

ASSESSMENT VALIDATION COVER SHEET

ASSESSMENT INFORMATION

Title of Assessment: Chaperone Help Date: Oct. 8, 2014
 Grade/Subject: Math Author: Grade 1
 Validation Team: Grade 4

ALIGNMENT INFORMATION

- Alignment to Common Core State Standard(s), competencies, habits, or other standards.
Yes, Math Standards + practices
- Mission Alignment: How does this assessment fit into your school's local assessment system and align with your school's mission?
Rubric matches Pinnacle
- What does this assessment intend to accomplish and how will results be used?
Students will be able to count, sort, reason + plan. solve Real School problems
- How long do students spend on this unit and on this assessment, and when in the year/course do students complete it?
one day - 45 mins. before Oct 17th

VALIDATION QUESTIONS

- What accommodations are available to students? Accommodations are commonly categorized in four 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 alternative modes of access are auditory, multisensory, tactile, and visual.
 - Response accommodations: Allow students to complete 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 the assessment is given or the conditions of the assessment setting.
 - Timing and scheduling accommodations: Increase the allowable time to complete an assessment and perhaps change the way the time is organized.
- Are there student anchor papers provided to illustrate proficient work and other levels?
N/A

TYPE OF ASSESSMENT/ITEM TYPES (check all that apply)

- 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.)
- 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 (please attach and check type below)

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

THIS TASK INCLUDES (check all that are attached)

- Teacher directions
- Student directions
- Materials needed
- Estimated time
- Anchor papers or student exemplar(s) *Sample word problems*
- Other

ADDENDUM FOR TUNING

If you are still in the planning stages of your assessment, answer the following additional questions:

- What is our focusing question?
- On what aspect of our plan are we most hoping to receive feedback?
- What next steps do we anticipate taking that are not yet reflected in the current draft of our plan?
- How are we planning to scaffold for heightened student engagement?

ASSESSMENT VALIDATION CHECKLIST

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QUALITY ALIGNED INSTRUCTION

6–8 MINUTES ⌚

1 Alignment

- Is clearly aligned to competencies and to specific content standards and habits.
- Is clearly aligned to 21st century skills.
- Is aligned to appropriate depth of knowledge (DOK) to assess the standard. Identify and check DOK levels assessed below. For example, an essay would mostly assess DOK 3, but some DOK 2 items might also be included. Check “most” for DOK 3 and “some” for DOK 2.
 - DOK 1:** recall; memorization; simple understanding of a word or phrase
(most of assessment/ some of the assessment/ none of the assessment)
 - DOK 2:** Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.
(most of assessment/ some of the assessment/ none of the assessment)
 - DOK 3:** Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.
(most of assessment/ some of the assessment/ none of the assessment)
 - DOK 4:** Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.
(most of assessment/ some of the assessment/ none of the assessment)
- 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 provided (e.g., task broken into smaller steps; graphic organizer to preplan a response) does not change what is actually being assessed.
- The assessment is scheduled appropriately in the year, with enough teaching time provided to allow all students to successfully complete it.



Alignment
Notes

6 Adherence to Principles of Universal Design

- Instructions are free of wordiness and irrelevant information.
- Instructions are free of unusual words students may not understand. *Chaperone*
- Format/layout conveys focus of expected tasks and products.
- Format clearly indicates what actual questions and prompts are.
- Questions are marked with graphic cues (bullets, numbers, etc.).
- Format is consistent.



**Adherence
to Principles
of Universal
Design Notes**

QUALITY DATA ANALYSIS

8-10 MINUTES

(This section occurs only if student work is presented.)

7 Student Work Analysis

- Student work sample demonstrates proficiency/mastery (with evidence of DoK level 3 or 4 performance) of the assessed competencies and standards for the grade level and discipline.
- If assessment is a common assessment or used for high-stakes decisions, student work can be scored reliably by all scorers using scoring guide and information provided.



**Student Work
Analysis
Notes**

N/A

VALIDATION TEAM RECOMMENDATION

8-10 MINUTES

- Validation pending:** Please review feedback and make revisions.
- Validation complete:** Please submit final edited version to team leader.



**Overall
Feedback**

ALIGN	
Unit: Apples	Grade Level 1
Essential Outcome "I can use math to solve real school problems"	
NH Competencies: TO BE DEVELOPED Other Established Goals (standards, 21st century skills, school-specific goals) G1.OA.5-1.OA.6 Add and subtract within 20. MP:G1-G5: Make sense of problems and persevere in solving them. MP:G1-G5: Use appropriate tools strategically. MP:G1-G5: Attend to precision.	
Essential questions to guide learning, build enduring understanding, and make relevant connections How is math used in the real world?	
Students will know (content) Counting Sorting Reasoning Planning	Students will be able to do (skills) (Identify, describe, written...) <ul style="list-style-type: none"> • Count to 20 • Demonstrate knowledge of the vocabulary: least, equal, determining unknown number • Organize data
Work Study Practice(s) Assessed: Assertion for getting their own materials. Responsibility for completing assignment. Self-Control for using materials appropriately.	
DESIGN	
Task summary Students will be creating groups to determine the least amount of chaperones needed for the field trip. Groups can have no more than 4 students. They will report out their reasoning using pictures, words, and equations. Materials (white board, counter, chart paper, interactive whiteboard, iPad) will be available for students to use to help them sort.	Resources White boards Counters Chart paper
Key Criteria – Rubric *See Attached	Possible Accommodations 1. Some students will be given the materials that the teacher finds most

	<p>helpful to their learning style.</p> <ol style="list-style-type: none"> 2. Pictures of people to represent chaperones to help students divide into groups. 3. A scribe will be available. 4. More time will be available.
<p>Common performance assessment schedule or approximate time needed 45 Minutes during a math block before October 17</p>	<p>Possible formative assessments Word Problem Practice- We will look for pictures, words, and equations that help explain thinking. See attached sheet for how to explain thinking in a word problem.</p>
<p>Learning Plan: To be completed by individual teachers, as learning plan may vary by teacher</p>	
<ol style="list-style-type: none"> 1) Counting collections 2) Recording thinking on whiteboards 3) Model word problem solving 	
<p>Analyze</p>	
<p>Schedule for collaborative scoring of performance assessment</p>	<p>Plan for collaboration around revisions to task</p>
<p>Next steps for teaching and learning</p>	<p>Plan for analyzing student scores and data disaggregation</p>

Name _____ Date _____

Chaperone Help!

Our class is going on a field trip to Applecrest. I do not want to have more than 4 students in each group. What is the least number of chaperones we need? How many students will be with each chaperone? On the back, can you show another way to group the class still using the least amount of chaperones?

_____ number of students in our class

Try to use:

- Pictures
- Labels
- Words
- Numbers
- Number sentence

Work space

Explain how you solved the problem.

Our class needs at least _____ chaperones for the field trip.

Basic Understanding: G1.OA.5-1.OA.6 Add and subtract within 20. MP:G1-G5: Make sense of problems and persevere in solving them.

LP	IP	P	E
No Solution/Solution does not connect to task.	Students understand that they need to separate the students but does not find the least number of chaperones.	Student understands that they need to have groups that allow the least number of chaperones.	Student shows alternate ways of grouping allowing for the least number of chaperones.

Strategies and Reasoning: MP:G1-G5: Use appropriate tools strategically. MP:G1-G5: Attend to precision.

LP	IP	P	E
Student cannot represent their thinking.	Student attempts to represent thinking but does not consider the least amount.	Student can demonstrate and represent the correct solution.	Student can demonstrate and represent more than one correct solution.