

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: Comprehensive Health Education
Name of Assessment: HEAP Mod 352 - AV, INF - Tobacco - c. 2000: http://heaphealthliteracy.com
Reviewer: Content Collaborative
Date of Review: 10/25/2012

Assessment Profile									
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.) Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<table border="1" style="width: 100%; background-color: yellow;"> <tr><th style="background-color: #d3d3d3;">Check All That Apply</th></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> </table>	Check All That Apply	X	X	X				
Check All That Apply									
X									
X									
X									
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:	<table border="1" style="width: 100%; background-color: yellow;"> <tr><th style="background-color: #d3d3d3;">Check All That Apply</th></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;"> </td></tr> </table>	Check All That Apply		X				X	
Check All That Apply									
X									
X									

A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
1a. Grade Level(s): High School Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: CH09-GR.HS-S.4-GLE.2-EO.a; CH09-GR.HS-S.4-GLE.2-EO.b; CH09-GR.HS-S.4-GLE.2-EO.c Indicate the intended DOK range of the Grade Level Expectations: 1-4 Indicate the intended DOK of the assessment (list DOK levels) : 1-4		1.d. Note: Assessment fully matches the GLE evidence outcomes listed here.
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task : Influences on Tobacco Use		
1c. List the skills/performance assessed (what are students expected to do?): Reasoning, analysis, extended, explanatory and persuasive writing		

<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: PRM 4, GLE 2, a., b., and c. are addressed in both the multiple choice and the short answer and extended response.</p>		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	5	
<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. 	Rating Column	Comments
<p>Please provide evidence from both the grade level expectations and assessment to support your response: Assessment is DOK 1-4, standards are DOK 1-4.</p>		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	2	

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

<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> <p style="text-align: center;">x</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;">Rating Column</p>	Comments
<p>2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response: Rubric is very general and does not include specific language related to the standards, however, the scoring criteria is very specific and clearly relates to the standards.</p>	Yes=3, Somewhat=2, No=1	
Rubric Aligned to Standards Rating	2	
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Rubric scoring levels use vague language, and not specific to content.</p>	Yes=3, Somewhat=2, No=1	

Rubric/Scoring Coherent Rating	1	
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 rubric addresses the demands of the task but the language is vague.	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	2	
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. It is likely that different score will be given because while the scoring criteria is clear there are no performance levels identified.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Different Raters Same Rating	2	
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? Anchor papers are available in Year 1/Phase 2	Yes=3, Somewhat=2, No=1	
Student Work Samples Rating	3	

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: Situations presented are real world, current situations for HS students.	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: The questions lead students to write about real-life skills taught in the classroom.	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: Yes, if the opportunity to speak w/ parents and students occurred, then this assessment, combined with a label including the standard, would provide clear information on performance in relation to expectations and outcomes.	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 asked to utilize 21st century skills that can be transferred to other content areas, in particular, analyzing influences that are used to make decisions.	High=3; Moderate=2; Low or None=1	
Communicate Academic Excellence Rating	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 (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response: The assessment requires students to know and apply skills addressed in the corresponding GLEs	High=3; Moderate=2; Low or None=1	
Competency on Standards Rating	3	
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: Easy for teacher to see at a glance that this is a summative assessment.	High=3; Moderate=2; Low or None=1	
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	2	3
Rubric/Scoring Coherent Rating	1	3
Rubric/Scoring Aligned with Task Rating	2	3
Inter-rater Reliability Rating	2	3
Student Work Samples Rating	3	3
Subtotal	10	15

		66.7%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	3	3
Confusing Language Rating	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	16	17
		94.1%
Engagement Rating	3	3
Reflects Classroom Learning Rating	3	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	3	3
Competency on Standards Rating	3	3
Locate Evidence Rating	3	3
Subtotal	18	18
		100.0%
Grand Total	51	57
		89.5%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	

Rubric may need to be more specific and standardized.