

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: Social Studies
Name of Assessment: Test Designer: Social Studies Multiple Choice and Short Answer Item Bank http://www.testdesigner.com/questions/Social_Studies
Reviewer: Content Collaborative
Date of Review: 18 April, 2012

Assessment Profile

Grade Level suggested by this assessment: 1-12

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

SS09-GR.HS-S.1-GLE.1; SS09-GR.HS-S.1-GLE.2; SS09-GR.HS-S.1-GLE.3; SS09-GR.HS-S.1-GLE.1; SS09-GR.HS-S.1-GLE.2; SS09-GR.HS-S.1-GLE.3; SS09-GR.HS-S.3-GLE.1; SS09-GR.HS-S.3-GLE.2; SS09-GR.HS-S.3-GLE.3; SS09-GR.8-S.1-GLE.1; SS09-GR.8-S.1-GLE.2; SS09-GR.8-S.2-GLE.1; SS09-GR.8-S.2-GLE.2; SS09-GR.8-S.3-GLE.1; SS09-GR.8-S.3-GLE.2; SS09-GR.8-S.4-GLE.1; SS09-GR.8-S.4-GLE.2; SS09-GR.7-S.1-GLE.2; SS09-GR.7-S.2-GLE.1; SS09-GR.7-S.2-GLE.2; SS09-GR.7-S.3-GLE.1; SS09-GR.7-S.3-GLE.2; SS09-GR.7-S.4-GLE.1; SS09-GR.7-S.4-GLE.2; SS09-GR.6-S.1-GLE.2; SS09-GR.6-S.2-GLE.1; SS09-GR.6-S.2-GLE.2; SS09-GR.6-S.3-GLE.1; SS09-GR.6-S.3-GLE.2; SS09-GR.6-S.4-GLE.1; SS09-GR.6-S.4-GLE.2; SS09-GR.5-S.1-GLE.2; SS09-GR.5-S.2-GLE.1; SS09-GR.5-S.2-GLE.2; SS09-GR.5-S.3-GLE.1; SS09-GR.5-S.3-GLE.2; SS09-GR.5-S.4-GLE.1; SS09-GR.5-S.4-GLE.2; SS09-GR.4-S.1-GLE.2; SS09-GR.4-S.2-GLE.1; SS09-GR.4-S.2-GLE.2; SS09-GR.4-S.3-GLE.1; SS09-GR.4-S.3-GLE.2; SS09-GR.4-S.4-GLE.1; SS09-GR.4-S.4-GLE.2; SS09-GR.3-S.1-GLE.2; SS09-GR.3-S.2-GLE.1; SS09-GR.3-S.2-GLE.2; SS09-GR.3-S.3-GLE.1; SS09-GR.3-S.3-GLE.2; SS09-GR.3-S.4-GLE.1; SS09-GR.3-S.4-GLE.2; SS09-GR.2-S.1-GLE.2; SS09-GR.2-S.2-GLE.1; SS09-GR.2-S.2-GLE.2; SS09-GR.2-S.3-GLE.1; SS09-GR.2-S.3-GLE.2; SS09-GR.2-S.4-GLE.1; SS09-GR.2-S.4-GLE.2; SS09-GR.1-S.1-GLE.2; SS09-GR.1-S.2-GLE.1; SS09-GR.1-S.2-GLE.2; SS09-GR.1-S.3-GLE.1; SS09-GR.1-S.3-GLE.2; SS09-GR.1-S.4-GLE.1; SS09-GR.1-S.4-GLE.2

What is the DOK of the assessment? 1

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

Describe the content knowledge/concepts assessed: Some of the content and a few concepts in the standards are assessed.

List the skills/performance assessed: Students are expected to recall information to respond to a selected response item or short answer question.

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.)

Check All That Apply
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>This test bank offers thousands of multiple choice, fill in the blank, and short answer items. Most questions are at DOK 1 or recalling facts from the social studies disciplines. School districts can create a bank of items. They may be able to select some questions and it may be useful for a small portion of the assessments.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p>		
<p>This is a multiple choice assessment that aligns only to parts of the GLEs and does not ask higher level questions.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>	<p align="center">1</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>This assessment provides level 1 DOK assessment items to serve as support elements to a more substantive assessment program.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>	<p align="center">1</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 type="checkbox"/> <input checked="" type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score		2
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: If the items align then the scoring aligns with selected response items.	<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: This question is not applicable to a multiple choice test.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		N/A
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain:	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		N/A
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? It is multiple choice.	<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? Multiple choice test.	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Student Work Samples Score		N/A

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: The multiple choice questions are clearly laid out.	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? School districts would need to spend time aligning the questions to the GLE in the grade level and discipline they plan to assess.	All=3, Some=2, None=1	
"Straight Forward" Score	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: Nothing stands out as being biased.	All=3, Some=2, None=1	
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: Yes, they would need to possess an understanding of basic social studies academic vocabulary specific to the discipline. Words such as cardinal directions, artifact, tariff, Articles of Confederation, Byzantine are included.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	1	
*Please reference "Defining Features of Academic Language in WIDA's		
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> <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. 		
3f: Identify and write down the accommodations permitted for this assessment:		

Timing, Scheduling, and Linguistic accommodations (ex. word-bank) would be appropriate for students who are legally entitled to these accommodations.

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

2

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: Multiple choice questions that do not ask students to engage in real world situations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		1
<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: There are a large variety of multiple choice questions for grade levels and social studies disciplines. However, the items assess basic facts without application.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		1
<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: There are many questions and no performance tasks.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		1
<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: It may be possible to create questions that require more application, but currently the questions ask recall of content knowledge and skills.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		1
<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: It is only a partial representation of the standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		1
<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: These questions could be used for adjusting instruction and for classroom le</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score		2

Summary	Earned	Possible
Standards Rating	1	3
Rigor Rating	1	3
Subtotal	2	6
Standards Alignment Percentage		33.3%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	N/A	3
Rubric/Scoring Alignment	N/A	3
Inter-rater reliability	3	3
Student work present	N/A	3
Subtotal	8	18
Scoring Percentage		44.4%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	1	3
Adequate Accommodations Allowed	2	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	1	3
Reflects Classroom Learning	1	3
Reflects Learning Expectations/Outcomes	1	3
Communicates Academic Excellence	1	3
Competency on Standards Score	1	3
Locate evidence Score	2	3
Subtotal	7	18
Opportunities to Learn Percentage		38.9%
Grand Total	28	57
Overall Percentage		49.1%

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

Fully Recommended	
Partially Recommended	x -recommended very marginally. The bank provides many item possibilities to use to fill in possible gaps in the standards
Not Recommended	