

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: Developmental Spelling Assessment in <u>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</u> by Kathy Ganske: http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/ganske.htm&dir=edu/lit
Reviewer: Content Collaborative
Date of Review: 4/19/12

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:

K-2

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

RWC10-GR.K-S.2-GLE.3; RWC10-GR.1-S.2-GLE.3; RWC10-GR.1-S.3-GLE.2;

RWC10-GR.2-S.2-GLE.3; RWC10-GR.2-S.3-GLE.3

What is the DOK of the assessment?

1-2

Indicate the DOK range of the CAS Grade Level Expectations:

1-2

Describe the content knowledge/concepts assessed:

The knowledge and application of phonics and standard spelling conventions

List the skills/performance assessed:

Students apply phonological and orthographic knowledge to spell words that are dictated orally.

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)

Check All That Apply

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.)

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: Multiple forms of the assessment are included. (Form A and Form B)

x

Check All That Apply
x
x
x
x
x
x

A high quality assessment should be...Aligned

Alignment with Standards	Rating Column	Strengths & Suggestions
<p>1a. 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? Select one option below.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the <i>corresponding state standard/s</i>.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>Strengths:</p> <p>Students are placed in a spelling stage through their screening assessment and then receive instruction which is guided by a series of feature assessments that fall within that stage.</p> <p>It is a strong match to the reading standards relating to decoding and a partial match to writing standards related to conventions.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Students write dictated words which gives an indication of mastery of phonics skills and orthographic features of the conventions of English spelling.</p>	<p align="center">Full=3; Partial =2; No Match= 1</p>	
<p align="center">Alignment with Standards Score</p>	<p align="center">2</p>	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		<p>Strengths:</p> <p>In addition to simple recall students apply knowledge about spelling patterns in English orthography to increasingly difficult words.</p>
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>This assessment is a screening and diagnostic assessment that places students into a developmental stages of orthography (spelling) through recall of words that include a variety of spelling patterns.</p>	<p align="center">Similar Rigor=2; More Rigor=2; Less Rigor= 1</p>	
<p align="center">Depth of Knowledge (Rigor) Score</p>	<p align="center">2</p>	

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: Answer key, scoring template, computerized/machine scored Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p align="center">x</p> <hr/> <p align="center">x</p> <hr/> <p align="center">x</p> <hr/> <p align="center">x</p> <hr/> <p align="center">Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>The rubric includes explanations and examples of the different spelling stages. Students are placed in a predicted stage.</p> <p>Each part of each word gets a check if written correctly.</p> <p>A student profile sheet is included to record individual data. This includes a scoring for the Total Inventory, Stage Knowledge, and Feature Knowledge.</p>
Scoring Guide Present Score		3
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: The assessment is aligned with the Standard 2 around phonics learning and reading Kindergarten: RWC09-S.2--GLE.3 Decoding words in print requires alphabet recognition and knowledge of letter sounds 1st Grade: RWC09-S.2--GLE.3 Decoding words require the application of alphabetic principles, letter sounds, and letter combinations 2nd Grade: RWC09-S.2--GLE.3 Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology It is partially aligned with Standard 3 around writing conventions 1st Grade: RWC09-S.3--GLE.2 Appropriate spelling, conventions, and grammar are applied when writing. 2nd Grade: RWC09-S.3--GLE.3 Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing.</p>	<p align="center">Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	<p>The assessment is aligned with CAS standards related to phonics decoding and encoding.</p>
Rubric Aligned with Standards Score		2
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: The scoring guide categories are explicit in identifying exactly which category of spelling stage each part of each word falls into. (i.e. Word FAN falls into categories initial and final consonants and short vowels.)</p>	<p align="center">Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		3
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The scoring rubric lends itself to an explicit assessment of every component of a child's phonics and word knowledge (i.e. If they write FN to represent FAN, the teacher will check off that the student has the initial consonant F, and the final consonant N, but is missing the short vowel patterns.)</p>	<p align="center">Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment		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? Why or why not?</p> <p>Yes, because the scoring rubric breaks apart each word and a teacher simply checks whether the student correctly wrote that part of the word or not. It is very objective. The student gets the letter/letter combinations or not.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Strengths: As this assessment is extremely explicit in what it is requiring, it has a strength of inter-rater reliability.</p>
<p align="center">Inter-rater Reliability Score</p>		<p align="center">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?</p> <p>There are samples of student work within the book <u>Word Journeys</u> that teachers can refer to help them evaluate what spelling stage the student is in.</p>	<p>Yes=3, Somewhat=2, No=1</p>	<p>Samples of student work are included in the book <u>Word Journeys</u> to aid in evaluating their work.</p>
<p align="center">Student Work Samples Score</p>		<p align="center">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	Strengths/Suggestions
<p>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)?</p>		Strengths:
<p>Provide an explanation of your response:</p> <p>The teacher will provide paper for student response so the teacher has complete control of the format. Words are given in sets of five which organizes it in smaller chunks of information and allows for discontinuation if student becomes frustrated.</p>	All=3, Some=2, None=1	Teacher provides the paper for student work so has control of the format.
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">3</p>	
<p>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?</p>		
<p>Provide an explanation of your response:</p> <p>The test is presented orally in a clear, straightforward manner and is generally accessible to all students. For students who might have problems with this modality there are no other alternatives for other presentations.</p>	All=3, Some=2, None=1	Strengths: The test format is familiar to many students. Suggestions: It might support student success if presented to a small group or individually rather than whole class.
<p align="center">"Straight Forward" Score</p>	<p align="center">2</p>	
<p>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:</p>		Strengths: The majority of sentences are simple and easy to understand. The complexity of sentences increase with word complexity.
<p>For the most part, the sentences used to put each spelling word in context are presented without bias. There are certain vocabulary words within the sentences that may make it difficult for English Language Learners to understand the information. Other sentences are worded in a way that may not be in common spoken form. Children for whom English is a second language may have difficulty with words that contain sounds that are unfamiliar to them.</p>	All=3, Some=2, None=1	Suggestions: The administrator should be aware that for students for whom English is a second language may have difficulty with this task and it may not be a valid representation of their true decoding and writing abilities.
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>	<p align="center">2</p>	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?</p>		
<p>Provide an explanation of your response:</p> <p>Although this test does not have a high degree of academic language vocabulary knowledge could impact student ability to spell the words. The more we know about a word the easier it is to spell. For students who have limited vocabulary and students learning English limitations in vocabulary can impact their ability to spell words.</p>	Yes=3, Somewhat=2, No=1	Suggestions: It is important for a teacher to understand that there is a relationship between vocabulary knowledge and the ability to spell words.
<p align="center">"Academic Language" Score</p>	<p align="center">2</p>	

