

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: Social Studies
Name of Assessment: NAEP Released Items for Geography: http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=geography
Reviewer: Content Collaborative
Date of Review: 5-3-12

Assessment Profile										
<p>Grade Level(s) suggested by this assessment: 4th grade, 8th grade, 12th grade (and could be used for grades leading up to those grade level bands) There are 347 items in this test bank.</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: SS09-GR.HS-S.2-GLE.1; SS09-GR.HS-S.2-GLE.2; SS09-GR.HS-S.2-GLE.3; SS09-GR.8-S.2-GLE.1; SS09-GR.8-S.2-GLE.2; SS09-GR.4-S.2-GLE.1; SS09-GR.4-S.2-GLE.2</p> <p>What is the DOK of the assessment? range between DOK 1 and DOK 3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: range between DOK 1 and DOK 3</p> <p>Describe the content knowledge/concepts assessed: Concepts: Spatial thinking, human-environment interaction, interconnectedness</p> <p>List the skills/performance assessed: learning to use geography's tools and analytical concepts; ask geographic questions; acquire information from primary and secondary source; skills in observation and speculation; analyze, synthesize, and evaluate geographic information; develop and test generalizations</p>										
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> </tr> </tbody> </table>	Check All That Apply	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Check All That Apply	
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<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> </tr> </tbody> </table>	Check All That Apply								
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Scoring Guide/Rubric	x
Sample evidence to show what student performance might look like:	x
Materials (if needed to complete the assessment)	n/a
Estimated time for administration	
Student Directions & Assessment Task/Prompt – what does the student see/use?	x
Other:	

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: The test can be sorted by three content areas that correlate to Geography GLE 1,2, & 3. Almost all test items correlate, a few don't. The items that don't align to CAS are low DOK items.</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: The questions are rated on difficulty: easy, medium, and hard. The DOK range of 1 to 3 are well represented.</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
<p>Scoring Guide Present:</p> <p>Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p align="center">×</p> <p align="center">×</p> <p align="center">×</p> <p align="center">×</p> <p align="center">×</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>On ECR and SCR questions there are student examples as well as "look-fors."</p>
Scoring Guide Present Score	3	
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>The scoring criteria strongly correlate to Geography GLE 1,2, & 3 in HS and GLEs 1 and 2 in elementary and middle school. Most test items correlate, a few don't. The items that don't align to CAS are low DOK</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score	3	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p> <p>The scoring criteria used is a 4-point rubric with examples of acceptable responses.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score	2	
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p>Explain:</p> <p>Scoring criteria is explicit and student examples demonstrate expectations.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment	3	
<p>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?</p> <p>Yes. The examples provided in ECR and SCR will help raters reach similar results.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score	3	
<p>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?</p> <p>Yes, there are examples of student work provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
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: Graphics are clear, uncluttered, black and white and can be easily photo copied. An		
	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: Questions are clear and use of technical language is appropriate. See example of a hard question using straightforward language: block G-3		
	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:		
The is no evidence of cultural 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: The academic language would be understood by most students.		
	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?		3
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> 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:		

No limits on accommodations are stated. NAEP has a number of allowed accommodations on their assessment.	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
<p>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 is a traditional test with MC, short and extended response questions.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score	2	
<p>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: Yes, NAEP has provided an extensive analysis regarding information gleaned from the test results.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score	3	
<p>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: Many of the question are multiple choice. However, the ECR questions could allow for rich and meaningful conversations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score	2	
<p>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: Some SCR and ECR questions require 21st century skill higher order thinking and application to real world scenarios.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	2	
<p>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: There is a strong match to the content of the NAEP framework and the CAS. The items would allow teachers to understand competency in geography.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
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>		

Assessment is summative but could be used to adjust instruction and or assess progress in mastering the standards. Use for grades on the report card would require alignment to the district curriculum.	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	2	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	2	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	50	57
Overall Percentage		87.7%

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

Fully Recommended	
Partially Recommended	X - some cross checking for alignment to CAS would be needed.
Not Recommended	