



**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:**

Check All That Apply
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

**A high quality assessment should be...Aligned**

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b>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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p> <p><b>Please provide evidence from both the standards and assessment to support your response:</b> There are many GLEs in all standards from the CAS that are assessed by this textbook series. However, every GLE is not addressed.</p>	<p align="center">Full=3; Partial =2; No Match= 1</p>	<p>Strengths: Many of the CAS GLEs are assessed by this text and the assessments address DOK 1-4.</p> <p>Suggestions: It would be helpful if all the assessments items were correlated to the CAS.</p>
<b>Alignment with Standards Score</b>	<b>2</b>	

Depth of Knowledge as Measured by this Assessment	Rating Column
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p> <p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b> The unit assessments require students to not only recall information, but also create, compare, analyze and make connections to all areas of learn.</p>	<p align="center">Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>
<b>Depth of Knowledge (Rigor) Score</b>	<b>2</b>

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p>Scoring Guide Present:  <b>Answer key, scoring template, computerized/machine scored</b>  <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)  <b>Task-Specific Rubric</b> (only used for the particular task)  <b>Checklist</b> (e.g., with score points for each part)  <b>Teacher Observation Sheet/ Observation Checklist</b></p>	<p align="center">x x x x x   <b>Yes, several types=3, Yes, at least one type=2, None=1</b></p>	<p>Strengths: Clear, straightforward, and aligned rubrics are included for performance task assessments.</p>
<b>Scoring Guide Present Score</b>		<b>3</b>
<p><b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response:</b> The rubrics that are provided that do align with the standards give guidelines to teachers as to how the students should perform. However, not every GLE K-5 is addressed by this assessment.</p>	<p align="center"><b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b></p>	
<b>Rubric Aligned with Standards Score</b>		<b>2</b>
<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b> Yes, the score categories are clearly defined for the performance task assessments.</p>	<p align="center"><b>Yes=3, Somewhat=2, No=1</b></p>	<p>Suggestions: Include rubrics for every GLE.</p>
<b>Rubric/Scoring Coherent Score</b>		<b>2</b>
<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item?  <b>Explain:</b> The rubrics that are given do address the multiple elements of each performance task. There are no rubrics for every GLE.</p>	<p align="center"><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Rubric/Scoring Alignment</b>		<b>2</b>
<p><b>2d.</b> 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? <b>Why or why not?</b> Yes, the rubrics that are provided are specific and support inter-rater reliability.</p>	<p align="center"><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Inter-rater Reliability Score</b>		<b>3</b>
<p><b>2e.</b> 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. Exemplary performance-based and written responses would be most helpful.</p>	<p align="center"><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Student Work Samples Score</b>		<b>1</b>

## 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
<b>3a.</b> 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)? <b>Provide an explanation of your response:</b> The assessment items are visually clear and uncluttered and are of appropriate print size for different levels.		Strengths: The assessments are clear, straightforward, and relatively free from bias.
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? <b>Provide an explanation of your response:</b> The tasks vary in their straightforward communication for a range of learners. Some tasks are very clear and easily understandable, however others have a lot of academic language that could be confusing or too advanced to understand without teacher interpretation.		
<b>"Straight Forward" Score</b>	<b>2</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b> The content of the unit summary assessments are relatively free from cultural bias, however some of the vocabulary is advanced.		
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>2</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? <b>Provide an explanation of your response:</b> Yes, many of the assessments, especially in the upper grades, use advanced vocabulary.		
<b>"Academic Language" Score</b>	<b>1</b>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cuf=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&amp;cuf=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</i></p>		
<b>3e.</b> 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? All accommodations should be considered to ensure that students with special needs can fully access the content.		
<p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <ul style="list-style-type: none"> <li>○ <b>Presentation Accommodations</b> — 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.</li> </ul>		

- **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:  
All of the accommodations listed above would be appropriate for these assessments based on the needs of this child.

There are no accommodations specifically identified in the assessment.

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

**"Adequate Accommodations Allowed" Score**

**1**

**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><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b> Yes, this assessment engages students in real world applications as well as connections to other academic disciplines, accessing previous knowledge and analyzing content at levels 3&amp;4 DOK. The end of unit summative assessments provide opportunities for deeper thinking and reflection.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>"Engages Students" Score</b>		<b>3</b>
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b> This assessment provide a good deal of information about a student's learning. They are accurate (good rubrics), comprehensive (many standards) and extensive (feelings, response).</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: The assessments provide a good indication of student learning.</p>
<b>Classroom Learning Score</b>		<b>3</b>
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b> The results from this assessment will foster some meaningful dialogue about learning. However, not every Evidence Outcome in each Grade Level Expectation is addressed.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Suggestions: Include exemplars to set high expectations.</p>
<b>Learning Expectations/Outcomes Score</b>		<b>2</b>
<p><b>4d.</b> 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 <b>Provide an explanation of your response:</b> These assessments promote the 21st century skills of critical thinking &amp; reasoning and invention (composition activities).</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>		<b>2</b>
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b> Many of the assessment results can be used to determine if a student is proficient at a particular GLE.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>		<b>2</b>

**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:** It is very clear what the purpose of the assessment serves.

Yes=3; Somewhat=2;  
No=1

Locate evidence Score

3



Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
<b>Standards Alignment Percentage</b>		<b>66.7%</b>
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent		3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	11	18
<b>Scoring Percentage</b>		<b>61.1%</b>
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	1	3
Subtotal	9	15
<b>Fair &amp; Unbiased Percentage</b>		<b>60.0%</b>
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	15	18
<b>Opportunities to Learn Percentage</b>		<b>83.3%</b>
<b>Grand Total</b>	<b>39</b>	<b>57</b>
<b>Overall Percentage</b>		<b>68.4%</b>

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

Fully Recommended	
Partially Recommended	X
Not Recommended	