Module 3
Using a Task Validation Process for Development & Peer Review of Local Performance Assessments

Materials & Protocols Developed, Refined, and Field Tested in Schools across the United States (2004-2013)

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Linking Research with Practice: A Local Assessment Toolkit to Guide School Leaders

Overview of Purposes & Uses of the Hess Validation Tools

TOOL or PROTOCAL	Intended Purpose & Use
BASIC Task Validation Protocol for Assessment *Task or Test Development* Pages 3-4	Assessment Development Teams (ADTs) use this checklist to guide development of new assessments or to review current assessments. Five technical criteria are outlined for high-quality assessments: clarity & focus, content and rigor alignment (validity), reliability, student engagement, and fairness (accessibility for all students). It is strongly suggested that ADTs include special education teachers in the development process.
Hess Cognitive Rigor Matrices/CRMs (ELA, math-science, etc.)	The CRMs provide descriptors of a range of content-specific examples of how expectations for cognitive rigor might increase in complexity (For more on cognitive demand/Depth of Knowledge, see **Module 1**)
Local Assessment Cover Page Pages 5-6	When ADTs are ready to submit their assessment to the local validation team for analysis and feedback, they complete the local assessment cover page. The cover page provides essential information about the assessment and the materials to be reviewed, using a consistent format for assessments for all grade levels and content areas.
Summary Comments & Feedback from Validation Team Page 7	This form is a streamlined feedback form with room for comments about each technical criterion for high-quality assessments. Local validation teams can use this form, along with the BASIC Task Validation Protocol for Assessment *Task Development* (pages 3-4) to facilitate the review process. Most important is for the review team to include comments about strengths of the assessments as well as recommendations. Remember that "Critical Friends" need to balance friendliness with critique! (NOTE: It is normal for local assessments to go through at least two rounds of peer review and revision.)
Assessment Task Validation Feedback: Criteria for High Quality Performance Assessments Pages 8-9	This form is a more detailed feedback form with room for comments about each of the technical criteria for high-quality performance assessments. Local validation teams can use this form, along with the questions in the left column to facilitate the review process. Comments about strengths of the assessments as well as recommendations go to in the right column.
Assessment Development Team Self-Assessment Reflection Tool Page 10	Assessment Development Teams (ADTs) use this set of questions to guide a reflective review of the instructional new assessments or to review current assessments.
Individual Test Blueprint Analysis Worksheet (with example) Pages 11-12	Assessment Development Teams (ADTs) may wish to use this worksheet to analyze new or current assessments for alignment to standards/content, intended rigor, and focus/emphasis. Each test question or rubric criterion is used these detailed analyses.

BASIC Validation Protocol for Assessment *Task Development*

Title of Assessment/Performance Task: _____

Author(s): _____ **Gr Level/Dept/Course/Subject:** _____

How will the assessment results be used? _____
(e.g., screening for placement; diagnostic to inform instruction or to provide targeted additional support; formative or interim for progress monitoring; summative for grading/report card; other?)

Clarity & Focus

___ 1. Addresses an essential issue, big idea, or key concept or skill of the unit/course or domain.
___ 2. Clearly indicates what the student is being asked to do/produce/demonstrate.
___ 3. Includes what will be assessed individually by the student (even if it is a group task).
___ 4. Assesses what is intended to be assessed – will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding (e.g., task broken into smaller steps; graphic organizer to pre-plan a response) provided does not change or modify what is actually being assessed.
___ 5. Is linked to ongoing instruction (e.g., within a unit of study/course or project)

Content Alignment

___ 6. Is clearly aligned to specific Content Standards (or intended parts or combinations of content standards being emphasized).
___ 7. Uses appropriate rubric(s) or scoring guide(s) to assess all intended parts of content standards. Scoring guide should be useful in determining what the student knows AND does not know, not simply yield a score. (E.g., what does a score of 25 really mean? What additional or next steps in instruction does the student need?)
___ 8. Exemplars/student anchor papers illustrate expectations aligned to standards.

