# High Quality Assessment Content Validity Review Tool

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| **Content Area: Music** |
| **Name of Assessment: CONNECTICUT COMMON ARTS ASSESSMENT**<br>**2nd GRADE SOLO IMPROVISING** |
| **Reviewer(s): Laurel Reckert & Kristina Kafka** |
| **Date of Review: April 19, 2012** |

**Assessment Profile**

**Grade Level(s) suggested by this assessment: 2nd Grade**

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:

MU09-GR.2-S.2-GLE.1

**What is the DOK of the assessment?**

DOK 3

**Indicate the DOK range of the CAS Grade Level Expectations:**

DOK 2-3

**Describe the content knowledge/concepts assessed:**

Improvising (Creation of Music)

**List the skills/performance assessed:**

response time, accuracy, variety, rhythmic complexity, expression

| **Item Types - check all that apply (note: there is often overlap among certain 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.) | |
| **Extended Response** (essay, multi-step response with explanation and rationale required for tasks) | |
| **Product** (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.) | x |
| **Process** (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision) | |

| **The assessment includes:** | **Check All That Apply** |
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| **Teacher directions** (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned …) | x |
| **Scoring Guide/Rubric** | x |
| **Sample evidence to show what student performance might look like:** | |
| **Materials** (if needed to complete the assessment) | |
| **Estimated time for administration** | |
| **Student Directions & Assessment Task/Prompt –** what does the student see/use? | x |
| **Other:** | |

| A high quality assessment should be...Aligned | | |
|---|---|---|
| **Alignment with Standards** | **Rating Column** | **Strengths & Suggestions** |
| **1a.**To what extent do you see a strong content match between the set of items reviewed or the task and the corresponding Colorado Academic Standard/s? **Select one option below.**<br><br>**Full match** – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.<br><br>**Partial match** – task or most items partially address the skills and knowledge described in the corresponding state standard/s.<br><br>**No match** – task or most items are not related to the skills and knowledge described in the corresponding state standard/s. | | This assessment could include additional parts to fully meet GLE 1. Evidence Outcomes in this GLE require students to improvise short instrumental phrases using the pentatonic scale as well as to improvise instrumentally and vocally over the tonic chord. Both of these performance indicators require the use of pitch. A singing and playing component could easily be added to this assessment to make that accommodation. The Evidence Outcomes address the creation of movement as well. A movement component could be added to the current assessment. |
| **Please provide evidence from both the standards and assessment to support your response:** This assessment meets the GLE "Create musical phrases in the form, of simple questions and answers alone and in small groups." | | |
| | **Full=3; Partial =2; No Match= 1** | |
| **Alignment with Standards Score** | **3** | |
| | | |
| **Depth of Knowledge as Measured by this Assessment** | **Rating Column** | |
| **1b**. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? **Select one option below.**<br><br>**More rigorous** – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.<br><br>**Similar rigor** – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.<br><br>**Less rigor** – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations. | | |
| **Please provide evidence from both the grade level expectations and assessment to support your response:** The assessment aligns with the rigor of the GLE exactly. The GLE states a student must create musical phrases and that is what the assessment asks them to do. | | |
| | **Similar Rigor=3; More Rigor=2; Less Rigor= 1** | |
| **Depth of Knowledge (Rigor) Score** | **2** | |

| A high quality assessment should be…Scored using Clear Guidelines and Criteria | | |
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| **Scoring Guidelines for this Assessment** | **Check all that apply:** | **Strengths/Suggestions** |
| **Scoring Guide Present:** | | The rubric is very strong and aligns with the CAS. Include sample student performances and completed rubrics for teacher reference. Video or audio recordings are suggested to document exemplary student responses. |
| **Answer key, scoring template, computerized/machine scored** | x | |
| **Generalized Rubric** (e.g., for persuasive writing, for all science labs) | | |
| **Task-Specific Rubric** (only used for the particular task) | x | |
| **Checklist** (e.g., with score points for each part) | | |
| **Teacher Observation Sheet/ Observation Checklist** | | |
| | **Yes, several types=3, Yes, at least one type=2, None=1** | |
| **Scoring Guide Present Score** | **2** | |
| **2a.** Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. | | |
| **Provide an explanation of your response:** The rubric assesses response time, accuracy, variety, rhythmic complexity, expression. This all aligns with the CAS. | **Completely aligned=3, Somewhat aligned=2, Not aligned=1** | |
| **Rubric Aligned with Standards Score** | **3** | |
| **2b.** Are the score categories clearly defined and coherent across performance levels? | | |
| **Provide an explanation of your response:** Yes, the score categories are clearly defined for each skill and they are appropriate for second graders. | **Yes=3, Somewhat=2, No=1** | |
| **Rubric/Scoring Coherent Score** | **3** | |
| **2c**. To what degree does the rubric/scoring criteria address all of the demands within the task or item? **Explain:** The rubric addresses each demand of the task specifically. | | |
| | **Yes=3, Somewhat=2, No=1** | |
| **Rubric/Scoring Alignment** | **3** | |
| **2d.** Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to arrive at the same score for a given response? **Why or why not?** | | |
| The rubric supports a high level of inter-rater reliability. | **Yes=3, Somewhat=2, No=1** | |
| **Inter-rater Reliability Score** | **3** | |
| **2e.** Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work would be needed? | | |
| No student work is included. Exemplars would be helpful. | **Yes=3, Somewhat=2, No=1** | |
| **Student Work Samples Score** | 1 | |

