

## High Quality Assessment Content Validity Review Tool

To understand the review process and how to use the review tool, go to:

[How to use the Assessment Review Tool](#)

<b>Content Area: Music</b>
<b>Name of Assessment: Washington-Cartoon Soundtrack Grade 5</b>
<b>Reviewer: Content Collaborative</b>
<b>Date of Review: April 18, 2012</b>

### Assessment Profile

**Grade Level(s) suggested by this assessment: Grade 5**

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

MU09-GR.5-S.2-GLE.2; MU09-GR.5-S.3-GLE.1; MU09-GR.5-S.4-GLE.1;

**What is the DOK of the assessment? 2-4**

**Indicate the DOK range of the CAS Grade Level Expectations: 2-4**

**Describe the content knowledge/concepts assessed:** Create rhythms, Perform rhythm and steady beat

**List the skills/performance assessed:** Use of dynamics (p & f), Create 4-measure rhythmic piece using half note, quarter note, paired eighth notes and quarter rest. Aesthetically assessing and defending their musical choices.

**Item Types - check all that apply (note: there is often overlap among certain item types):**

**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.)

**Process** (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)

Check All That Apply
X
X

**The assessment includes:**

**Teacher directions** (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)

**Scoring Guide/Rubric**

**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?

Check All That Apply
X
X
X
X
X

Three days seems like an excessive amount of time for this task.

Other:	Requires specific technology
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**A high quality assessment should be...Aligned**

Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b> 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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>While this assessment does address the CAS, it should be noted that CAS requires an 8-measure melodic composition, where as this requires only a 4-measure rhythmic composition.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>There is a strong correlation between CAS and this assessment task, however, it fails to fully match. Adjustments would need to be made to include specific CAS requirements and vocabulary.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<b>Alignment with Standards Score</b>		<b>2</b>
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p>The DOK is similar. Both the assessment and the GLEs require students to create and perform an original composition.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<b>Depth of Knowledge (Rigor) Score</b>		<b>2</b>

A high quality assessment should be...Scored using Clear Guidelines and Criteria		
Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<b>Scoring Guide Present:</b>  <b>Answer key, scoring template, computerized/machine scored</b>  <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs) <b>Task-Specific Rubric</b> (only used for the particular task) <b>Checklist</b> (e.g., with score points for each part) <b>Teacher Observation Sheet/ Observation Checklist</b>	<input checked="" type="checkbox"/>          <input checked="" type="checkbox"/>      <b>Yes, several types=3, Yes, at least one type=2, None=1</b>	It is great that all of the teacher instructions are included and prompts are very clear.
<b>Scoring Guide Present Score</b>	<b>2</b>	
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response:</b> The highest score on the rubric is for quarter rest, half, quarter and paired eighth notes, all of which are below Gr. 5 expectation. This assessment would be more appropriate for second grade.	<input type="checkbox"/>          <b>Completely aligned=3, Somewhat aligned=2, Not aligned=1</b>	Rubric needs to include additional note values from CAS.
<b>Rubric Aligned with Standards Score</b>	<b>2</b>	
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  Yes, because there are two rubrics: one for performance and one for creating. Therefore, both the product and performance are fairly scored.	<input type="checkbox"/>          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Coherent Score</b>	<b>3</b>	
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b>  The scoring rubric addresses all the demands within the task.	<input type="checkbox"/>          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Rubric/Scoring Alignment</b>	<b>3</b>	
<b>2d.</b> 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? <b>Why or why not?</b>  No, this rubric is fairly straight-forward and easily scored.	<input type="checkbox"/>          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Inter-rater Reliability Score</b>	<b>3</b>	
<b>2e.</b> Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? <b>If so, describe. If not, what student work would be needed?</b>  No student work is included. Examples of a student exemplar composition and recordings of exemplary performances would be helpful in illustrating student mastery.	<input type="checkbox"/>          <b>Yes=3, Somewhat=2, No=1</b>	
<b>Student Work Samples Score</b>	<b>1</b>	

**A high quality assessment should be...FAIR and UNBIASED**

FAIR and UNBIASED <i>(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)</i>	Rating Column	Strengths/Suggestions
<b>3a.</b> 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)?		Clear and efficient use of materials, student work, etc.
<b>Provide an explanation of your response:</b>		
All items of the assessment are clear and uncluttered. We could read all items. The formatting of the task, glossary, and response sheets are appropriate for elementary students.	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?		
<b>Provide an explanation of your response:</b>		
All items are presented in as straightforward a way as possible. We feel all learners could understand the task.	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b>		
All items are free of cultural bias, however, the word "cartoon director" may need to be explained further as that may be background knowledge they are missing.	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? <b>Provide an explanation of your response:</b>		
To increase level of academic language, students should be required to use the terms in the glossary other than just forte and piano. Also, tempo terms could be added to the task.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>2</b>	
<a href="#">*Please reference "Defining Features of Academic Language in WIDA's</a>		
<b>3e.</b> 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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> <li>○ <b>Presentation Accommodations</b> —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.</li> <li>○ <b>Response Accommodations</b> —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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>○ <b>Linguistic Accommodations</b> — 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.</li> </ul>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment:		

Based on IEP or 504 plan: Timing and Scheduling. We strongly feel that Linguistic and Response accommodations should be considered.

Yes, Several allowed=3;  
Yes, Some allowed=2;  
None allowed =1

**"Adequate Accommodations Allowed" Score**

**2**

A high quality assessment should ...increase OPPORTUNITIES TO LEARN		
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
<p><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b> Students will apply music throughout their life in some way, while they might not all apply to cartoons, students will know how to apply a soundtrack to an aspect of their life.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Level of expectation should be increased to demonstrate true classroom learning to be aligned to CAS GLEs.</p> <p>Given once a year, this assessment would not show growth.</p>
<p align="center"><b>"Engages Students" Score</b></p>	<p><b>2</b></p>	
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b> The design of the assessment demonstrates classroom learning, unfortunately the task is slightly below CAS GLE standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center"><b>Classroom Learning Score</b></p>	<p><b>2</b></p>	
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b> The rubrics used for scoring very clearly identify where a child scores on expected outcomes. Students would also have the ability to dialogue with their parents about their choices.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center"><b>Learning Expectations/Outcomes Score</b></p>	<p><b>3</b></p>	
<p><b>4d.</b> 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? <b>Provide an explanation of your response:</b> The rubrics give very clear levels of what students should be able to achieve. This performance task promotes the 21st century skill of invention.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center"><b>Communicates Academic Excellence Score</b></p>	<p><b>3</b></p>	
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b> Teachers can easily see what note values students are struggling with.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center"><b>Standards Competency Score</b></p>	<p><b>3</b></p>	
<p><b>4f:</b>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.)? <b>Provide an explanation of your response:</b> Teachers could probably quickly assume which learning objectives or lesson this assessment would relate to, however, they are not directly stated. Additionally, the task does not directly describe that it could be used for a variety of assessment purposes. It would be helpful to articulate the objective as formative, interim and/or summative.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center"><b>Locate evidence Score</b></p>	<p><b>2</b></p>	



Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	14	18
Scoring Percentage		77.8%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	2	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
Grand Total	46	57
Overall Percentage		80.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	