Rigor Alignment

___ 9. Identify & check DOK levels assessed. (See **Hess Cognitive Rigor Matrix** /CRM for descriptors of each DOK level.) For example, an essay would mostly assess DOK 3 (via weighting in the rubric), but may also include some DOK 2 items. You would check "most" for DOK 3 and "some" for DOK 2.

DOK 1: recall; show basic understanding of terms, concepts, principles, routine procedures
(____most of test/ ___some of the test/ ___none of the test)

DOK 2: state main idea, summarize, interpret, observe, classify, organize, compare, distinguish (e.g., fact from fiction). There is a correct answer, but involves multiple concepts/decisions.
(____most of test/ ___some of the test/ ___none of the test)

DOK 3: support thinking by citing reasoning with references (text, data, calculations, models, etc.); go beyond the text to analyze, generalize or connect ideas; demonstrate deeper knowledge. Tasks require abstract reasoning, making less obvious inferences; application of prior knowledge or using support for an analytical judgment about a text or issue.
(____most of test/ ___some of the test/ ___none of the test)

DOK 4: Requires complex reasoning, planning, and developing of concepts. Usually applies to initiating and carrying out an extended task or project. Examples: evaluates works by the same author, critiques issue across time periods or researches topic/issue/question from different perspectives; longer investigations or research projects in mathematics or science.

(____most of test/ ___some of the test/ ___none of the test)

___ 10. Has alignment with intended rigor of the content standards (or parts or combinations of the content standards).

Student Engagement

___ 11. Provides for ownership and decision-making, requiring the student to be actively engaged.

___ 12. Is authentic. Reflects a real-world/authentic situation or application.

___ 13. Other:

Fairness

___ 14. Is fair and unbiased in language and design.

- ___ Material is familiar to students from identifiable cultural, gender, linguistic, and other groups
- ___ The task is free of stereotypes
- ___ All students (from various groupings) are on a level playing field
- ___ All students have access to resources (e.g. Internet, calculators, spell check)
- ___ Assessment conditions are the same for all students
- ___ The task can be reasonably completed under the specified conditions
- ___ The rubric or scoring guide is clear
- ___ Other:

___ 15. Adheres to the principles of Universal Design.

- ___ Instructions are free of wordiness or irrelevant information
- ___ Instructions are free of unusual words (unusual spellings or uses) that the student may not understand or need to know to complete the task
- ___ There are no extraneous low frequency words (words not used in other areas, such as technical words that are not being tested)
- ___ Instructions are free of ambiguous words
- ___ There are no irregularly spelled words
- ___ There are no proper names that students may not understand (e.g., because they have never seen them before in instruction)
- ___ There are no instances where multiple words or symbols are used for the same meaning (e.g. inches and the symbol " (for inches) in the same sentence
- ___ The format/layout conveys the focus of the expected tasks and products
- ___ The format clearly indicates what the actual questions or prompts are
- ___ Questions are marked with graphic cues (bullets, numbers, etc.)
- ___ The format is consistent
- ___ Other:

___ 16. Allows for accommodations for students with IEPs/504 Plans.

Local Assessment Cover Page

First submission (date) _____ Re-submission (date) _____

Subject Area: **Grade Level/Department:**

Author(s):

Title of Assessment:

Alignment Information:

- **List (parts or combinations of) Content Standard(s) Assessed:**
- **List Essential Skills/Content Assessed** (what is the focus?):
- **Intended rigor/DOK (of <u>standards assessed</u>):**
- **Intended rigor/DOK <u>of the assessment</u> (list DOK levels with descriptors):**

Describe what this assessment is intended to accomplish (purpose):

<u>When</u> is this assessment administered?

Gr level___ Time of year/MP _____ Course/ Unit of Study _____

Type of Assessment/Item Types (list all that apply)

- **Selected Response** (multiple choice, true-false, matching, etc.)
- **Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain/justify your reasoning or solution, make and complete a table, etc.)
- **Product** (essay, 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.)

