

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](#)

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| Content Area: Spanish |
| Name of Assessment: FLENJ Relationships - A Special Love Intermediate-Low |
| Reviewer: Content Collaborative |
| Date of Review: September 20, 2012 |

| Assessment Profile | |
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| 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.) | <input type="checkbox"/> |
| Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.) | <input checked="" type="checkbox"/> |
| Extended Response (essay, multi-step response with explanation and rationale required for tasks) | <input type="checkbox"/> |
| Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) | <input checked="" type="checkbox"/> |
| Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) | <input checked="" type="checkbox"/> |
| Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision) | <input checked="" type="checkbox"/> |
| 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 ...) | <input checked="" type="checkbox"/> |
| Scoring Guide/Rubric | <input checked="" type="checkbox"/> |
| Sample evidence to show what student performance might look like | <input type="checkbox"/> |
| Materials (if needed to complete the assessment) | <input checked="" type="checkbox"/> |
| Estimated time for administration | <input checked="" type="checkbox"/> |
| Student Directions & Assessment Task/Prompt – what does the student see/use? | <input checked="" type="checkbox"/> |
| Other: | <input type="checkbox"/> |

The website link has many options for different articles, but we cannot find the specific article about Germán v Mónica.

A high quality assessment should be...Aligned

| Alignment | Rating Column | Comments |
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| 1a. Grade Level/Range Level: High School, Intermediate-Low Indicate the Colorado Academic Standards and Range Level Expectations evaluated by the Assessment: WL09-IL-S.1-GLE.1; WL09-IL-S.1-GLE.2; WL09-IL-S.1-GLE.3; WL09-IL-S.2-GLE.1; WL09-IL-S.2-GLE.2 Indicate the intended DOK range of the Range Level Expectations: Level 1-4 Indicate the intended DOK of the assessment (list DOK levels) : Level 2 | | |
| 1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Students use content vocabulary to read and demonstrate comprehension of an online narrative, show knowledge of vocabulary and expressions needed for a simple conversation, and prepare a wedding invitation in Spanish. | | |

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| <p>1c. List the skills/performance assessed (what are students expected to do?): use inference, demonstrate cultural understanding and awareness, use familiar vocabulary and learned structures, converse on familiar topics</p> | | |
| <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: All three tasks require range level appropriate performance.</p> | | |
| | <p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p> | |
| Aligned to Colorado Academic Standards Rating | 5 | |
| | Rating Column | Comments |
| <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>This task is designed as an Intermediate-High task, but it could be adjusted to the Intermediate-Mid level.</p> |
| <p>Please provide evidence from both the grade level expectations and assessment to support your response: Students communicate in three modes at the Intermediate-Low range level expectation demonstrating their understanding of cultural practices, products, and perspectives.</p> | | |
| | <p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p> | |
| Rigor Level Rating | 2 | |

A high quality assessment should be...Scored using Clear Guidelines and Criteria

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| <p>Scoring Guide Present</p> <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>Check all that apply:</p> <p style="text-align: center;">X</p> | Comments |
| <p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: The rubrics for this task is aligned with CAS Communication and Culture Standards for WL and provide greater detail than the standards.</p> | <p style="text-align: center;">Rating Column</p> <p>Yes=3, Somewhat=2, No=1</p> | |
| Rubric Aligned to Standards Rating | 3 | |

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| <p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: There is a clear and logical progression between levels across many but not all of the criteria of the rubrics. The categories are all well defined.</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| <p style="text-align: right;">Rubric/Scoring Coherent Rating</p> | <p style="text-align: center;">2</p> | |
| <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. The rubrics do not mention completing the task.</p> | <p>High=3, Moderate=2, Low or None=1</p> | |
| <p style="text-align: right;">Rubric/Scoring Aligned with Task Rating</p> | <p style="text-align: center;">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. Provide an explanation of your response. Because the rubrics are lacking the task completion category, different raters might arrive at different scores.</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| <p style="text-align: right;">Rubric/Scoring Different Raters Same Rating</p> | <p style="text-align: center;">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? No student work is provided. Samples of the interpersonal and presentational parts would be needed.</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| <p style="text-align: right;">Student Work Samples Rating</p> | <p style="text-align: center;">1</p> | |

