

## 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](#)

<b>Content Area: Mathematics</b>
<b>Name of Assessment: Balanced Assessment for the Mathematics Curriculum - Middle Grades Assessment Package 1</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: 10/24/12</b>

Assessment Profile	
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b>	<b>Check All That Apply</b>
<b>Selected Response</b> (multiple choice, true-false, matching, etc.)	
<b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	X
<b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)	X
<b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	
<b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	
<b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	
<b>The assessment includes:</b>	<b>Check All That Apply</b>
<b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	X
<b>Scoring Guide/Rubric</b>	X
<b>Sample evidence to show what student performance might look like</b>	X
<b>Materials</b> (if needed to complete the assessment)	X
<b>Estimated time for administration</b>	X
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	X
<b>Other:</b>	

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

Alignment	Rating Column	Comments
<b>1a.</b> Grade Level(s): <b>6-8</b> Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: <b>MA10-GR.6-S.3-GLE.1; MA10-GR.7-S.3-GLE.2; MA10-GR.7-S.4-GLE.1; MA10-GR.8-S.3-GLE.1; MA10-GR.6-S.2-GLE.3</b> Indicate the intended DOK range of the Grade Level Expectations: Indicate the intended DOK of the assessment (list DOK levels) : <b>1-3</b>		The book contains a variety of tasks that span grades 6-8. Each task assesses a different standard, and tasks can be used in isolation and independently.
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: <b>patterns and functions, combinations, data displays, probability, similar triangles, computation with decimals</b>		
<b>1c.</b> List the skills/performance assessed: <b>Mathematical Practices 1, 2, 3, 4</b>		
<b>1d.</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>Use the definitions below to select your rating.</b> <input type="checkbox"/> <b>Full match</b> – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s. <input type="checkbox"/> <b>Close match</b> – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.		

<p><b>X Partial match</b> – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><input type="checkbox"/> <b>Minimal match</b> – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.</p> <p><input type="checkbox"/> <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> Most of the tasks are loosely tied to the GLEs and evidence outcomes identified, and some of the tasks do not align to any middle school GLEs or evidence outcomes, focusing on mathematical reasoning in general. These tasks do a decent job of assessing Mathematical Practices. If teachers are going to use these tasks, they will need to preview them carefully to ensure students have the necessary prerequisite skills to be successful since each task is not just assessing a single, well-defined concept. The tasks in this book do not represent a wide representation of the GLEs or evidence outcomes for a particular grade, thus using these tasks would not give a comprehensive assessment of student learning.</p>		
	<p>Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1</p>	
<b>Aligned to Colorado Academic Standards Rating</b>	<b>3</b>	
<p><b>1e.</b> Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? <b>Use the definitions below to select your rating.</b></p> <p><input type="checkbox"/> <b>More rigorous</b> – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>X Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><input type="checkbox"/> <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> While there is relatively loose alignment to GLEs and evidence outcomes, the tasks (or components of tasks) that do explicitly align to GLEs and evidence outcomes match the intended rigor of those GLEs and evidence outcomes. Within each task there is a range of DOK levels to promote accessibility, each task asks students to use mathematical reasoning and the Mathematical Practices that require higher DOKs in addition to more scaffolded type questions at lower DOKs.</p>	<p><b>Rating Column</b></p>	<p><b>Comments</b></p>
	<p>Similar Rigor=2, More Rigor=1, Less Rigor=1</p>	
<b>Rigor Level Rating</b>	<b>2</b>	

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

<p><b>Scoring Guide Present</b></p> <p><input type="checkbox"/> <b>Answer key, scoring template, computerized/machine scored</b></p> <p><input type="checkbox"/> <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)</p> <p><input type="checkbox"/> <b>Task-Specific Rubric</b> (only used for the particular task)</p> <p><input type="checkbox"/> <b>Checklist</b> (e.g., with score points for each part)</p> <p><input type="checkbox"/> <b>Teacher Observation Sheet/ Observation Checklist</b></p>	<p><b>Check all that apply:</b></p> <p style="text-align: center;"><b>X</b></p>	<p><b>Comments</b></p> <p>The task-specific rubric defines performance levels as "The student needs significant instruction," "The student needs some instruction," "The student's work needs to be revised," and "The student's work meets the essential demands of the task." A sample solution is provided as a reference for these performance levels.</p>
<p><b>2a.</b> Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. <b>Provide an explanation of your response:</b> For the specific parts of each task that do align to the Colorado Academic Standards, the rubric provided for each task does align, describing qualities of the student work with respect to demonstrating the skills/concepts identified.</p>	<p><b>Rating Column</b></p> <p>Yes=3, Somewhat=2, No=1</p>	

