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: SCASS - The U.S. and the UN

Reviewer: Content Collaborative

Date of Review: November 30, 2012

Assessment Profile

Grade Level(s) suggested by this assessment: Middle School

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment: DOK 1-4

SS09-GR.7-S.4-GLE.1-EO.d; SS09-GR.7-S.4-GLE.1-EO.e; SS09-GR.7-S.4-GLE.2-EO.b; SS09-GR.7-S.4-GLE.2-EO.c; SS09-GR.7-S.4-GLE.2-EO.d; SS09-GR.7-S.4-GLE.2-EO.d; SS09-GR.7-S.4-GLE.2-EO.d; SS09-GR.7-S.4-GLE.2-EO.d; SS09-GR.7-S

S.4-GLE.2-EO.e

What is the DOK of the assessment? Level 2-3

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1-3

Describe the content knowledge/concepts assessed:

Content - International Relations, U.S. and UN, Africa, foreign policy

List the skills/performance assessed:

This assessment measures student's ability to support opinions with evidence, analyze a political cartoon, look at a current event from differing perspectives, write a well-reasoned and coherent essay

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.)

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)

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

Check All That Apply
Х
х
х

Check All That Apply	
, , ,	
	Χ
	Х

Student Directions & Assessment Task/Prompt – what does the student		
see/use?	х	
Other:		

A high quality assessment should beAligned			
Alignment with Standards	Rating Column	Strengths & Suggestions	
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.		This assessment was written to the 1994 Colorado Model Content standards - it needs to be revised to the CAS.	
Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.			
Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.			
No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.			
Please provide evidence from both the standards and assessment to support your response:			
This assessment matches 7th grade Civics GLEs 1, a,b,d and 2b	Full=3; Partial =2; No Match= 1		
Alignment with Standards Score	2	2	
Depth of Knowledge as Measured by this Assessment	Rating Column	i e	
1b . Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.			
More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.			
Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.			
Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.			
Please provide evidence from both the grade level expectations and assessment to support your response:			
The rigor is 3 for both the CAS and this assessment	Similar Rigor=2; More Rigor=1; Less Rigor= 1		
The rigor is 3 for both the CAS and this assessment	Rigor=1; Less Rigor= 1		

A high quality assessment should beScored 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	Х			
Generalized Rubric (e.g., for persuasive writing, for all science labs)				
Task-Specific Rubric (only used for the particular task)	Х			
Checklist (e.g., with score points for each part)				
Teacher Observation Sheet/ Observation Checklist				
	Yes, several types=3, Yes,			
There is an answer key for the MC, and scoring guides for the short answer	at least one type=2,			
and performance event.	None=1			
Scoring Guide Present Score	3			
2a. Give evidence that the rubric/scoring criteria aligns to Colorado				
Academic Standards in this assessment.				
Provide an explanation of your response: This assessment measures	Completely aligned=3,			
students ability to analyze how US foreign policy influences world	Somewhat aligned=2,			
events.	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:				
Yes, the proficiency levels are coherent.	Yes=3, Somewhat=2,			
• •	No=1			
Rubric/Scoring Coherent Score 2c. To what degree does the rubric/scoring criteria address all of the	3			
demands within the task or item?				
Explain:				
	Yes=3, Somewhat=2,			
The scoring criteria measures all the demands of the task.	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?				
, , , , , , , , , , , , , , , , , , ,				
	Vac-2 Somewhat-2			
The rubric is well designed and provided criteria for acceptable responses	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?				
No, student work is not provided.				
	Yes=3, Somewhat=2,			
	No=1			
Student Work Samples Score	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	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:		
tems are clear and uncluttered, but would need to be retyped and made		
camera ready.	All=3, Some=2, None=1	
"Clear & Uncluttered" Score Bb. To what extent are most of the items or the task presented in as	2	
straightforward a way as possible for a range of learners?		
Provide an explanation of your response:		
The item is straightforward		
nie item is straigntiorward		
Il Charlinhà Formand II Conne	All=3, Some=2, None=1	
"Straight Forward" Score Bc. To what degree is the vocabulary and context(s) presented by most of	3	
the items or task free from cultural or other unintended bias? Provide an explanation of your response:		
No culturally specific questions or statements	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	3	
8d. Does the assessment require students to possess a high level of		
academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
The academic language is appropriate for middle school.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
'Please reference "Defining Features of Academic Language in WIDA's		
Be. If applicable, what type of accommodations should be considered to		
ensure that students with special needs can fully access the content		
epresented by the task or set of items reviewed?		
Accommodations are commonly categorized in five ways: presentation, response,		
etting, and timing and scheduling:		
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		
s given or the conditions of the assessment setting.		
Timing and Scheduling Accommodations —Increase the allowable length of		
ime to complete an assessment or assignment and perhaps change the way the		
ime 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.		

Any of the above accommodations could be applied to this assessment.

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

"Adequate Accommodations Allowed" Score

3

The areas below should also be discussed relative to the needs of ELLs, gifted and talented	Check all that apply:	Strengths/Suggestions
students, and students with disabilities 4a. Does this assessment engage a student in thinking that connects to a	check all that apply.	Strengths/ Suggestions
real world, new context, situation, problem or challenge? Provide an		
explanation of your response:		
		The scenario is good, but
This assessment puts students in a real-world situation and asks them to	Yes=3; Somewhat=2;	needs to be revived for the
form an opinion on why US should or should not support the UN.	No=1	current situation in Africa.
"Engages Students" Score	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:		
	Voc-2: Comowhat-2:	
This assessment would provide good information on student's ability to support a claim with evidence.	Yes=3; Somewhat=2; No=1	
Classroom Learning Score		
4c. To what degree do the results from this assessment (scores and	3	i
student work analysis) foster meaningful dialogue about learning		
expectations and outcomes with students and parents? Provide an		
explanation of your response: The scores and student work would		
provide meaningful evidence for students and parents on students ability		
to reason and support opinions.		
to reason and subbasis variations.	Yes=3; Somewhat=2;	
	No=1	
Learning Expectations/Outcomes Score	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 vour response:		
This assessment clearly communicates the expectations for academic		
excellence.		
	Yes=3; Somewhat=2;	
	No=1	
Communicates Academic Excellence Score	3	
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: This assessment can		
inform instruction because the teacher will be able to assess students		
ability to reason and support claims with evidence.		
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	Yes=3; Somewhat=2;	
	No=1	
Standards Competency Score	No=1	
Standards Competency Score	No=1	
Standards Competency Score 4f: Based on the content evaluated by the task or the set of items	No=1	
Standards Competency Score 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	No=1	
Standards Competency Score 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,	No=1	
Standards Competency Score 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:	No=1	
Standards Competency Score 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:	No=1	
Standards Competency Score 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:	No=1	
	No=1 3	

Summary	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
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	1	3
Subtotal	16	18
Scoring Percentage		88.9%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
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	51	57
Overall Percentage		89.5%

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

Fully Recommended	
Partially Recommended	x this assessment needs to updated to more current events and to the CAS.
Not Recommended	