# High Quality Assessment Content Validity Review Tool

To understand the review process and the use of the review tool, go to: <u>How to use the Assessment Review Tool</u>

#### **Content Area: Social Studies**

Name of Assessment: Civil Rights Movement in Context - Stanford Project on Historical Thinking

https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context

**Reviewer: Content Collaborative** 

Date of Review: November 30, 2012

#### **Assessment Profile**

# Grade Level(s) suggested by this assessment: High School

### Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: DOK 1-4

SS09-GR.HS-S.1-GLE.1-EO.a; SS09-GR.HS-S.1-GLE.1-EO.b; SS09-GR.HS-S.1-

GLE.1-EO.c; SS09-GR.HS-S.1-GLE.1-EO.d

What is the DOK of the assessment? Level 2-3

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1-3

### Describe the content knowledge/concepts assessed:

Content - Civil Rights Era

List the skills/performance assessed:

This assessment measures students' ability to contextualization two

historical documents; historical thinking

# Item Types - Check all that apply

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)

# 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** 

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:

Check All That Apply		
x		

All That Apply	
;	х
	x
	x
2	х

A high quality assessment shou	Id beAligned	
Alignment with Standards	Rating Column	Strengths & Suggestions
<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>		
Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.		
<b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.		
<b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.		
Please provide evidence from both the standards and assessment to support your response:		
This assessment matches HS History GLEs 1, a,b, c ,d	Full=3; Partial =2; No Match= 1	
Alignment with Standards Score	3	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<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>		
More rigorous – most items or the task reviewed are at a higher DOK level		
than the range indicated for the grade level expectations.		
than the range indicated for the grade level expectations. <b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.		
Similar rigor – most items or the task reviewed are similar to the DOK		
Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. Less rigor – most items or the task reviewed are lower than the DOK range		
<ul> <li>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</li> <li>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</li> <li>Please provide evidence from both the grade level expectations and</li> </ul>	Similar Rigor=2; More Rigor=1; Less Rigor= 1	

