

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: Physical Education
Name of Assessment: Ohio Department of Education (Standard 4)-Level 3-5-Benchmark B
Reviewer: Content Collaborative
Date of Review: 10.25.2012

Assessment Profile																			
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p> <p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <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> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> <tr><td style="text-align: center;"> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">Rubric & Scoring Guide</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> <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> </tbody> </table>	Check All That Apply	X	X							Check All That Apply	X	Rubric & Scoring Guide		X			X	
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A high quality assessment should be...Aligned

Alignment	Rating Column	Comments
<p>1a.</p> <p>Grade Level(s): 3-5</p> <p>Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: PE09-GR.3-S.2-GLE.1-EO.a; PE09-GR.4-S.2-GLE.1-EO.a; PE09-GR.4-S.2-GLE.1-EO.c; PE09-GR.5-S.2-GLE.1-EO.c; PE09-GR.5-S.2-GLE.1-EO.h</p> <p>Indicate the intended DOK range of the Grade Level Expectations: 1-3</p> <p>Indicate the intended DOK of the assessment (list DOK levels) : 1</p> <p>1b. Describe the content knowledge/concepts assessed by the set of items or the performance task: Health-related fitness</p> <p>1c. List the skills/performance assessed (what are students expected to do?): All components of health-related fitness; FITT principle</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: Only one item matches a 3rd grade evidence outcome. The assessment is more appropriate for 4th & 5th grade.</p>		
	Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1	
Aligned to Colorado Academic Standards Rating	4	
	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>Please provide evidence from both the grade level expectations and assessment to support your response: Above the level of rigor for 3rd grade, and similar rigor for 4th & 5th grade.</p>		
	Similar Rigor=2, More Rigor=1, Less Rigor=1	
Rigor Level Rating	1	

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;">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: Not all parts of the assessment are aligned to the 3rd grade 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: Clear because advanced, proficient, and limited are defined by percentage correct on the assessment.</p>	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Rating	3	
<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. Addresses all the demands in the tasks/questions (e.g., All components of health-related fitness; FITT principle).</p>	High=3, Moderate=2, Low or None=1	
Rubric/Scoring Aligned with Task Rating	3	

<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. Clear rubric and scoring guide used to score the students' answers.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Rubric/Scoring Different Raters Same Rating</p>	<p>3</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? Yes, the student work can help to identify if students have/have not mastered the content.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<p>Student Work Samples Rating</p>	<p>3</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
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: Good format for student writing.	High=3, Moderate=2, Low=1	
Clear & Uncluttered Rating	3	
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: Clear expectations for what the students are expected to do.	High=3, Moderate=2, Low=1	
Straight Forward Rating	3	
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: No biases.	High=3, Moderate=2, Low=1	
Free of Cultural or Unintended Bias Rating	3	
3d. Does the assessment use appropriate levels of academic language for the grade and content area? Provide an explanation of your response. Assessment uses cardio-respiratory versus the state's usage of cardiovascular; BMI is used as body composition; Question #11 & #15 have no correct answer.	Yes=3, Somewhat=2, No=1	
Academic Language Rating	1	
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. No confusing language.	Yes=3, Somewhat=2, No=1	
Confusing Language Rating	1	
<i>*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)</i>		
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. No accommodations. Pictures would help with the ELLs and Students with Disabilities.		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. 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. 		
3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response. No accommodations.	Yes, Some identified=2; None identified =1	
Adequate Accommodations Allowed Rating	1	

A high quality assessment...Increases Opportunities to Learn

Opportunities to Learn	Rating Column	Comments
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<i>(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	
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: This is low level depth of knowledge with no application to the real world.	High=3; Moderate=2; Low or None=1
Engagement Rating	1
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 is not exactly aligned to the standards of the grade levels listed, so the outcomes may not reflect what the teacher was expected to teach and the learner expected to learn.	High=3; Moderate=2; Low or None=1
Classroom Learning Rating	2
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: It is clear what the students know and do not know, but only where the content is appropriate for the student's grade level expectations.	High=3; Moderate=2; Low or None=1
Learning Expectations/Outcomes Rating	2
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: No 21st century skills.	High=3; Moderate=2; Low or None=1
Communicate Academic Excellence Rating	1
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: Aligned to the 4th and 5th standards, but not to 3rd. So, there is a moderate level of teachers' abilities to use the results to look at competency on standards.	High=3; Moderate=2; Low or None=1
Competency on Standards Rating	2
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: Can be used for formative and summative purposes for 4th & 5th grade-high level. Cannot be used for formative or summative purposes for 3rd grade-low level.	High=3; Moderate=2; Low or None=1
Clarity of Purpose Rating	3

Summary	Earned	Possible
Standards Rating	4	5
Rigor Rating	1	2
Subtotal	5	7
		71.4%
Rubric Aligned w/Standards Rating	2	3
Rubric/Scoring Coherent Rating	3	3
Rubric/Scoring Aligned with Task Rating	3	3
Inter-rater Reliability Rating	3	3
Student Work Samples Rating	3	3
Subtotal	14	15
		93.3%
Clear & Uncluttered Rating	3	3
Straight Forward Rating	3	3
Free of Cultural or Unintended Bias Rating	3	3
Academic Language Rating	1	3
Confusing Language Rating	1	3
Adequate Accommodations Allowed Rating	1	2

Subtotal	12	17
		70.6%
Engagement Rating	1	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	2	3
Communicates Academic Excellence Rating	1	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	11	18
		61.1%
Grand Total	42	57
		73.7%

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

Fully Recommended	
Partially Recommended	X-with slight modifications could fully recommend for 4th & 5th grade
Not Recommended	