Scoring Guide – check all that apply and please attach

- **Answer key, scoring template, computerized/machine scored key**
- **Generalized Rubric** (e.g., for persuasive writing, for all science labs)
- **Task-Specific Rubric** (only used for this task)
- **Checklist** (e.g., with score points for each part)
- **Teacher Observation Sheet/ Observation Checklist**

Identify Possible Allowable Accommodations *for this assessment*:

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling. Check all that apply and circle/highlight or state specific accommodation.

- **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. _____

Has this assessment been field tested/piloted? **If yes, when?**

If no, when will it be field tested/piloted?

Are there student anchor papers to illustrate proficient work?

Are there student anchor papers to illustrate other performance levels (low to high)?

This submission includes (indicate all that apply):

- **Teacher directions**
  - May include prerequisites/description of instruction before giving the assessment (e.g., this assessment should be given after students have learned …)
  - Scoring guides for short constructed response, answer key, rubric
  - Sample anchor papers to show what student performance might look like
  - Materials (if needed to complete the assessment)
  - Estimated time for administration
  - Other:

- **Student Directions & Assessment Task/Prompt – what does the student see/use?**

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Date of Review: **Validation Team**:

Feedback Summary: Comments & Questions from Validation Team

Clarity and Focus	
Validity: Content Alignment	
Validity: Rigor Alignment	
Scoring Reliability	
Student Engagement	
Fairness	
What makes this a HQ assessment?	

Validation Team Recommendation:

___ validation pending – please review feedback, make revisions, and schedule another review

___ validation complete – please submit final edited version to team leader

First submission (date) _____ Re-submission (date) _____

Assessment Task Validation Feedback: Criteria for High Quality Performance Assessments

Name of Task: _____ **Content Area:** _____
Developers: _____ **Review Team:** _____
Date of Review: _____

Assessment task validation: A high quality performance assessment task should be….	
VALID (Aligned)	**Strengths/Suggestions**
Is the assessment task aligned to the content and performance in the stated standards?	**Does the assessment elicit clear evidence (performance, products, responses, etc.) of the stated concepts, skills, and thinking/ reasoning expected?** **Provide evidence from the student work (if applicable).**
Describe the content knowledge/concepts assessed. **List the skills/performance assessed.**	**Suggestions for improved alignment?**
RELIABLE	**Strengths/Suggestions**
Is the accompanying rubric/scoring guide clearly aligned among the performance and content demands of the assessment, stated standards, and student work collected?	**Will the scoring result in comparable scores from different teachers? With different student groups? Why or why not?**
Do the rubric/scoring criteria address all of the requirements (products, performances, responses) of the task?	**Suggestions for improved reliability?**
Are the performance criteria and descriptors in the rubric consistent across all performance levels?	

Criteria for Opportunity to Learn

Assessment task validation: A high quality performance assessment task should be…	
FAIR and UNBIASED	**Strengths/Suggestions**
Is the task design and format visually clear and uncluttered (e.g., use of while space, graphics, illustrations)?	Strengths?
Is the task presented in as straightforward a way as possible for a range of learners? Has all unnecessary and potentially distracting information been eliminated?	
Are the task language (vocabulary) and context(s) free from cultural or other references that might be unfamiliar to students or present potential unintended bias?	Suggestions for improved fairness?
ENGAGING AND AUTHENTIC/PERFORMANCE BASED	**Strengths/Suggestions**
Are the student directions, and all other supporting materials, clear, complete, and user friendly (e.g., student rubrics)?	Strengths?
Are there aspects of the assessment that help students to know what they are supposed to know and be able to do before they are assessed? (e.g., student rubrics, work samples to show expectations, pre-requisite skills needed, opportunities for peer and self assessment)	
Does the task require thinking applied to a real world situation, new context, problem, or challenge?	Suggestions for improved engagement/student choice & voice?
Does the assessment require students to assume a perspective, determine an approach, address an audience, or design an authentic product/performance?	
Are there aspects of the assessment or assessment practices that help students to set future goals for learning and tracking their own progress?	

