

## 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:** Reading, Writing and Communicating

**Name of Assessment:** [Teachers College Reading & Writing Project Common Core-Aligned Performance Assessments, Grade 5](http://readingandwritingproject.com/resources/assessments/performance-assessments.html) - <http://readingandwritingproject.com/resources/assessments/performance-assessments.html>

**Reviewer:** Content Collaborative

**Date of Review:** 2-1-12 and 4-18-12

**PLEASE NOTE: Depth of Knowledge (DOK) Considerations for Reading, Writing and Communicating Assessments** In August 2012, Colorado became a Governing State in the [Partnership for Assessment of College and Career Readiness \(PARCC\)](#) multi-state assessment consortium. At this time, PARCC has not released DOK indicators for the Common Core State Standards which the consortium is set to assess in 2014-2015. In order to move forward with the alignment portion of the assessment review process, the Colorado Reading, Writing and Communicating Content Collaborative utilized DOK indicators that were previously published by the [Smarter Balanced Assessment Consortium's](#) Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. As additional information becomes available from PARCC, adaptations and revisions will be made to the assessment reviews in this Resource Bank, as necessary.

[PARCC http://www.parcconline.org/](http://www.parcconline.org/)

[SMARTER Balanced Assessment Consortium \(Content Specifications for the Summative Assessment of the Common Core State Standards\) http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf)

### Assessment Profile

**Grade Level(s) suggested by this assessment:**

5th

[Indicate the Colorado Academic Standards \(CAS\) and Grade Level Expectations evaluated by the Assessment:](#)

RWC10-GR.5-S.1-GLE.2-EO.a; RWC10-GR.5-S.1-GLE.2-EO.c.i; RWC10-GR.5-S.2-GLE.2-EO.a.ii; RWC10-GR.5-S.2-GLE.2-EO.d.i; RWC10-GR.5-S.3-GLE.2-EO.a; RWC10-GR.5-S.4-GLE.1-EO.b; RWC10-GR.5-S.4-GLE.2-EO.a; RWC10-GR.5-S.4-GLE.3-EO.d;

**What is the DOK of the assessment?**

Ranges from DOK 2-4 [Tasks 1 & 2: DOK 2, Understand & Analyze; Task 3: DOK 3, Analyze & Evaluate; Task 4: DOK 2, Understand & Analyze; Task 5: DOK 3 and 4, Analyze; Task 6: DOK 4, Evaluate & Create]

**Indicate the DOK range of the CAS Grade Level Expectations:**

GLE 1.2 has a DOK range of 1-4; 2.2 1-4; 3.3 range 1-4; 4.2 range 2-4; 4.3 range 1-2

**Describe the content knowledge/concepts assessed:**



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>Strengths:</b> There is a strong alignment between this assessment and the CAS GLE's indicated. In the assessment itself, the CCSS are referenced, and the assessment's alignment to the CCSS is explained.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>One-to-one correspondence between the wording of the standards addressed and the task requirements. An example of this follows: "[Wording from the standard] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS RI.5.2; CAS Grade 5 2.2.a(ii))</p> <p>☐ [Wording from the assessment]: Students will summarize the main idea of a digital text and of a written text in paragraph form. They will state the main ideas, and show how those are supported by key ideas and details."</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p><b>Alignment with Standards Score</b> <b>3</b></p>		
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>Strengths:</b> The DOK of the assessment also align very strongly with the intended DOK of the standards. The rigor of the assessment is high, and it equates to the rigor of the standards.</p>
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p>On the high end of the range of DOK listed for our GLEs: the tasks in this assessment have the following DOKs: Tasks 1 &amp; 2: DOK 2, Understand &amp; Analyze; Task 3: DOK 3, Analyze &amp; Evaluate; Task 4: DOK 2, Understand &amp; Analyze; Task 5: DOK 3 and 4, Analyze; Task 6: DOK 4, Evaluate &amp; Create</p>	<p>Similar Rigor=2; More Rigor=2; Less Rigor= 1</p>	
<p><b>Depth of Knowledge (Rigor) Score</b> <b>2</b></p>		

