

## 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: World Language</b>
<b>Name of Assessment: Discovering the World Around Me: What's for Sale? (Interpretive Listening)</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: Oct 24, 2012</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.)	X
<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>	
<b>Materials</b> (if needed to complete the assessment)	
<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): Novice-mid		
Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: Communication: WL09-NM-S.1-GLE.2; WL09-NM-S.1-GLE.1		
Indicate the intended DOK range of the Grade Level Expectations: DOK 1, 2		
Indicate the intended DOK of the assessment (list DOK levels) : DOK 1, 2, 3		
<b>1b.</b> Describe the content knowledge/concepts assessed by the set of items or the performance task: Identify main idea, Provide supporting details, Infer meaning, Recognize vocabulary		
<b>1c.</b> List the skills/performance assessed (what are students expected to do?):		
<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.		



<b>2e.</b> Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? <b>If so, describe. If not, what student work would be needed?</b> Directions are clear and specific, student samples not needed.	<b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Rating</b>	<b>1</b>	

## 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
<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> Clear explanation of expectations. It's very well organized with different sections for the different parts.	High=3, Moderate=2, Low=1	
<b>Clear &amp; Uncluttered Rating</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> Clear explanation of expectations.	High=3, Moderate=2, Low=1	
<b>Straight Forward Rating</b>	<b>3</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> It displayed no cultural or gender or need-based bias.	High=3, Moderate=2, Low=1	
<b>Free of Cultural or Unintended Bias Rating</b>	<b>3</b>	
<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 is too advanced for range level.	Yes=3, Somewhat=2, No=1	
<b>Academic Language Rating</b>	<b>1</b>	
<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). <b>Provide an explanation of your response.</b> No homonyms.	Yes=3, Somewhat=2, No=1	
<b>Confusing Language Rating</b>	<b>3</b>	
*Please reference "Defining Features of Academic Language in WIDA's Standards" <a href="http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language">http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcyc&amp;cof=FORID:10&amp;q=Defining%20Features%20of%20Academic%20Language</a>		
<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? <b>Provide an explanation of your response.</b>  <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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> <li>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.</li> </ul>		
<b>3g:</b> Are there adequate accommodations permitted for this assessment? <b>Provide an explanation of your response.</b> The assessment doesn't provide any specific accommodations, but the teacher could easily incorporate some: extra time, lessening task, scheduling accommodations.	Yes, Some identified=2; None identified =1	
<b>Adequate Accommodations Allowed Rating</b>	<b>1</b>	

## 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, 4b, 4c, 4d, 4e, and 4f focus and depth of the rubrics and how they intersect with CAS enable the assessment to meet most of the expectations of a quality assessment. However the task language seems to be above a Novice-mid level.
4a. 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> This is an every day situation for teenager.	High=3; Moderate=2; Low or None=1	
<b>Engagement Rating</b>	<b>3</b>	
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? <b>Provide an explanation of your response:</b> The focus and depth of the rubrics and how they intersect with CAS enable the assessment to meet most of the expectations of a quality assessment. However the task language seems to be above a Novice-mid level.	High=3; Moderate=2; Low or None=1	
<b>Classroom Learning Rating</b>	<b>2</b>	
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? <b>Provide an explanation of your response:</b> Student performance can indicate their ability to initiate and sustain a conversation and directly aligns with given learner targets. Also, because this is a real world situation, it becomes obvious to students and parents which skills have been developed or not developed yet.	High=3; Moderate=2; Low or None=1	
<b>Learning Expectations/Outcomes Rating</b>	<b>3</b>	
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: It allows for creativity, self-direction, and initiative plus it depends upon transfer knowledge of the language.	High=3; Moderate=2; Low or None=1	
<b>Communicate Academic Excellence Rating</b>	<b>2</b>	
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? <b>Provide an explanation of your response:</b> If a teacher looks at the entire unit/scenario package (unit plan, learner targets, rubric, scenario/prompt), then they can get good picture of student progress and performance. Teachers can also look at specific areas on the rubric to see specific areas of strength and weakness.	High=3; Moderate=2; Low or None=1	
<b>Competency on Standards Rating</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.)? <b>Provide an explanation of your response:</b> The Learner targets and proficiency goal are directly stated on the assessment indicating the purpose of the assessment.	High=3; Moderate=2; Low or None=1	
<b>Clarity of Purpose Rating</b>	<b>3</b>	

Summary	Earned	Possible
Standards Rating	5	5
Rigor Rating	2	2
Subtotal	7	7
		100.0%
Rubric Aligned w/Standards Rating	3	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	1	3
Subtotal	13	15
		86.7%
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	3	3
Adequate Accommodations Allowed Rating	1	2
Subtotal	14	17
		82.4%
Engagement Rating	3	3
Reflects Classroom Learning Rating	2	3
Reflects Learning Expectations/Outcomes Rating	3	3
Communicates Academic Excellence Rating	2	3
Competency on Standards Rating	2	3
Locate Evidence Rating	3	3
Subtotal	15	18
		83.3%
Grand Total	49	57
		86.0%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	