<b>Rubric Aligned to Standards Rating</b>	<b>3</b>	
<p><b>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response:</b> The performance levels are consistent throughout the tasks with a description of qualities of the student work with respect to each performance level for each task. The descriptions are relatively short and tend to only focus on specific parts of the task rather than the requirements of the task as a whole.</p>	<p><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Rubric/Scoring Coherent Rating</b>	<b>2</b>	
<p><b>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide and explanation of your response.</b> The descriptions for each performance level do not provide much detail with respect to the qualities of student work for all parts of the task. References are made to the student work provided, justifying the assignment to a performance level, but a detailed description of what student work should explicitly look like to fully achieve each performance level is not provided. All parts of the assessment are addressed in the rubric.</p>	<p><b>High=3, Moderate=2, Low or None=1</b></p>	
<b>Rubric/Scoring Aligned with Task Rating</b>	<b>2</b>	
<p><b>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. The lack of a detailed description for what the student work should like for each performance level could lead to different scores among raters</b></p>	<p><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Rubric/Scoring Different Raters Same Rating</b>	<b>2</b>	
<p><b>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? The student work provided is very helpful and helps clarify the expectations for each performance level.</b></p>	<p><b>Yes=3, Somewhat=2, No=1</b></p>	
<b>Student Work Samples Rating</b>	<b>3</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	Comments
<p><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> Overall, the tasks appear to be uncluttered. Some tasks do contain a lot of text, but the font size and line spacing make it easier to read. Any graphics provided help make sense of the context and are not distracting or unnecessary. Some of the tasks could use a little more white space, and more room is needed to complete some of the prompts. Students may need to use their own paper.</p>	<p>High=3, Moderate=2, Low=1</p>	
<b>Clear &amp; Uncluttered Rating</b>	<b>2</b>	
<p><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> Some of the tasks and contexts have a lot of text, but they are fairly straightforward and do not contain unrelated or distracting information. The tasks are broken down into multiple parts to create entry points and accessibility for a large range of learners, which helps with clarity.</p>	<p>High=3, Moderate=2, Low=1</p>	
<b>Straight Forward Rating</b>	<b>2</b>	
<p><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> No cultural bias detected with the vocabulary and contexts provided. Even with the wordier tasks and contexts, complicated vocabulary is avoided to focus on the mathematics being assessed.</p>	<p>High=3, Moderate=2, Low=1</p>	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>3</b>	
<p><b>3d.</b> Does the assessment use appropriate levels of academic language for the grade and content area? <b>Provide an explanation of your response.</b> Academic language in the tasks reflects the same academic language used in the GLEs and evidence outcomes. Since the tasks often assess multiple skills/concepts, teachers will want to preview these tasks to make sure all of the prerequisite skills and academic language have been addressed.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Academic Language Rating</b>	<b>3</b>	
<p><b>3e.</b> 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).</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Confusing Language Rating</b>	<b>3</b>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's Standards" (<a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4gwcy&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>)</i></p>		
<p><b>3f.</b> 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?</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"> <li>o <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> <li>o <b>Response Accommodations</b> —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.</li> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>o <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> </ul>		

<p>o <b>Linguistic Accommodations</b>—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><b>3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response:</b> Accommodations are not identified or listed, but since these are paper-pencil assessments, accommodations could be easily be made for students requiring them. Presentation accommodations may be more challenging since many of the tasks reference visualizations, figures, or diagrams.</p>	<p>Yes, Some identified=2; None identified =1</p>	
<p><b>Adequate Accommodations Allowed Rating</b></p>		<p><b>1</b></p>

## A high quality assessment...Increases Opportunities to Learn

<p><b>Opportunities to Learn</b> <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><b>Rating Column</b></p>	<p><b>Comments</b></p>
<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> Some tasks are purely mathematical in nature, absent of any real-world context. Other tasks are in a real-world context, requiring students to apply mathematical reasoning and mathematical concepts to solve the problem or provide an argument. Contexts are relevant, engaging, and realistic for students to access.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p><b>Engagement Rating</b></p>		<p><b>2</b></p>
<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> The tasks are great for assessing mathematical reasoning and the Mathematical Practices. The mathematical content of each task is sometimes only loosely aligned to the GLEs and evidence outcomes but some of the tasks are a decent measure of student learning for specific evidence outcomes. This assessment would likely need to be supported with other assessment measures that directly assess the desired GLEs and evidence outcomes in a pure, straightforward manner. Not a comprehensive measure of student learning for a particular grade level.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p><b>Classroom Learning Rating</b></p>		<p><b>2</b></p>
<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 student work provided gives clear guidance of what the performance expectations are with respect to each task. These tasks provide a balanced approach to mathematical learning expectations including content (GLEs and evidence outcomes), processes, communication (Mathematical Practices). However, it is not a comprehensive measure of student learning or expectations for academic excellence for a particular grade level.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p><b>Learning Expectations/Outcomes Rating</b></p>		<p><b>3</b></p>
<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> The focus on Mathematical Practices, mathematical reasoning, and communication/justification clearly define expectations of transference to new situations &amp; domains and the application of 21st century skills in mathematics. However, it is not a comprehensive measure of student learning or expectations for academic excellence for a particular grade level.</p>	<p>High=3; Moderate=2; Low or None=1</p>	
<p><b>Communicate Academic Excellence Rating</b></p>		<p><b>3</b></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? <b>Provide an explanation of your response:</b> The student work provided and the commentary on the student work samples provides clear guidance to teachers about performance expectations. The student work and commentaries are necessary to model what sufficient mathematical reasoning looks like when applied to these tasks.	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</b>	<b>3</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.)? <b>Provide an explanation of your response:</b> Teachers could use specific tasks as part of an end-of-unit assessment that focuses on specific GLEs or evidence outcomes.	High=3; Moderate=2; Low or None=1	
<b>Locate Evidence Rating</b>	<b>3</b>	
<b>Summary</b>		
	<b>Earned</b>	<b>Possible</b>
Standards Rating	3	5
Rigor Rating	2	2
Subtotal	5	7
		71.4%
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	3	3
Subtotal	12	15
		80.0%
Clear & Uncluttered Rating	2	3
Straight Forward Rating	2	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	14	17
		82.4%
Engagement Rating	2	3
Reflects Classroom Learning Rating	2	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	16	18
		88.9%
<b>Grand Total</b>	<b>47</b>	<b>57</b>
		82.5%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

These assessment tasks would not provide a comprehensive measure of student learning with respect to the GLEs and evidence outcomes for a particular grade level; some of the tasks only align to specific evidence outcomes. These tasks do a good job of assessing mathematical reasoning and the Standards of Mathematical Practice.