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b> <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>	   x x x Yes, several types=3, Yes, at least one type=2, None=1	<b>Strengths:</b> This is an assessment that integrates reading and writing. It addresses our Research & Reasoning standard first and foremost.
<b>Scoring Guide Present Score</b>		<b>3</b>
<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 tasks and rubric tell you which Common Core standards are being addressed, and the CAS use the Common Core Standards.  There is also a chart (5th Grade Performance Assessment Data Sheet) for the teacher to keep track of the performance assessment data. This can be shared with students. Information from their Running Records can be added to the chart. The data is broken out into Reading and Writing	          Completely aligned=3, Somewhat aligned=2, Not aligned=1	There is also a Performance Assessment Behavior Checklist that can be used to assess and help students self-assess their engagement with and readiness for the task. This information could be used for teachers using standards-based grading, because it breaks out learning behaviors/life skills from content knowledge and skills.
<b>Rubric Aligned with Standards Score</b>		<b>3</b>
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b> Yes. The wording is clear. And there are clear examples at each level (in the annotated student responses – anchor papers) that help you know what level students are scoring at.	          Yes=3, Somewhat=2, No=1	<b>Suggestions:</b> Note: This task does not address Style and Fluency, nor does it address Conventions. It addresses Content, Organization and Ideas. It does not address every aspect of writing or reading, nor is it intended to.
<b>Rubric/Scoring Coherent Score</b>		<b>3</b>
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item?  <b>Explain:</b> Tasks 1, 3 and 5 are not scored. They are part of the teaching for the assessment. It is Everything else is addressed. Each rubric element is labeled with the Common Core standard listed in the assessment.	          Yes=3, Somewhat=2, No=1	Content, Organization and Ideas. It does not address every aspect of writing or reading, nor is it intended to.
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<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>  The anchor papers make it likely that inter-rater correspondence would be high.	          3  Yes=3, Somewhat=2, No=1	
<b>Inter-rater Reliability Score</b>		<b>3</b>
<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?  Yes, there are examples of student work at all scoring levels. The examples are annotated.	          3  Yes=3, Somewhat=2, No=1	
<b>Student Work Samples Score</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	Strengths/Suggestions
<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)?</p> <p><b>Provide an explanation of your response:</b></p> <p>Video is used in the task. Some of the reading passages have accompanying pictures that are age-appropriate and interesting. The booklet provided for students to respond to the tasks has enough white space and room for students to write.</p>	All=3, Some=2, None=1	<p><b>Strengths:</b> There is an update on the website of the Reading &amp; Writing Project that tells about a clarification of instructions on this assessment. This shows that the authors are continually revising and updating the assessment.</p>
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</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?</p> <p><b>Provide an explanation of your response:</b></p> <p>The items are presented in easy-to-understand language for most students. You could use your normal accommodations to address specific student needs. We don't know if there are enhanced versions of the video for blind and deaf students.</p>	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</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></p> <p>Terms used are not culturally biased. The information in the reading does not assume familiarity with the topic.</p>	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<p><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></p> <p>Students of teachers that use the academic language of the standards will not have difficulty with the directions for the tasks. The WIDA standards state that students should be exposed to grade-level words, such as those presented in this assessment and its tasks. ELLs are being asked to address cognitively rigorous material and to think at high levels, as are native English speakers.</p>	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>1</b>	
<p><a href="#">*Please reference "Defining Features of Academic Language in WIDA's</a></p>		
<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?</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>○ <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>○ <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>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> </ul>		<p><b>Suggestions:</b> Check to make sure that all schools can access the online materials – video and print materials. The lack of availability of projectors would make it difficult for some to show the</p>

- **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:

The assessment includes "suggested protocols". In the suggested protocols under "giving the assessments", the following are described: time-and-a-half or double, scribing, directions read aloud, and listening devices. It also states that any accommodations normally permitted for students are allowed for this assessment. Any accommodations recommended in their plans should be used.

video to all students from a computer. If schools needed to print out the written materials, they would lose the colorful pictures that accompany some of the text.

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

**"Adequate Accommodations Allowed" Score**

**3**

## 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></p> <p>Yes, definitely. The content (animals) is of high interest to the majority of students at this age. The task is very authentic in that they are being treated as scientists and researchers in addressing a real-life problem.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p><b>Strengths/Suggestions:</b> the real-world nature of these tasks make them interesting and engaging to students, as does the topic, animals.</p>
<p style="text-align: center;"><b>"Engages Students" Score</b> <span style="float: right;"><b>3</b></span></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></p> <p>It provides good information about research and reasoning – using information from multiple sources and formats to inform a reasoned argument. It is not a science assessment, but it uses science knowledge for the topic, which is engaging to upper elementary students.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p style="text-align: center;"><b>Classroom Learning Score</b> <span style="float: right;"><b>3</b></span></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></p> <p>Data can be shared with students and parents, and can be discussed by teachers in Professional learning Communities. Student work could be scored as a group. Because the skills and concepts assessed are “high leverage” skills and concepts in literacy, they can form the basis for good prior instruction without the teacher feeling that time spent preparing for the assessment is time taken away from real learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p style="text-align: center;"><b>Learning Expectations/Outcomes Score</b> <span style="float: right;"><b>3</b></span></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></p> <p>Students are held accountable via the Student Behavior Checklist, so they know what the expectations are for their performance. The rubric outlines the performance expectations in student-friendly language, so they know what they are accountable for. The content is presented in multiple modalities (video, pictures with captions, text) because students are expected to learn and to express their learning in a variety of modalities .</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p style="text-align: center;"><b>Communicates Academic Excellence Score</b> <span style="float: right;"><b>3</b></span></p>		
<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></p> <p>The Performance Assessment Data Sheet acts as a student data flow sheet that quickly gives the teacher accurate assessment information on the group as a whole and on individual students. Use of this data sheet can make this an assessment <i>for</i> learning as well as an assessment <i>of</i> learning.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p style="text-align: center;"><b>Standards Competency Score</b> <span style="float: right;"><b>3</b></span></p>		

<p><b>4f:</b> 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></p>	
<p>There is an explanation of standards alignment in the assessment information sheet that supports where the assessment falls in the curriculum. An explanation of standards alignment in the assessment information sheet is included that supports where the assessment aligns to the standards, along with a description of the purpose for the assessment. This assessment is called a "Performance Assessment" with four different tasks included. Each task builds on the next, providing time for the teacher to adjust instruction. There are also data tracking sheets included in the assessment to allow for diagnostic and/or reporting grades/performance.</p>	<p><b>Yes=3; Somewhat=2; No=1</b></p>
<p><b>Locate evidence Score</b></p>	<p><b>3</b></p>



Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
<b>Standards Alignment Percentage</b>		<b>83.3%</b>
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability		3
Student work present	3	3
Subtotal	15	18
<b>Scoring Percentage</b>		<b>83.3%</b>
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	1	3
Adequate Accommodations Allowed	3	3
Subtotal	13	15
<b>Fair &amp; Unbiased Percentage</b>		<b>86.7%</b>
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	18	18
<b>Opportunities to Learn Percentage</b>		<b>100.0%</b>
<b>Grand Total</b>	<b>51</b>	<b>57</b>
<b>Overall Percentage</b>		<b>89.5%</b>

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

Fully Recommended	X
Partially Recommended	
Not Recommended	