Storing Guidelines for this Assessment       Check all that apply:       Strengths/Suggestions         Scoring Guide Present:	A high quality assessment should beScored usi	ng Clear Guidelines	and Criteria
Answer key, scoring template, computerized/machine scored	Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
Answer key, scoring template, computerized/machine scored	Scoring Guide Present:		
Generalized Rubric (e.g., for persuasive writing, for all science labs)       x         Task-Specific Rubric (only used for the particular task)       x         Checklist (e.g., with score points for each part)       x         Teacher Observation Sheet/ Observation Checklist       x         An interactive scoring rubric the assessment is provided with examples of students at various proficiency levels       x         Scoring Guide Present Score       2         2a.Give evidence that the rubric/scoring criteria aligns to Colorado       Completely aligned=3, Somewhat aligned=2, None=1         Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence       Not aligned=1         Rubric Aligned with Standards Score       3         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:       Yes=3, Somewhat=2, No=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at ach proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there stude	-		
Task-Specific Rubric (only used for the particular task)       ×         Checklist (e.g., with score points for each part)       ×         Teacher Observation Sheet/ Observation Checklist       Ves, several types=3, Yes, at least one type=2, None=1         An interactive scoring rubric the assessment is provided with example of students at various proficiency levels       Ves, several types=3, Yes, at least one type=2, None=1         2a.Give evidence that the rubric/scoring criteria aligns to Colorado       2         Academic Standards in this assessment.       Completely aligned=3, Somewhat aligned=2, Not aligned=1         Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence       X         Rubric/Scoring Coherent across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.       Yes=3, Somewhat=2, No=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1       X         2d. Based on your response? Why or why not?       Yes=3, Somewhat=2, No=1       X         The subric would most likely lead different raters to arrive at the same score for a given response? Why or why not?       Yes=3, Somewhat=2, No=1         2d. Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to			
Checklist (e.g., with score points for each part)       Image: Checklist (e.g., with score points for each part)         Teacher Observation Sheet/ Observation Checklist       Yes, several types=3, Yes, at teast one type=2, None=1         An interactive scoring rubric the assessment is provided with examples of students at various proficiency levels       Yes, several types=3, Yes, at teast one type=2, None=1         2a.Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.       Completely aligned=3, Somewhat aligned=3, Somewhat aligned=3, Somewhat aligned=4.         Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical model and coherent across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.       Ompletely aligned=3, Noe=1         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.       Yes=3, Somewhat=2, Noe=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         2d. Based on your review of the rubric/scoring criteria, ado you think the score for a given response? Why or why not?       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student master?) If so, describe. If not, what student work work source of a given response? Why or why not?       Yes=3, Somewhat=2, No=1         2e. Is there student master?) If so, describe.		X	
Teacher Observation Sheet/ Observation Checklist <pre></pre>			
An interactive scoring rubric the assessment is provided with examples of students at various proficiency levels           Yes, several types=3, Yes, at least one type=2, None=1           Scoring Guide Present Score         2           Za.Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.         Completely aligned=3, Somewhat aligned=3, Somewhat aligned=1, Not aligned=1.           Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence         Completely aligned=3, Somewhat aligned=1, Not aligned=1.           Provide an explanation of your response: This assessment across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.         Yes=3, Somewhat=2, No=1           Rubric/Scoring Coherent Score Explain: The scoring criteria measures all the demands of the task.         Yes=3, Somewhat=2, No=1           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=3, Somewhat=2, No=1           The rubric is well designed and has specific examples of student work at each proficiency level.         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 most (e.g., anchor papers, video, portfolio) which illustrates student most (e.g., anchor papers, video, portfolio) which illustrates student work (e.g., anchor papers, video, portfolio) which i			
students at various proficiency levels       Storing Guide Present Score     2       2a. Give evidence that the rubric/scoring criteria aligns to Colorado     Completely aligned=3,       Academic Standards in this assessment.     Completely aligned=3,       Provide an explanation of your response: This assessment measures     Somewhat aligned=2,       Not aligned=1     Somewhat aligned=2,       Mot aligned=1     Rubric Aligned with Standards Score     3       2b. Are the score categories clearly defined and coherent across     Person your response:     Yes=3, Somewhat=2,       Yes, proficient, emerging, basic.     Yes=3, Somewhat=2,     No=1       2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?     Yes=3, Somewhat=2,     No=1       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=3, Somewhat=2,       The rubric is well designed and has specific examples of student work at each proficiency level.     Inter-rate Reliability Score     3       2e. Is there student work (e.g., anchor papers, video, portfolio) which fillustrates student mastery? If so, describe. If not, what student work would be needed?     Yes=3, Somewhat=2,       Yes_s, student work kis provided     Yes=3, Somewhat=2,     No=1		Yes, several types=3, Yes,	
Scoring Guide Present Score       2         2a.Give evidence that the rubric/scoring criteria aligns to Colorado       2         Academic Standards in this assessment.       Completely aligned=3,         Provide an explanation of your response: This assessment measures       Completely aligned=2,         historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence       Not aligned=1         Rubric Aligned with Standards Score       3         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:       Yes=3, Somewhat=2, No=1         Yes, proficient, emerging, basic.       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?       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?       Yes=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       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?       Yes=3, Somewhat=		at least one type=2,	
2a.Give evidence that the rubric/scoring criteria aligns to Colorado       Completely aligned=3, Somewhat aligned=2, Not aligned=1, Not aligned=2, Not aligned=1, Not aligned=2, Not aligned=2, Not aligned=1, Not aligned=1, Not aligned=2, Not aligned=1, Not aligned=1, Not aligned=2, Not aligned=1,	students at various proficiency levels	None=1	
Academic Standards in this assessment.       Completely aligned=3, Somewhat aligned=1, Not aligned=1         Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence       Completely aligned=3, Somewhat aligned=1         Mathematical control of the expectation use the historical method to develop interpretations defended by evidence       Some aligned=1         Rubric Aligned with Standards Score       3         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.       Yess=3, Somewhat=2, No=1         Rubric/Scoring Coherent Score texplain:       3         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yess=3, Somewhat=2, No=1         Explain:       Yess=3, Somewhat=2, No=1       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?       Yess=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work a each proficiency level.       Yess=3, Somewhat=2, No=1         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? Yes, student work is provided	Scoring Guide Present Score	2	
Provide an explanation of your response: This assessment measures historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence       Completely aligned=3, Somewhat aligned=2, Not aligned=1         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes, proficient, emerging, basic.       Yes=3, Somewhat=2, No=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         2d. Based on your review of the rubric/scoring criteria, do you think the score or a given response? Why or why not?       Yes=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work a each proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which 	2a. Give evidence that the rubric/scoring criteria aligns to Colorado		
historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence Rubric Aligned with Standards Score A rubric Aligned with Standards Score Performance levels? Provide an explanation of your response: Performance levels? Provide and the demands of the task. Prostoring criteria measures all the demands of the task. Position: Performance response? Why or why not? Provide and has specific examples of student work he score for a given response? Why or why not? Previde is well designed and has specific examples of student work he score for a given response? Why or papers, video, portfolio) which illustrates student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work work work is provided Performance level? Performance provided Prese student work is provided Preferificat	Academic Standards in this assessment.		
historical thinking which aligns to the expectation use the historical method to develop interpretations defended by evidence Rubric Aligned with Standards Score A rubric Aligned with Standards Score Performance levels? Provide an explanation of your response: Performance levels? Provide and the demands of the task. Prostoring criteria measures all the demands of the task. Position: Performance response? Why or why not? Provide and has specific examples of student work he score for a given response? Why or why not? Previde is well designed and has specific examples of student work he score for a given response? Why or papers, video, portfolio) which illustrates student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work work work is provided Performance level? Performance provided Prese student work is provided Preferificat	Provide an explanation of your response: This assessment measures	Completely aligned=3,	
Rubric Aligned with Standards Score       3         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:       Yes=3, Somewhat=2, No=1         Yes, proficient, emerging, basic.       Yes=3, Somewhat=2, No=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work would be needed? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1	historical thinking which aligns to the expectation use the historical	Somewhat aligned=2,	
Rubric Aligned with Standards Score       3         2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:       Yes=3, Somewhat=2, No=1         Yes, proficient, emerging, basic.       Yes=3, Somewhat=2, No=1         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         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? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1         Yes=3, Somewhat mastery? If so, describe. If not, what student work would be needed? Yes, student work is provided       Yes=3, Somewhat=2,		Not aligned=1	
performance levels?       Provide an explanation of your response:       Yes=3, Somewhat=2, No=1         Yes, proficient, emerging, basic.       Rubric/Scoring Coherent Score       3         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       4       4         Explain:       Yes=3, Somewhat=2, No=1       4         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1       4         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 or a given response? Why or why not?       Yes=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         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?       Yes=3, Somewhat=2, No=1         Yes, student work is provided       Yes=3, Somewhat=2, No=1       Yes=3, Somewhat=2, No=1		3	
Yes, proficient, emerging, basic.       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?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work would be needed? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1         Yes=3, Somewhater work (s provided       Yes=3, Somewhat=2, No=1	<b>2b.</b> Are the score categories clearly defined and coherent across		
Yes, proficient, emerging, basic.       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?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work would be needed? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1	performance levels? Provide an explanation of your response:		
Rubric/Scoring Coherent Score       3         2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       3         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       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 work would be needed? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=3, Yes=3, Somewhat=3, Yes=3, Somewhat=2, Yes=3, Somewhat=3, Yes=3, Somewhat=2, Yes=3, Somewhat=3, Yes=3, Somewhat=3, Yes=3, Somewhat=3, Yes=3, Somewhat=3,	Ves proficient emerging basic		
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?       Yes=3, Somewhat=2, No=1         Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work would be needed?       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1         Yes, student work is provided       Yes=3, Somewhat=2, No=1       Yes=3, Somewhat=2, No=1		No=1	
demands within the task or item? Explain: The scoring criteria measures all the demands of the task.Yes=3, Somewhat=2, No=1Rubric/Scoring Alignment32d. 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=3, Somewhat=2, No=1The rubric is well designed and has specific examples of student work at each proficiency level.Yes=3, Somewhat=2, No=12e. 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? Yes, student work is providedYes=3, Somewhat=2, Yes=3, Somewhat=2, Yes=3, Somewhat=2,		3	
Explain:       Yes=3, Somewhat=2, No=1         The scoring criteria measures all the demands of the task.       Yes=3, Somewhat=2, No=1         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?       Sesa, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         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? Yes, student work is provided       Yes=3, Somewhat=2, No=1         Yes=3, Somewhat=2, No=1       Yes=3, Somewhat=2, No=1         Yes, student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work work work work work is provided       Yes=3, Somewhat=2, No=1         Yes=3, Somewhat=2, Yes, Somewhat=2			
The scoring criteria measures all the demands of the task.       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?       Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       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? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1			
The scoring criteria measures all the demands of the task.       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?       Yes=3, Somewhat=2, No=1         The rubric is well designed and has specific examples of student work at each proficiency level.       Yes=3, Somewhat=2, No=1         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? Yes, student work is provided       Yes=3, Somewhat=2, Yes=3, Somewhat=2, No=1	Explain:	Vos-2 Somowhat-2	
Rubric/Scoring Alignment32d. 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?Image: Comparison of the rubric/score at the same score for a given response? Why or why not?The rubric is well designed and has specific examples of student work at each proficiency level.Yes=3, Somewhat=2, No=1Inter-rater Reliability Score32e. 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? Yes, student work is providedYes=3, Somewhat=2, Yes=3, Somewhat=2,	The scoring criteria measures all the demands of the task.		
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?Image: Comparison of the rubric is well designed and has specific examples of student work at No=1Yes=3, Somewhat=2, No=1The rubric is well designed and has specific examples of student work at each proficiency level.Yes=3, Somewhat=2, No=1Yes=3, Somewhat=2, No=12e. 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? Yes, student work is providedYes=3, Somewhat=2,Yes=3, Somewhat=2,Yes=3, Somewhat=2,	Bubrie/Scoring Alignment	2	
scoring rubric would most likely lead different raters to arrive at the same score for a given response? Why or why not? The rubric is well designed and has specific examples of student work at each proficiency level. Inter-rater Reliability Score 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? Yes, student work is provided Yes-3, Somewhat=2, Yes-3, Somewhat=2,		3	
score for a given response? Why or why not? The rubric is well designed and has specific examples of student work at each proficiency level. 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? Yes, student work is provided Yes, student work is provided Yes=3, Somewhat=2,	· · · · · · · · · · · · · · · · · · ·		
The rubric is well designed and has specific examples of student work at each proficiency level. The rubric is well designed and has specific examples of student work at each proficiency level. No=1 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? Yes, student work is provided Yes=3, Somewhat=2, Yes=3, Somewhat=2,			
each proficiency level.     No=1       Inter-rater Reliability Score       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? Yes, student work is provided     3       Yes, student work is provided     Yes=3, Somewhat=2,	score for a given response? wny or wny not?		
each proficiency level.     No=1       Inter-rater Reliability Score       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? Yes, student work is provided     3       Yes, student work is provided     Yes=3, Somewhat=2,	The subsidie well designed and has an acific succession of student works t	Vac-2 Samawhat-2	
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?       3         Yes, student work is provided       Yes=3, Somewhat=2,			
<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?         Yes, student work is provided         Yes, Student work is provided			
illustrates student mastery? If so, describe. If not, what student work would be needed? Yes, student work is provided Yes, student work is provided Yes=3, Somewhat=2,		3	
would be needed? Yes, student work is provided Yes=3, Somewhat=2,			
Yes, student work is provided Yes=3, Somewhat=2,			
Yes=3, Somewhat=2,			
		Yes=3, Somewhat=2,	
Student Work Samples Score 3	Student Work Samples Score	3	

