

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: Yopp-Singer Test of Phoneme Segmentation
Reviewer: Content Collaborative
Date of Review: 4/19/12

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:

Kindergarten-1st Grade

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

RWC10-GR.K-S.1-GLE.3-EO.e;

RWC10-GR.K-S.2-GLE.3-EO.b;

RWC10-GR.1-S.1-GLE.3-EO.a

What is the DOK of the assessment?

1-3

Indicate the DOK range of the CAS Grade Level Expectations:

1-3

Describe the content knowledge/concepts assessed:

Knowledge of individual phonemes in spoken words.

List the skills/performance assessed:

Phoneme Segmentation of one-syllable words

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.)

Check All That Apply
x

Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)

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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: Untimed Assessment

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>Strengths:</p> <p>Students are given one-syllable words with 2 or 3 individual phonemes to segment. This aligns with the Kindergarten and 1st Grade Evidence Outcomes that address phoneme segmentation.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Kindergarten RWC09-S.1--GLE.3 Vocal sounds produce words and meaning to create early knowledge of phonemic awareness (RWC09-S.1--GLE.3-EO.e Segment one-syllable words into sounds)</p> <p>Kindergarten RWC09-S.2--GLE.3 Decoding words in print requires alphabet recognition and knowledge of letter sounds (RWC09-S.2--GLE.3-EO.b Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)) (CCSS: RF.K.2d)</p> <p>1st Grade RWC09-S.1--GLE.3 Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech (RWC09-S.1--GLE.3-EO.a Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c))</p>	<p align="center">Full=3; Partial =2; No Match= 1</p>	
<p align="center">Alignment with Standards Score</p>	<p align="center">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>		

The Colorado Academic Standards DOK ranges from 1-2

Kindergarten S.1 DOK 1-3

Kindergarten S.2 DOK 2

1st Grade S.1 DOK 1-2

All items in the assessment are of the same DOK to the CAS.

Similar Rigor=2; More
Rigor=1; Less Rigor= 1

Depth of Knowledge (Rigor) Score

1

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></p> <p></p> <p></p> <p align="center">x</p> <p></p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>Strengths:</p> <p>Number of phoneme segments students should produce are indicated in parentheses beside the word.</p>
<p align="center">Scoring Guide Present Score</p>	<p align="center">2</p>	
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response:</p> <p>There are 2-3 phoneme segments in each word which aligns with initial, medial, and final phonemes as indicated in the CAS.</p> <p>Kindergarten RWC09-S.2--GLE.3 Decoding words in print requires alphabet recognition and knowledge of letter sounds (RWC09-S.2--GLE.3-EO.b Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)</p> <p>1st Grade RWC09-S.1--GLE.3 Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech (RWC09-S.1--GLE.3-EO.a Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c))</p>	<p></p> <p></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
<p align="center">Rubric Aligned with Standards Score</p>	<p align="center">3</p>	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</p> <p>There are no score categories defined.</p>	<p></p> <p></p> <p>Yes=3, Somewhat=2, No=1</p>	<p>Suggestions:</p> <p>Provide a range of scores to indicate proficiency in phoneme segmentation skills. This information could be used to determine student needs and instructional steps.</p>
<p align="center">Rubric/Scoring Coherent Score</p>	<p align="center">1</p>	
<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>Suggestions:</p> <p>A line is provided to record but it is unclear whether to record the individual phoneme segments or record the number of phoneme segments. If formatted differently for recording and determining proficiency in the types of phonemes (initial, medial or final) the student is proficient in segmenting.</p>

<p>The scoring criteria addresses all of the demands within the tasks as determined by the assessment. The scoring criteria are imbedded within the assessment tasks. i.e. 1. dog (3), 2. keep (3)</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Alignment</p>	<p>2</p>	
<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>Rater knowledge of phonemes could impact how the assessment is scored. The number of segments is indicated but which sound-spellings make up each segment could impact scoring.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Suggestions:</p> <p>Clarify which sound-spellings in each word are individual segments. An assessor with limited phoneme knowledge could score the assessment incorrectly.</p>
<p>Inter-rater Reliability Score</p>	<p>2</p>	
<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>Student work is orally presented and is demonstrated by correct segmentation of one-syllable words.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Score</p>	<p>3</p>	

