

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: Checks and Balances: Washington State Civics Assessment
Reviewer: Content Collaborative
Date of Review: 5/2/2012

Assessment Profile								
Grade Level(s) suggested by this assessment: 11								
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> SS09-GR.HS-S.4-GLE.2-EO.b; SS09-GR.HS-S.4-GLE.2-EO.f; SS09-GR.HS-S.4-GLE.2-EO.g								
What is the DOK of the assessment? 1 to 3								
Indicate the DOK range of the CAS Grade Level Expectations: 1 to 4								
Describe the content knowledge/concepts assessed:								
Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)								
Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)								
Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)								
List the skills/performance assessed:								
Evaluate, defend a position, research								
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)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px; text-align: center;">x</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px; text-align: right;">x</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> </table>	Check All That Apply			x		x	
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 ...)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="height: 20px; text-align: right;">x</td> </tr> <tr> <td style="height: 20px; text-align: right;">x</td> </tr> </table>	Check All That Apply		x	x			
Check All That Apply								
x								
x								
Scoring Guide/Rubric								

There is student choice to do a paper or presentation.

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

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>		
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>We only identified three evidence outcomes from Civics GLE 2 (b, f, g), but every aspect of the evidence outcomes is not addressed.</p>	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score		2
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>		
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>Civics GLE 2 evidence outcome g goes up to a DOK level 4. We think this assessment only goes to a DOK level 3. But the majority of the assessment has a similar rigor to the CAS.</p>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	
Depth of Knowledge (Rigor) Score		2

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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		3
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: The Washington state GLE's evaluated in the rubric match Colorado Civics GLE 2 evidence outcomes b, f, and g.	<input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric/Scoring Coherent Score		3
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The rubric provides detailed performance criteria for four levels of performance on three aspects of what students must complete. The criteria are based on Washington state's GLE's, which are a good match with the CAS.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
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: It addresses all three parts of the task that students are asked to do.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		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? Why or why not? The rubric has enough detail and is clear enough that different raters would arrive at the same score. Washington state also makes it clear that the rubrics for their assessments were created with the purpose of inter-rater reliability.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		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? There are examples of student essays, but not of presentations on this website. However, the description indicates that there may be examples of performances posted somewhere else.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Student Work Samples Score		3

A high quality assessment should be...FAIR and UNBIASED

FAIR and UNBIASED <i>(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	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:		
The graphics and layout are very clear and uncluttered.	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:		
The task is clear, but does require organization, research and writing skills. The teacher directions indicate that teaching these skills is an expectation for all teachers in Washington.	All=3, Some=2, None=1	
"Straight Forward" Score		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:		
We did not see anything in this assessment that indicates bias.	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:		
Academic language is consistent with language expectations of a HS Civics course	No=3, Somewhat=2, Yes=1	
"Academic Language" Score		3
*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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
<ul style="list-style-type: none"> ○ 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. 		
<ul style="list-style-type: none"> ○ 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. 		
<ul style="list-style-type: none"> ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. 		
<ul style="list-style-type: none"> ○ 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. 		
<ul style="list-style-type: none"> ○ 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:		

All of the above accommodations could be made for students entitled to them.	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: This assessment task requires more analysis than application. It has student analyze a past presidential administration rather than applying to a new situation.	Yes=3; Somewhat=2; No=1	
"Engages Students" Score	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: With regards to checks and balances and the evidence outcomes we aligned to this assessment, it would provide good information.	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: The rubric and scoring guide support being able to have meaningful dialogue about expectations and outcomes.	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: Students must construct an argument and support it, must communicate effectively, must apply a civics concept to U.S. History.	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: The task does not cover enough of what is in the standards to be useful beyond assessing the evidence outcomes aligned here.	Yes=3; Somewhat=2; No=1	
Standards Competency Score	1	
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:		

The teacher could use this assessment for report card grades or a unit assessment. Diagnostic or formative purposes would not be appropriate.	Yes=3; Somewhat=2; No=1	
Locate evidence Score	3	

	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	3	3
Subtotal	18	18
Scoring Percentage		100.0%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
Engagement	2	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	1	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	52	57
Overall Percentage		91.2%

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

Fully Recommended	
Partially Recommended	X - rubric needs to be realigned to CAS
Not Recommended	

This is a good performance task assessment overall, with extensive scoring guidance. However, it only evaluates part of one civics GLE.