



(Use your notes from [CBE Tool 9](#) to develop your team summary.)

<b>Assessment:</b> <b>Date of Review:</b> _____		<b>Validation Team:</b> _____
<b>Feedback Summary: Comments and Questions From Validation Team</b>		
<b>Clarity and Focus</b>		
<b>Validity: Content Alignment (Competency)</b>		
<b>Validity: Rigor Alignment</b>		
<b>Scoring Reliability</b>		
<b>Student Engagement</b>		
<b>Fairness and UDL</b>		
<b>What makes this a HQ assessment?</b>		
<b>Validation Team Recommendation:</b> _____ Validation pending—please review feedback, make revisions, and schedule another review. _____ Validation complete—please submit final edited version to team leader. First submission (date) _____ Resubmission (date) _____		



(Use your notes from **CBE Tool 9** to develop your team summary.)

<p><b>Assessment:</b> <i>“Picking Up the Pieces”—Students explore, contextualize, and analyze the perspectives of major groups involved in and impacted by global 20th century conflict and its aftermath. Then, draw connections to a current conflict you care about with the goal of analyzing the impact on those involved in order to develop a proposed resolution.</i></p> <p>© Aquino, CPS</p>	
<p><b>Feedback Summary: Comments and Questions From Validation Team</b></p>	
<p><b>Clarity and Focus</b></p>	<p><i>Suggestion: Throughout, regarding academic versus SEL competencies, you seem to have parallel expectations, so you need to be clear that both strands are addressed in task directions and rubric criteria. We were unclear.</i></p>
<p><b>Validity: Content Alignment (Competency)</b></p>	<p><i>Clarify “contextualize” in the task statement for students—does this mean that students provide personal or historical context or both in their response? It was not clear from the task directions or rubric how students will do this. Is the student contextualizing? Or is the analysis done within a specific context?</i></p> <p><i>If so, revise student directions (e.g., identify, explore, and analyze perspectives of major groups involved). Your analysis should include a discussion of how the context contributes to the impact/outcome.</i></p>
<p><b>Validity: Rigor Alignment</b></p>	<p><i>We could not locate your intended DOK levels on Tool 8 (assessment overview). These should be added.</i></p>
<p><b>Scoring Reliability</b></p>	<p><i>Suggestion: Clarify rubric—What evidence will students use and where does the evidence come from? Are sources cited? Clarify—Are you looking for personal insights, as well as accurate information?</i></p> <p><i>Suggestion: You could add a self-reflection related to how personal bias or perspective has changed.</i></p>
<p><b>Student Engagement</b></p>	<p><i>You offer many opportunities for choices for students—choosing sources, individual/peer work, and final products.</i></p>
<p><b>Fairness and UDL</b></p>	<p><i>Suggestion: You could also include—“Provide documents/sources at different access/complexity levels. Students can access texts through read-alouds or viewing.”</i></p>
<p><b>What makes this a HQ assessment?</b></p>	<p><i>Integration of academic and SEL competencies makes authentic connections for each student to personally reflect upon.</i></p> <p><i>Clearly stated Big Ideas—Rubric articulates a progression, stated in the positive.</i></p> <p><i>Accommodations listed.</i></p> <p><i>Multiple options or choices for students to make.</i></p>
<p><b>Validation Team Recommendation:</b></p> <p><input checked="" type="checkbox"/> Validation pending—please review feedback, make revisions, and schedule another review.</p> <p><input type="checkbox"/> Validation complete—please submit final edited version to team leader.</p> <p>First submission (date) _____ Resubmission (date) _____</p>	



Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning>.

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