Criteria for Opportunity to Learn (continued) Assessment Development Team Self-Assessment Reflection Tool	
Used to Guide and Support Instruction	**Our Comments/Questions**
1. Is this assessment embedded in curriculum and instruction (or seen only as "an event" to judge degree of proficiency)? **List unit of study/where in the curriculum is this assessment (best) used:**	
2. Do teachers use expectations assessed in the summative assessments to teach pre-requisite skills and monitor progress prior to this assessment being given?	
3. Do teachers use assessment results (scores and student work analysis) to impact their future instruction or the need for additional and targeted support to students? How does this happen?	
4. Do teachers know where the assessment evidence might fall along the broader learning continuum (learning progression*), so that they can design useable pretests and formative assessments and use ongoing data collection to plan/change next steps in instruction?	

***For more about use of learning progressions to monitor progress, see Module 5 or contact Karin Hess at karinhessvt@gmail.com**

Local Assessment Toolkit: Validation Protocols & Tools

Individual Test Blueprint Analysis Worksheet (Micro-Level)

***One-Way Alignment*: Mapping *One* Assessment Test/Performance Task to Stated Standards**

Use this worksheet to review an individual assessment (course exam, common task, project, etc.) being considered for use *in making overall proficiency decisions*.

Assessment Name/Task: _____Content Area: _____

Course or "Opportunity" of Assessment: _____

List by Item # or rubric criterion assessed	Item Intended DOK	Content focus *standards assessed*	# of Test Points - for each Item/Part (some items may have multiple points)				Notes Standard Assessed/ Emphasis? (F) Fully – (P) Partially?
Totals							
Notes about this test/ Assessment task or rubric							

Math Alignment EXAMPLE

Assessment Task: Intersecting Polygons (see description below) **Content Area: Mathematics**

Course or "Opportunity" of Assessment: All 9th grade students

A beginning EXAMPLE: *This is an on-demand (50-minutes) assessment, scored with a scoring rubric. (See notes below)*

List by Item # or rubric criterion assessed	Item DOK	Content FOCUS *standards assessed*	# of Test Points - for each Item/Part				Notes Standard Assessed/ Emphasis? (F) Fully – (P) Partially?
			Concepts, Procedures Precision	Problem Solving	Abstract Reasoning, Argue	Modeling	
(1a) F&A 10-3 M&G 10-8	1, 2	Solve & graph	1			1	(F&A 10-3) Solve linear equation - P (M&G 10-8) Use coordinate system to graph equations - P
(1b) F&A 10-3 M&G 10-8	1, 2	Solve & graph	1			1	
(1c) F&A 10-3 M&G 10-8	1, 2	Solve & graph	1			1	
(1d) F&A 10-3 M&G 10-8	1, 2	Solve & graph	1			1	
(2a)							
(2b)							
(2c)							
(3a) M&G 10-2	2/3	Recall char of polygon	1				(M&G 10-2) properties of polygon - P
(3b)			1				
(3c) M&G 10-2	2/3		1	1	1		(M&G 10-2) use properties to justify solution- P
TOTALS			7	1	1	4	
Notes about this test/Assessment task or rubric Rubric only gives full credit if solved and graphed correctly (1a-1d).							

1. Graph these 4 (linear) equations (1a-d) on the same coordinate plane, labeling axes and including all calculations.
2. Describe how each line relates to the others. (2b) For all lines that intersect, identify points of intersection. (2c) Using algebra, verify points of intersection.
3. (3a) How many polygons are created by the intersecting lines? (3b) Describe in as many ways as possible the characteristics and relationships of the polygons. (3c) Justify each characteristic and relationship mathematically. Be very specific with your descriptions. Write an explanation that includes all mathematical evidence of your findings.

