teacher can use the assessment to adjust instruction and for grading</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p>Locate evidence Score</p>	<p>2</p>

	Earned	Possible
Standards Rating	2	3
Rigor Rating	3	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	12	18
Scoring Percentage		66.7%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	2	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	48	57
Overall Percentage		84.2%

Strong alignment with Colorado standard for 6th grade H2
(Meets Alignment Criteria)

Quality rubric that is also adaptable
(Meets Scoring Criteria)

Since it deals with ancient cultures it eradicates the possibility of bias.
(Meets Fairness and Bias Criteria)

Provides feedback to teachers, parents ,and students
(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	x - assessment needs to be realigned to CAS
Partially Recommended	
Not Recommended	

Rationale: