**Establishing Content Validity – Rubric/Assessment Response Form**

Name of Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTIONS: This measure is designed to evaluate the content validity of (insert title of assessment) . Please rate each item as follows:

* Please rate the level of representativeness of item in measuring the aligned overarching construct on a scale of 1-4, with 4 being the most representative. Space is provided for you to comment on the item or suggest revisions.
* Please rate the importance of the item in measuring the aligned overarching construct on a scale of 1-4, with 4 being the most essential. Space is provided for you to comment on the item or suggest revisions.
* Please rate the level of clarity for each item on a scale of 1-4, with 4 being the clearest. Space is provided for you to comment on the item or suggest revisions.

These rows will change depending on your program rubric … these rows will be different for each rubric used

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| --- | --- | --- | --- | --- | --- | --- |
| **Overarching construct (i.e., “big idea to measure”)**This row **doesn’t change** – same for all rubrics | **Operational Definition** | **Item measuring overarching construct**(Uses the exact wording as appears on the assessment rubric). | **Representativeness of item in measuring the overarching construct*** 1 = item is not representative
* 2 = item needs major revisions to be representative
* 3 = item needs minor revisions to be representative
* 4 = item is representative
 | **Importance of item in measuring the overarching construct*** 1 = item is not necessary to measure the construct
* 2 = item provides some information but is not essential to measure the construct
* 3 = item is useful but not essential to measure the construct
* 4 = item is essential to measure the construct
 | **Clarity of item*** 1 = item is not clear
* 2 = item needs major revisions to be clear
* 3 = item needs minor revisions to be clear
* 4 = item is clear
 | **Comments:** |
| **Construct 1:**  (fill in the blank) – *the construct “Content Knowledge” is used for this example.* |
| Content Knowledge(Example) | Knowledge about actual subject matter that is to be learned or taught (Example) | K2a: Demonstrates knowledge of content (Example) | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |  |
| Content Knowledge | Knowledge about actual subject matter that is to be learned or taught | K2b: Implements interdisciplinary approaches and multiple perspectives for teaching content | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |  |
| Content Knowledge | Knowledge about actual subject matter that is to be learned or taught | K2c: Demonstrates awareness of literacy instruction across all content areas | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |  |
| Content Knowledge | Knowledge about actual subject matter that is to be learned or taught | K2d: Makes content relevant for all learners | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |  |
| **To the reviewer:** What additional items would you recommend including to measure the construct? If you have no suggestions, please enter “none.”(This row would be inserted after each group of items aligned with an identified overarching construct). |
| **To the reviewer:** What additional items would you recommend deleting? If you have no suggestions, please enter “none.” (This row would be inserted after each group of items aligned with an identified overarching construct). |
| **To the reviewer:** Please provide any additional information you believe may be useful in assessing the identified construct with this instrument. If you have no suggestions, please enter “none.”(This row would be inserted after each group of items aligned with an identified overarching construct). |
| Construct 2: (fill in the blank) – *the construct “Learning Environments” is used for this example.* |
| Learning Environment (Example) | The diverse physical locations, contexts, and cultures in which students learn. (Example) | Etc. – form would go on to list all items, etc. | Etc. | Etc. | Etc. | Etc. |

Start with a new competency for next group of items

These three (3) open-ended response rows are inserted after each group of items aligned with an identified overarching competency

1

2

3