**DRAFT EXAMPLE** - COPY AND PASTE WHATEVER PIECES ARE HELPFUL IN CREATING THIS FORM

**Establishing Content Validity – Rubric/Assessment Response Form (note: creating an electronic version of this form via Google Drive or an online Survey tool is acceptable).**

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 most clear. Space is provided for you to comment on the item or suggest revisions.

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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**  (use 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 is provides some information but is not essential to measure the construct * 3 = item is useful not but 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  These rows will change depending on your program rubric … these rows will be different for each rubric used | 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  These three (3) open-ended response rows are inserted after each group of items aligned with an identified overarching competency | 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.”  1  (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.”  2  (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.”  3  (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*.  Start with a new competency for next group of items | | | | | | | | |
| Learning Environments (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 |