*Please reference "Defining Features of Academic Language in WIDA's

3e. 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?

Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:

○ **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.

○ **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:

This assessment allows teachers the ability to limit the number of words each student is tested on and discontinue when they reach frustration.

Presentation: Special paper could be utilized. Teacher could repeat the words and sentences for clarification.

Response: Student could spell the word orally if unable to write. Scribing could be allowed.

Setting: The test could be given in a quiet, non-distracting. The test could be administered one-on-one.

Timing: If the test is administered individually the student can take as much time as they need. (when in whole group the teacher might move on before all students are ready)

Linguistic: The teacher could make sure the meaning of the target word is understood in context.

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

"Adequate Accommodations Allowed" Score

2

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>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:</p> <p>The nature of this assessment does not engage students in higher level and relevant learning situations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: The program that is associated with <u>Word Journeys</u> this assessment teaches students to apply patterns learned to increasingly difficult words.</p>
"Engages Students" Score	1	
<p>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:</p> <p>This assessment can be given during benchmark periods, at the beginning, middle, and end of the year. At the middle of the year and end of the year testing periods, a teacher can see growth of where a student has moved on the developmental spelling stages. This shows the teacher what individual students need to continue growing as well as what they have gained since the beginning of the year inventory assessment. Additionally, the test provides detailed information about what students have learned in relation to phonics, phonemes, spelling patterns, etc. It does not show a students ability to transfer the knowledge they have gained into relevant and contextual writing.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: This assessment can be given during benchmark periods, and at any time the teacher would like to check a students growth. In addition to the initial developmental inventory the student is placed into a stage which provides numerous feature assessments which will guide spelling/phonics instruction. The assessment and the scope and sequence of instruction aligned with the assessment can help teachers learn more about phonics and spelling instruction.</p>
Classroom Learning Score	3	
<p>4c. 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? Provide an explanation of your response:</p>		

This assessment allows for a great deal of meaningful dialogue with students and parents. The scoring rubric is extremely explicit and visually easy to understand as to how a student is scoring and where exactly the teacher needs to begin instruction to support student growth. Students can then see that they have mastered a certain phase, and know what things they will need to learn next. Concurrently, parents will have the opportunity to see where to support their child in their stage of spelling development.

Yes=3; Somewhat=2;
No=1

Strengths: This assessment is very developmentally based and does not assign spelling stages to grade levels. This allows students to move at their individual developmental level in a differentiated manner. Teachers can see where individual students in their class fall, which allows for an increase in targeted and explicit instruction. Suggestions: Having multiple spelling lists for this assessment would support this dialogue as there would be more evidence with a variety of words to support where a child falls in developmental phonics and

Learning Expectations/Outcomes Score 3

4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? **Provide an explanation of your response:**

With teacher support students can then see that they have mastered a certain phase, and know what things they will need to learn next.

Yes=3; Somewhat=2;
No=1

Strengths: The assessment allows teachers to pinpoint exactly where a student falls within phonics and spelling developmental stages.

Communicates Academic Excellence Score 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 (scores and student work analysis) to understand what competency on standard/s look like? **Provide an explanation of your response:**

Teachers can use the results to clearly measure growth in phonics and spelling skills matched to the specific evidence outcomes in the CAS.
 Kindergarten: RWC09-S.2--GLE.3 Decoding words in print requires alphabet recognition and knowledge of letter sounds
 1st Grade: RWC09-S.2--GLE.3 Decoding words require the application of alphabetic principles, letter sounds, and letter combinations
 RWC09-S.3--GLE.2 Appropriate spelling, conventions, and grammar are applied when writing.
 2nd Grade: RWC09-S.2--GLE.3 Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology
 RWC09-S.3--GLE.3 Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

Yes=3; Somewhat=2;
No=1

Strengths: There is very explicit feedback about the sequence of phonics and spelling skills as they are mastered by students.

Standards Competency Score 3

<p>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:</p>		
<p>This assessment directly measures mastery of specific evidence outcomes in CAS and can be used for a variety of classroom purposes.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths: This assessment measures mastery of specific evidence outcomes in the K-2 CAS.</p>
<p>Locate evidence Score</p>	<p>3</p>	

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	3	3
Subtotal	17	18
Scoring Percentage		94.4%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	1	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	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	48	57
Overall Percentage		84.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	