A high quality assessment should beFAIR 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
<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)?		
Provide an explanation of your response:		
Items are clear and uncluttered	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
<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?		
Provide an explanation of your response:		
The item is straightforward		
	All=3, Some=2, None=1	
"Straight Forward" Score	3	
<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>		
There is no cultural bias	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	3	
<b>3d.</b> Does the assessment require students to possess a high level of		
academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:	No=3, Somewhat=2,	
Somewhat - students would need to understand the words antagonistic and prominent	Yes=1	
"Academic Language" Score	2	
*Please reference "Defining Features of Academic Language in WIDA's		
<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?		
Accommodations are commonly categorized in five ways: presentation, response,		
setting, and timing and scheduling: • <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.		
• <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. • Setting Accommodations — Change the location in which a test or assignment		
is given or the conditions of the assessment setting.		
• 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.		
• 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:		
-		

Any of the above accommodations could be applied to this assessment.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
"Adequate Accommodations Allowed" Score	3	

A high quality assessment shouldincrease OPPORTUNITIES	TO LEARN	
The areas below should also be discussed relative to the needs of ELLs, gifted and talented	Check all that apply:	Strengths/Suggestions
students, and students with disabilities 4a. Does this assessment engage a student in thinking that connects to a	check an that apply.	Strengths/Suggestions
real world, new context, situation, problem or challenge? <b>Provide an</b>		
explanation of your response:		
Yes. Students examine documents (two letters) written during the Civil	Yes=3; Somewhat=2;	
Rights Era and form judgments	No=1	
"Engages Students" Score	3	
<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		
earned in the classroom? Provide an explanation of your response:		
This assessment would provide good information on contextualization and	Yes=3: Somewhat=2:	
knowledge of students' historical background	No=1	
Classroom Learning Score	2	
	<u> </u>	
<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</b>		
explanation of your response: The scores and student work would reveal		
a student's ability to place evidence in the correct historical sequence.		
	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 vour response:		
This assessment clearly communicates the expectations for academic		
excellence.		
	Yes=3; Somewhat=2;	
	No=1	
Communicates Academic Excellence Score	3	
<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 can inform instruction because the teacher will be able to assess students		
ability to explain their answers using evidence from the letters and their		
knowledge of history.		
с ,		
	Yes=3; Somewhat=2;	
	No=1	
Standards Competency Score	3	
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:		
Assessment can be used as a grade and for diagnosis.		
6 6		
	Yes=3; Somewhat=2;	

Locate evidence Score

3

Summary	<u>Earned</u>	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	2	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	17	18
Scoring Percentage		94.4%
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	3	3
Subtotal	18	18
Opportunities to Learn Percentage		100.0%
Grand Total	54	57
Overall Percentage		94.7%

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

Fully Recommended	x
Partially Recommended	
Not Recommended	