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 |
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| <p>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 website is difficult to navigate because of its complexity, but with guidance from the teacher students could find the assigned text. The interpersonal rubric has some formatting issues making it difficult to read.</p> | <p>High=3, Moderate=2, Low=1</p> | |
| Clear & Uncluttered Rating | 1 | |
| <p>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: Tasks are presented in a straightforward way; however, the interpersonal prompt is vague and confusing.</p> | <p>High=3, Moderate=2, Low=1</p> | |
| Straight Forward Rating | 2 | |
| <p>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: The website only shows successful relationship stories from heterosexual couples. Online dating might be viewed in a negative way, so teachers should be prepared to address these issues.</p> | <p>High=3, Moderate=2, Low=1</p> | |
| Free of Cultural or Unintended Bias Rating | 2 | |
| <p>3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Yes, the language is appropriate, but it is in English and may need to be translated into Spanish.</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Academic Language Rating | 3 | |
| <p>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 are no homonyms or confusing language.</p> | <p>Yes=3, Somewhat=2, No=1</p> | |
| Confusing Language Rating | 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> | | |
| <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. If providing the instructions for the task in English, linguistic accommodations may need to be made for English Language Learners.</p> | | |
| <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. | | |

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| <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>3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. It is possible to make accommodations if needed, but no accommodations are suggested or provided.</p> | <p>Yes, Some identified=2; None identified =1</p> | |
| <p>Adequate Accommodations Allowed Rating</p> | | <p>1</p> |

A high quality assessment...Increases Opportunities to Learn

| <p>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></p> | <p>Rating Column</p> | <p>Comments</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------|
| <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: Yes, students must read an authentic text, have a real world conversation, and create a wedding invitation using authentic models.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |
| <p>Engagement Rating</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: The assessment gives good information about students' communicative skills in the three modes. By focusing on a real world cultural topic, students can show their ability to communicate in a culturally appropriate way.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |
| <p>Classroom Learning Rating</p> | | <p>3</p> |
| <p>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: With the exception of the interpersonal task for which the prompt is insufficiently detailed, this TOA provides an excellent portrait of a student's communicative proficiency and cultural awareness.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |
| <p>Learning Expectations/Outcomes Rating</p> | | <p>2</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: This assessment clearly communicates expectations in all task areas except the interpersonal task. It also satisfies the 21st century skills of knowing, understanding, and correctly interpreting what they read, presenting written information in another language, and helps them understand the relationship between cultural perspectives, practices, and products.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |
| <p>Communicate Academic Excellence Rating</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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: This task is clearly aligned with CAS for WL 1.1, 1.2, 1.3, 2.1, and 2.2, for the Intermediate-Low Range Level Expectation which allows the teacher to recognize competencies on the standards.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |
| <p>Competency on Standards Rating</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: This assessment could be used for diagnostic purposes, a grade, and for informing future instruction.</p> | <p>High=3; Moderate=2; Low or None=1</p> | |

| Clarity of Purpose Rating | | 3 | |
|------------------------------------------------|--|--------|----------|
| Summary | | | |
| | | Earned | Possible |
| Standards Rating | | 5 | 5 |
| Rigor Rating | | 2 | 2 |
| Subtotal | | 7 | 7 |
| | | | 100.0% |
| Rubric Aligned w/Standards Rating | | 3 | 3 |
| Rubric/Scoring Coherent Rating | | 2 | 3 |
| Rubric/Scoring Aligned with Task Rating | | 2 | 3 |
| Inter-rater Reliability Rating | | 2 | 3 |
| Student Work Samples Rating | | 1 | 3 |
| Subtotal | | 10 | 15 |
| | | | 66.7% |
| Clear & Uncluttered Rating | | 1 | 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 | | 12 | 17 |
| | | | 70.6% |
| Engagement Rating | | 3 | 3 |
| Reflects Classroom Learning Rating | | 3 | 3 |
| Reflects Learning Expectations/Outcomes Rating | | 2 | 3 |
| Communicates Academic Excellence Rating | | 3 | 3 |
| Competency on Standards Rating | | 3 | 3 |
| Locate Evidence Rating | | 3 | 3 |
| Subtotal | | 17 | 18 |
| | | | 94.4% |
| Grand Total | | 46 | 57 |
| | | | 80.7% |

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

| | |
|-----------------------|---|
| Fully Recommended | |
| Partially Recommended | X |
| Not Recommended | |

While this is an excellent assessment, the interpersonal prompt needs more specific detail, it is difficult to find the article(s) for the interpretive task, and the rubric does not address task completion. With some modification or use of a different rubric and article(s), this would be a better assessment.