

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: Reading, Writing and Communicating

Name of Assessment: National Writing Project: <http://www.nwp.org/cs/public/print/resource/3776>

Reviewer: Content Collaborative

Date of Review: May 2, 2012

PLEASE NOTE: Depth of Knowledge (DOK) Considerations for Reading, Writing and Communicating Assessments In August 2012, Colorado became a Governing State in the [Partnership for Assessment of College and Career Readiness \(PARCC\)](#) multi-state assessment consortium. At this time, PARCC has not released DOK indicators for the Common Core State Standards which the consortium is set to assess in 2014-2015. In order to move forward with the alignment portion of the assessment review process, the Colorado Reading, Writing and Communicating Content Collaborative utilized DOK indicators that were previously published by the [Smarter Balanced Assessment Consortium's](#) Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. As additional information becomes available from PARCC, adaptations and revisions will be made to the assessment reviews in this Resource Bank, as necessary.

[PARCC <http://www.parcconline.org/>](http://www.parcconline.org/)

[SMARTER Balanced Assessment Consortium \(Content Specifications for the Summative Assessment of the Common Core State Standards\) <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf>](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf)

Assessment Profile

Grade Level(s) suggested by this assessment: K-12

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

RWC10-GR.K-S.3-GLE.1; RWC10-GR.K-S.3-GLE.2; RWC10-GR.1-S.3-GLE.1;
RWC10-GR.1-S.3-GLE.2; RWC10-GR.2-S.3-GLE.1; RWC10-GR.2-S.3-GLE.2;
RWC10-GR.2-S.3-GLE.3; RWC10-GR.3-S.3-GLE.1; RWC10-GR.3-S.3-GLE.2;
RWC10-GR.3-S.3-GLE.3; RWC10-GR.4-S.3-GLE.1; RWC10-GR.4-S.3-GLE.2;
RWC10-GR.4-S.3-GLE.2; RWC10-GR.4-S.3-GLE.3; RWC10-GR.5-S.3-GLE.1;
RWC10-GR.5-S.3-GLE.2; RWC10-GR.5-S.3-GLE.3; RWC10-GR.6-S.3-GLE.1;
RWC10-GR.6-S.3-GLE.2; RWC10-GR.6-S.3-GLE.3; RWC10-GR.7-S.3-GLE.1;
RWC10-GR.7-S.3-GLE.2; RWC10-GR.7-S.3-GLE.3; RWC10-GR.8-S.3-GLE.1;
RWC10-GR.8-S.3-GLE.2; RWC10-GR.8-S.3-GLE.3; RWC10-GR.9-S.3-GLE.1;
RWC10-GR.9-S.3-GLE.2; RWC10-GR.9-S.3-GLE.3; RWC10-GR.10-S.3-GLE.1;
RWC10-GR.10-S.3-GLE.2; RWC10-GR.10-S.3-GLE.3; RWC10-GR.11-S.3-
GLE.1; RWC10-GR.11-S.3-GLE.2; RWC10-GR.11-S.3-GLE.3; RWC10-GR.12-
S.3-GLE.1; RWC10-GR.12-S.3-GLE.2; RWC10-GR.12-S.3-GLE.3

What is the DOK of the assessment? 3-4

Indicate the DOK range of the CAS Grade Level Expectations: 1-4

Describe the content knowledge/concepts assessed:

Utilize the writing process to respond to an on-demand prompt.

List the skills/performance assessed:

Writing content; structure; stance; sentence fluency; diction; conventions

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)

Check All That Apply
X
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 ...)

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
X
X
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>Components of rubric are a perfectly word for word match with our standards due to the infusion of the 6 Traits Process and the National Writing Project.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p>Alignment with Standards Score</p>		<p>3</p>
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>The verbs in the Evidence Outcome and bigger picture of Grade Level Expectations coincide with the verbiage in the rubric/prompt examples.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>Depth of Knowledge (Rigor) Score</p>		<p>3</p>

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 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. Components of rubric are a perfectly word for word match with our standards due to the infusion of the 6 Traits Process and the National Writing Project.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, 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: For example, a 6 Reflects outstanding control and development of ideas and content to 1, Reflects minimal or no control or development of ideas and content; coupled with examples through anchors	<input type="checkbox"/> <input type="checkbox"/> <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: You can assess a writing piece as a whole with holistic rubric or by attribute with the analytic rubric.	<input type="checkbox"/> <input type="checkbox"/> <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? With the anchor papers, look fors and explanations, scorers would be calibrated. Anchor exemplars guide the scorer to a precise score.	<input type="checkbox"/> <input type="checkbox"/> <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? Anchor papers are provided in the context of writing project scoring events (via membership).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Student Work Samples Score		2

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: Students craft writing in an individualized manor. Teachers have the ability to differentiate	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: Prompts begin with verbs that are in alignment with CAS. Prompts are well researched and supported by	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: Teachers and/or students are encouraged to create individual prompts based upon background knowledge or personal experiences.		
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: Teachers and/or students are encouraged to create individual prompts based upon background knowledge or personal experiences.		
"Academic Language" Score	3	
<p>*Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language)</p>		
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?		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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. ○ 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. ○ 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. 	x	

<p>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.</p>	
<p>3f: Identify and write down the accommodations permitted for this assessment: The process is self differentiated and allows students to demonstrate their individual strengths and potential.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
<p>"Adequate Accommodations Allowed" Score</p>	<p>3</p>

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: The process is self differentiated and allows students to demonstrate their individual strengths and potential.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>"Engages Students" Score</p>	<p>3</p>	
<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: Each attribute is broken down into specific proficiency level.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Classroom Learning Score</p>	<p>3</p>	
<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: This assessment and accompanied rubric fits well with a standards-based report card. Assessments can be administered multiple times a year and the explicit rubric guides students to differentiated levels of proficiency.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Learning Expectations/Outcomes Score</p>	<p>3</p>	
<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: See above (4c)</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Communicates Academic Excellence Score</p>	<p>3</p>	
<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: See above (4c)</p>		

	Yes=3; Somewhat=2; No=1
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> <p>The teachers can use it for diagnostic, instructional planning, student reporting, growth over time.</p>	
	Yes=3; Somewhat=2; No=1
Locate evidence Score	3

	<u>Earned</u>	<u>Possible</u>
Standards Rating	3	3
Rigor Rating	3	3
Subtotal	6	6
Standards Alignment Percentage		100.0%
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	2	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	3	3
Adequate Accommodations Allowed	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
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	56	57
Overall Percentage		98.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	