

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](#)

This assessment has been partially recommended. The assessment aligns to the 8th grade GLE 1.2, and is a good performance-based assessment of students' science skills as well as the content. However, this assessment is listed on the PALS site as a 5th grade assessment, and does not include a rubric or student work samples, so it is difficult to determine if the DOK required is a good match with the DOK required for this GLE. Additionally, this assessment has a few grammatical errors and would need to be edited prior to administration.

Content Area: Science
Name of Assessment: PALS: Bounce Back Ball - http://pals.sri.com/tasks/5-8/BounceBall/
Reviewer: Content Collaborative
Date of Review: 10/24/12

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.)	
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.)	
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	
Sample evidence to show what student performance might look like	
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:	

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a.		Without a rubric or student work samples it is difficult to determine if the questions on this assessment would assess students are the DOK required by the 8th grade GLE. This assessment is listed as a 5th grade assessment on the PALS website.
Grade Level(s): 8th		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: SC09-GR.8-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: Forms of energy, transfer of energy		
1c. List the skills/performance assessed (what are students expected to do?): Gather, analyze and interpret data about transformations of energy, make predictions based on data		

<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: Students perform an experiment on ball bouncing at different heights, analyze the data, answer questions regarding the types of energy and transfer of energy that occurred, and apply the results to predict what will occur in a new situation. Aligns to GLE which requires that students gather, analyze, and interpret data to describe forms of energy and transfer of energy; and students develop a research-based analysis of forms of energy and transfer of energy.</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>4</p>	
	<p>Rating Column</p>	<p>Comments</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: DOK 1-3 for research-based analysis of different forms of energy and energy transfer. In this assessment students are asked to identify forms of energy, explain where transfer of energy occurs, predict how transfer of energy would affect the bounce height of a ball at a given height.</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
<ul style="list-style-type: none"> <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 		<p>This assessment does not include a rubric or student work samples. It indicates that it is a 5th grade assessment, however, a rubric made for the 8th grade GLE 1.2 is necessary. Student work should also be added to show the level of mastery required at the 8th grade level.</p>
<p>Rubric Aligned to Standards Rating</p>	<p>1</p>	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: No rubric provided.</p>		
<p>Rubric/Scoring Coherent Rating</p>	<p>1</p>	

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: No rubric provided.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	1	
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: No rubric provided.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating	1	
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? See comments.	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 do 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: Question formats are clear and graphics support the questions where necessary.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	3	
3b. To what extent do 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: Some of the questions have extensive scenarios that could be difficult to interpret for some students.	High=3, Moderate=2, Low=1	
Straight Forward Rating	2	
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: Assessment has portions that talk about designing a game with a spinner, a carnival, writing a letter, and bonus prizes for a game; these could present areas of unintended bias. However, many of the questions that assess students mastery are free of bias.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	2	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response: Academic language is appropriate for the grade level; examples: evidence, rebound height, investigation, amount of energy, prediction	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 does not appear to be confusing language.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	3	
<p><u>*Please reference "Defining Features of Academic Language in WIDA's Standards"</u> <u>http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language</u></p>		
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: There are not formal accommodations listed in the teacher directions; however, the format of much of the assessment provides scaffolds so that all students can access the assessment (graph paper, fill in the blanks, pictures/diagrams).		
<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: The assessment does not cite accommodations permitted for this assessment, the accommodations would have to be implemented by the classroom teacher.	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: This assessment requires students to perform and experiment and apply the results to a new real-world situation (development of a spinner game related to ball bounce back).	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: Students who have not only learned about types of energy and energy transfer, but how to gather, interpret, and analyze data about types of energy and energy transfer will be assessed here.	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: There are many questions that allow students to explain their answer/thinking/predictions, providing evidence of student mastery that could foster dialogue with students and parents.	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: Students are expected to perform an experiment to gather data about types of energy and energy transfer as well as communicate their ideas in writing (including different forms of writing such as a letter to their teacher).	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	2	
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: Without a rubric it is difficult to determine exactly what is expected for many of the assessment questions, but the assessment does generally assess the expectations for this standard.	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	2	
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: Teachers can identify this assessment as one that will assess students' abilities with regard to the nature of science in concert with the content for this GLE.	High=3; Moderate=2; Low or None=1	
Clarity of Purpose Rating	3	
Summary		
	Earned	Possible
Standards Rating	4	5
Rigor Rating	2	2
Subtotal	6	7
		85.7%
Rubric Aligned w/Standards Rating	1	3
Rubric/Scoring Coherent Rating	1	3

Rubric/Scoring Aligned with Task Rating	1	3
Inter-rater Reliability Rating	1	3
Student Work Samples Rating	1	3
Subtotal	5	15
		33.3%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	2	3
Free of Cultural or Unintended Bias Rating	2	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	14	17
		82.4%
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	41	57
		71.9%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	