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)?		Strengths: Items are presented orally with no written items.
Provide an explanation of your response: Not applicable. This is an orally administered assessment with oral responses given.	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	1	Suggestions:
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?		The administrator could clearly demonstrate the task first and add additional practice items to ensure that students clearly understand the task before continuing the assessment items.
Provide an explanation of your response: There are three practice items presented and instructions for the administrator that they can assist the in segmenting if necessary during the practice items.	All=3, Some=2, None=1	
"Straight Forward" Score	3	Suggestions:
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: Children for whom English s a second language may have difficulty with words that contain sounds that are unfamiliar to them.	All=3, Some=2, None=1	The administrator should be aware that for students for whom English is a second language may have difficulty with this task and it may not be a valid representation of their true phonological processing
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Academic language is not needed to perform the phoneme segmenting task. It includes one-syllable words and no significant academic language.	No=3, Somewhat=2, Yes=1	Strengths: No significant academic language is necessary to perform the phoneme segmenting tasks.
"Academic Language" Score	3	
*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		
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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		Suggestions:

<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. ○ 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>Presentation: Provide more opportunities for teacher demonstration and student practice before starting the assessment.</p> <p>Response: Add manipulatives for students to touch or slide indicating the individual phoneme segments.</p>
<p>3f: Identify and write down the accommodations permitted for this assessment:</p> <p>This is an informal assessment the only accommodation mentioned is the teacher can assist in segmenting. This is an untimed test.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>	
<p>"Adequate Accommodations Allowed" Score</p>		<p>2</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:</p> <p>This assessment measures a discrete phonological skill only.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p>"Engages Students" Score</p>	<p>1</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:</p> <p>The knowledge and skills tested by this assessment can provide specific information on the phoneme segmentation skills that have been taught. Analyzing the student responses can provide specific information on student ability to segment individual phonemes in words and determine whether student is proficient in initial, medial or final segments.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: Analyzing the student responses can provide specific information on student ability to segment individual phonemes in words and determine whether student is proficient in initial, medial or final segments.</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:</p> <p>The results of this assessment can provide specific information on the phoneme segmentation skills that have been taught. Analyzing the student responses can provide specific information on student ability to segment individual phonemes in words and determine whether student is proficient in initial, medial or final segments. Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer's assessment is especially helpful in early identification of areas where further instruction is needed.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: Analyzing the student responses can provide specific information on student ability to segment individual phonemes in words and can guide instruction and practice both in and outside of school.</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 to students? Provide an explanation of your response:</p>		<p>Strengths: This test would give a teacher and student a clear understanding of a student's ability to segment phonemes which is a critical step to becoming a reader.</p>

<p>Phoneme segmentation is a foundational skill for adequate decoding so students who are successful at phoneme segmentation can clearly understand that they have taken a step in becoming readers.</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:</p> <p>Teachers can analyze the student responses to glean specific information on student ability to segment individual phonemes in words and determine whether student is proficient in initial, medial or final segments.</p> <p>Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer’s assessment is especially helpful in early identification of areas where further instruction is needed.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths:</p> <p>Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer’s assessment is especially helpful in early identification of areas where further instruction is needed.</p>
<p>Standards Competency Score</p>		<p>3</p>
<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>This is an assessment that is apart from curriculum but is directly measures mastery of specific evidence outcomes in CAS.</p> <p>Kindergarten RWC09-S.1--GLE.3 Vocal sounds produce words and meaning to create early knowledge of phonemic awareness (RWC09-S.1--GLE.3-EO.e Segment one-syllable words into sounds)</p> <p>Kindergarten RWC09-S.2--GLE.3 Decoding words in print requires alphabet recognition and knowledge of letter sounds (RWC09-S.2--GLE.3-EO.b Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)) (CCSS: RF.K.2d)</p> <p>1st Grade RWC09-S.1--GLE.3 Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech (RWC09-S.1--GLE.3-EO.a Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c))</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths:</p> <p>This test measures mastery of specific evidence outcomes in both the Kindergarten and 1st Grade Colorado Academic Standards.</p>
<p>Locate evidence Score</p>		<p>3</p>

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	1	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	3	3
Subtotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	1	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations Allowed	2	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	1	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	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	44	57
Overall Percentage		77.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	