

## 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](#)

<b>Content Area:</b> Comprehensive Health Education
<b>Name of Assessment:</b> HEAP Mod 323 - AI, DM - Nutrition - c. 2000: <a href="http://heaphealthliteracy.com">http://heaphealthliteracy.com</a>
<b>Reviewer:</b> Content Collaborative
<b>Date of Review:</b> 10/24/2012

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

### A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<b>1a.</b>		
<b>Grade Level(s): High School</b>		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: CH09-GR.HS-S.2-GLE.1-EO.a; CH09-GR.HS-S.2-GLE.2-EO.a; CH09-GR.HS-S.2-GLE.3-EO.a; CH09-GR.HS-S.2-GLE.3-EO.b		
Indicate the intended DOK range of the Grade Level Expectations: <b>1-3</b>		
Indicate the intended DOK of the assessment (list DOK levels) : <b>1-3</b>		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: Nutrition: Accessing Information (labels, advertisements)		
<b>1c.</b> List the skills/performance assessed (what are students expected to do?): Reasoning, analysis, extended, explanatory writing		
		1.d. Note Well: Assessment fully matches the GLE evidence outcomes listed here, but not the full standard.



<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Provide an explanation of your response.</b> The rubric addresses the demands of the task but the language is vague.</p>	<p>High=3, Moderate=2, Low or None=1</p>	
<p><b>Rubric/Scoring Aligned with Task Rating</b></p>	<p><b>2</b></p>	
<p><b>2d.</b> 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. <b>Provide an explanation of your response.</b> It is likely that different score will be given because while the scoring criteria is clear there are no performance levels identified.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Rubric/Scoring Different Raters Same Rating</b></p>	<p><b>2</b></p>	
<p><b>2e.</b> Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? <b>If so, describe. If not, what student work would be needed?</b> Anchor papers would need to be provided.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p><b>Student Work Samples Rating</b></p>	<p><b>1</b></p>	

## 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
<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)? <b>Provide an explanation of your response:</b> Plenty of white space, no graphics, font and bolds are used in an easy-to-understand, traditional way.	High=3, Moderate=2, Low=1	
<b>Clear &amp; Uncluttered Rating</b>	<b>3</b>	
<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? <b>Provide an explanation of your response:</b> Multiple choice is very clear, even for lower level learners; short answer could be easily modified to be shorter or bullet points. Advanced learners could write more.	High=3, Moderate=2, Low=1	
<b>Straight Forward Rating</b>	<b>3</b>	
<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> No names or specific foods are listed. Basic generic information.	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>3</b>	
<b>3d.</b> Does the assessment use appropriate levels of academic language for the grade and content area? <b>Provide an explanation of your response.</b> Yes, all language is grade level appropriate and standard for the content.	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>3</b>	
<b>3e.</b> 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). <b>Provide an explanation of your response.</b> No homonyms were found.	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
<p><u><a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bikids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">*Please reference "Defining Features of Academic Language in WIDA's Standards"</a></u>  <u><a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bikids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bikids4qwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a></u></p>		
<b>3f.</b> 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? <b>Provide an explanation of your response.</b>		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> <li>o <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.</li> <li>o <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.</li> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>o <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>o <b>Linguistic Accommodations</b>— 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.</li> </ul>		

<b>3g:</b> Are there adequate accommodations permitted for this assessment? <b>Provide an explanation of your response.</b> None provided, but easily adaptable.	Yes, Some identified=2; None identified =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>1</b>	

### 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
<b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b> Situations presented are real world, current situations for HS students.	High=3; Moderate=2; Low or None=1	
<b>Engagement Rating</b>	<b>3</b>	
<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 learned in the classroom? <b>Provide an explanation of your response:</b> The questions lead students to write about real-life skills taught in the classroom.	High=3; Moderate=2; Low or None=1	
<b>Classroom Learning Rating</b>	<b>3</b>	
<b>4c.</b> 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? <b>Provide an explanation of your response:</b> Yes, if the opportunity to speak w/ parents and students occurred, then this assessment, combined with a label including the standard, would provide clear information on performance.	High=3; Moderate=2; Low or None=1	
<b>Learning Expectations/Outcomes Rating</b>	<b>3</b>	
<b>4d.</b> 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? <b>Provide an explanation of your response:</b> Addresses information literacy, but not transference or creativity.	High=3; Moderate=2; Low or None=1	
<b>Communicate Academic Excellence Rating</b>	<b>2</b>	
<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 ( <i>scores and student work analysis</i> ) to understand what competency on standard/s look like? <b>Provide an explanation of your response:</b> Snapshot of specific evidence outcomes within the GLE's, not comprehensive for entire standard.	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</b>	<b>2</b>	
<b>4f:</b> 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.)? <b>Provide an explanation of your response:</b> Easy for teacher to see at a glance that this is a summative assessment.	High=3; Moderate=2; Low or None=1	
<b>Clarity of Purpose Rating</b>	<b>3</b>	
<b>Summary</b>		
	<b>Earned</b>	<b>Possible</b>
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		<b>100.0%</b>
Rubric Aligned w/Standards Rating	2	3
Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	2	3

Inter-rater Reliability Rating	2	3
Student Work Samples Rating	1	3
Subtotal	8	15
		53.3%
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	2	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	16	18
		88.9%
Grand Total	47	57
		82.5%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Rubric needs to be more specific and standardized, and it addresses only a few parts of one standard.