

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: World Languages
Name of Assessment: Grade 5-8 Spanish Monarch Butterfly Unit 3
Reviewer: Content Collaborative
Date of Review: October 25, 2012

Assessment Profile	
Item Types - check all that apply (note: there is often overlap among certain item types):	Check All That Apply
Selected Response (multiple choice, true-false, matching, etc.)	x
Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	x
Extended Response (essay, multi-step response with explanation and rationale required for tasks)	x
Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	x
Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	x
Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	x
The assessment includes:	Check All That Apply
Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	x
Scoring Guide/Rubric	x
Sample evidence to show what student performance might look like	x
Materials (if needed to complete the assessment)	x
Estimated time for administration	x
Student Directions & Assessment Task/Prompt – what does the student see/use?	x
Other: This is a thematic unit which could go over several weeks. IPA	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		
Range Level(s): Novice High		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: WL09-NH-S.1-GLE.2		
Indicate the intended DOK range of the Grade Level Expectations: 1-3		
Indicate the intended DOK of the assessment (list DOK levels) : 1-3		
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Interpretive reading via performance		

<p>1c. List the skills/performance assessed (what are students expected to do?):</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response 2. Comprehend short conversations and brief written messages on familiar topics. Messages contained in illustrated texts, maps and cognate rich paragraphs. 3. Connect the learning of the target language to information studied in science content area on students grade level, life cycle of animals and plants. 4. Demonstrate comprehension of the main idea, and identify the supporting points in readings from age-appropriate, culturally authentic selections. 		
<p>1d. 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? Use the definitions below to select your rating.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s. 		
<p>Please provide evidence from both the standards and assessment to support your response: The assessment tasks for the unit are Interpretive, Interpersonal, and Presentational at the Novice High Level. These correspond to the Colorado State standards in Communication: 1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode); Understand and interpret written and spoken language on a variety of topics (interpretive mode); Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)</p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<p>Aligned to Colorado Academic Standards Rating</p>	<p>5</p>	
<p>1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? Use the definitions below to select your rating.</p> <ul style="list-style-type: none"> <input type="checkbox"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations. <input type="checkbox"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations. <input type="checkbox"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. <p>Please provide evidence from both the grade level expectations and assessment to support your response: The rigor is appropriate, however, be aware this is a thematic IPA and should not be used as an isolated assessment.</p>	<p>Rating Column</p>	<p>Comments</p>
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<p>Rigor Level Rating</p>	<p>2</p>	

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

Scoring Guide Present	Check all that apply:	Comments
<input type="checkbox"/> Answer key, scoring template, computerized/machine scored <input type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs) <input type="checkbox"/> Task-Specific Rubric (only used for the particular task) <input type="checkbox"/> Checklist (e.g., with score points for each part) <input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist	x x x Rating Column	Although they provided several rubrics, each of the rubrics tends to incorporate language too vague to be exceedingly helpful.
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: The rubric criteria align to the Standards utilizing the three different modes: Interpretive, Interpersonal, and Presentational. There are three different levels of achievement which, although not labeled, would be equivalent to Accomplished, Adequate, Insufficient.	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	3	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Yes. They are aligned to the Colorado Standards.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	2	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response. The rubric could have addressed the demands of the tasks at a more detailed level. It is somewhat vague.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	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. Provide an explanation of your response. Yes, due to the fact that the rubrics are not as detailed as they should be, different raters might not arrive as the same score	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating	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? There are no students samples; however this could be solved by interrater reliability tasks. Useful student work might be a video of different students' performances during the summative assessments.	Yes=3, Somewhat=2, No=1	
Student Work Samples Rating	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	Comments
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: Format of the unit in now way interferes with teaching or learning.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	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 student performances are written in clear English so that students understand what they have to do.	High=3, Moderate=2, Low=1	
Straight Forward Rating	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: There was no evidence of cultural or unintended bias in the unit.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Appropriate academic language for both Spanish Language and Science are utilized.	Yes=3, Somewhat=2, No=1	
Academic Language Rating	3	
3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). Provide an explanation of your response. There was no evidence of words that might be confused with one another.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bikids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language).		
3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? Provide an explanation of your response.		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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. 		

3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. There are no accommodations identified in the unit.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn <i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Comments
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: The unit connects students to a real word challenge which is how to preserved the habitat of the Monarch butterfly.	High=3; Moderate=2; Low or None=1	
Engagement Rating	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: Due to the fact that the assessment is an Integrated Performance Assessment and students have to perform to provide that they have learned the knowledge and skills, it will be quite obvious whether or not they learned the material.	High=3; Moderate=2; Low or None=1	
Classroom Learning Rating	3	
4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response: The assessment of this unit is an Integrated Performance Assessment in three Modes: Interpretive, Interpersonal, and presentational. Therefore, dialogue will be fostered due to the large amount of performance evidence that will be available.	High=3; Moderate=2; Low or None=1	
Learning Expectations/Outcomes Rating	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: Due to the fact that this unit is interdisciplinary, based on both Spanish language competence and Science competence, it lends itself to transference of academic excellence.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: Due to the fact that this is an Integrated Performance Assessment and is Standards-based, the scores of the students and their work on this unit will be a good demonstration of what competency at this range level looks like.	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	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:	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary		
	Earned	Possible
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	3	3

Rubric/Scoring Coherent Rating	2	3
Rubric/Scoring Aligned with Task Rating	2	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	10	15
		66.7%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	16	17
		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	18	18
		100.0%
Grand Total	51	57
		89.5%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	