| A high quality assessment should be...FAIR and UNBIASED | | |
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| **FAIR and UNBIASED** ***(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)*** | **Rating Column** | **Strengths/Suggestions** |
| **3a.** To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered (e.g., use of white space, graphics, and illustrations)? **Provide an explanation of your response:** This assessment is a performance so there is no student paper. The teacher materials are straightforward. | | The assessment is clear and free from cultural bias and academic language. Suggestions: Provide examples of accommodations for diverse student learners. |
| | **All=3, Some=2, None=1** | |
| **"Clear & Uncluttered" Score** | **3** | |
| **3b.** To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? **Provide an explanation of your response:** The task is presented in a very straightforward way that makes it accessible for most learners. | | |
| | **All=3, Some=2, None=1** | |
| **"Straight Forward" Score** | **3** | |
| **3c.** To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? **Provide an explanation of your response:** The vocabulary is free from cultural bias. | | |
| | **All=3, Some=2, None=1** | |
| **Free of 'Cultural or Unintended Bias' Score** | **3** | |
| **3d.**Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? **Provide an explanation of your response:** No, it does not require a high level of academic language. | | |
| | **No=3, Somewhat=2, Yes=1** | |
| **"Academic Language" Score** | **3** | |
| *Please reference "Defining Features of Academic Language in WIDA's | | |
| **3e.** If applicable, what type of accommodations should be considered to ensure that students with special needs can fully access the content represented by the task or set of items reviewed? See below. | | |
| *Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:*<br>o ***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.*<br>o ***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.*<br>o ***Setting Accommodations*** *—Change the location in which a test or assignment is given or the conditions of the assessment setting.*<br>o ***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.*<br>o ***Linguistic Accommodations*** *— Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.* | | |

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| 3f: Identify and write down the accommodations permitted for this assessment: | | |
| No accommodations listed. Suggestions by the reviewers: Students could write responses (presentation accommodation), students could tap an "answer" if they couldn't sing or speak one (response accommodation). | **Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1** | |
| **"Adequate Accommodations Allowed" Score** | **1** | |

| A high quality assessment should …increase OPPORTUNITIES TO LEARN | | |
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| **The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities** | **Check all that apply:** | **Strengths/Suggestions** |
| **4a.** Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? **Provide an explanation of your response:** Yes, this assessment requires students create an "answer" which is an age-level appropriate composition/improvisation activity . | | This assessment provides teachers, students, and parents with accurate and applicable data. |
| | **Yes=3; Somewhat=2; No=1** | |
| **"Engages Students" Score** | **3** | |
| **4b.** To what extent do you think the knowledge and skills tested by the assessment can provide good information about what students have learned in the classroom? **Provide an explanation of your response:** This assessment provides accurate and thorough information about the knowledge and skill they have learned. | | |
| | **Yes=3; Somewhat=2; No=1** | |
| **Classroom Learning Score** | **3** | |
| **4c.** To what degree do the results from this assessment (scores and student work analysis) foster meaningful dialogue about learning expectations and outcomes with students and parents? **Provide an explanation of your response:** This assessment could give very specific information to parents about a student's achievement because of the specific rubric. | | |
| | **Yes=3; Somewhat=2; No=1** | |
| **Learning Expectations/Outcomes Score** | **3** | |
| **4d.** To what extent do you believe the assessment can clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? **Provide an explanation of your response:** This assessment communicates high expectations for academic excellence because it articulates several skill areas in which they much show proficiency. | | |
| | **Yes=3; Somewhat=2; No=1** | |
| **Communicates Academic Excellence Score** | **3** | |
| **4e**. Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can use the results (scores and student work analysis) to understand what competency on standard/s look like? **Provide an explanation of your response:** It can be used very easily to explain competency in the standards. | | |
| | **Yes=3; Somewhat=2; No=1** | |
| **Standards Competency Score** | **3** | |
| **4f:** Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can identify what purpose the assessment serves (e.g., diagnostic, report card grades, adjusting instruction, etc.)? **Provide an explanation of your response:** It is clear that this assessment is a culminating activity. The introductory materials are very specific about the student skills needed to be developed in order to be successful in this improvisation activity. | | |

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| | Yes=3; Somewhat=2; No=1 | |
| Locate evidence Score | 3 | |

| Summary | Earned | Possible |
|---|---|---|
| Standards Rating | 3 | 3 |
| Rigor Rating | 2 | 3 |
| Subtotal | 5 | 6 |
| Standards Alignment Percentage | | 83.3% |
| Scoring Guide Present | 2 | 3 |
| Rubric Aligned w/standards | 3 | 3 |
| Rubric/Scoring Coherent | 3 | 3 |
| Rubric/Scoring Alignment | 3 | 3 |
| Inter-rater reliability | 3 | 3 |
| Student work present | 1 | 3 |
| Subtotal | 15 | 18 |
| Scoring Percentage | | 83.3% |
| Clear & Uncluttered Presentation | 3 | 3 |
| Straight Forward Presentation | 3 | 3 |
| Free of Cultural or Unintended Bias | 3 | 3 |
| Academic Language Load | 3 | 3 |
| Adequate Accommodations Allowed | 1 | 3 |
| Subtotal | 13 | 15 |
| Fair & Unbiased Percentage | | 86.7% |
| Engagement | 3 | 3 |
| Reflects Classroom Learning | 3 | 3 |
| Reflects Learning Expectations/Outcomes | 3 | 3 |
| Communicates Academic Excellence | 3 | 3 |
| Competency on Standards Score | 3 | 3 |
| Locate evidence Score | 3 | 3 |
| Subtotal | 18 | 18 |
| Opportunities to Learn Percentage | | 100.0% |
| Grand Total | 51 | 57 |
| Overall Percentage | | 89.5% |

This assessment is: Place an 'X' in the appropriate box

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|---|---|
| Fully Recommended | X |
| Partially Recommended | |
| Not Recommended | |