

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](#)

Content Area: Music
Name of Assessment: WA Cat Food Commercial
Reviewer: Content Collaborative
Date of Review: April 18, 2012

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

What is the DOK of the assessment? 1-3

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

Describe the content knowledge/concepts assessed: Notation, Creation of Music, Responding to Music

List the skills/performance assessed: Creating a 2-4 measure composition, Proper notation, Performance Technique; Appropriately demonstrates tempo, dynamics and rhythm. Responding to music and using proper vocabulary.

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?

Other:

Check All That Apply
X
X
X
X
Glossary & Scoring Notes

A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p>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.</p> <p>Full match – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p>Partial match – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p>No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>It may be easier to just create a brand new assessment with all of the adjustments needed to rigor. The "bones" are good, but the time required is extensive and rigor is not up to standard. The time it would take to do this assessment is not very feasible. The estimated window for this assessment is four class days of 40 minutes each. This is a large amount of time to devote to a single assessment when most districts have music once or twice a week.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>Aligns with Gr. 5 GLEs, however some consideration should be given to the EO's (ours tend to be more rigorous than what is required).</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p>Alignment with Standards Score</p>	<p>2</p>	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p>1b. Are the set of items or task reviewed as cognitively challenging as the grade level expectations? Select one option below.</p> <p>More rigorous – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p>Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p>Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p>Please provide evidence from both the grade level expectations and assessment to support your response:</p> <p>Does not require notation needed for Gr. 5, Does not match criteria for creation (expression) of music or performance at Gr. 5. Concept is good in theory, but not nearly rigorous enough.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>Depth of Knowledge (Rigor) Score</p>	<p>1</p>	

A high quality assessment should be...Scored using Clear Guidelines and Criteria

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p>Scoring Guide Present: Answer key, scoring template, computerized/machine scored</p> <p>Generalized Rubric (e.g., for persuasive writing, for all science labs)</p> <p>Task-Specific Rubric (only used for the particular task)</p> <p>Checklist (e.g., with score points for each part)</p> <p>Teacher Observation Sheet/ Observation Checklist</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p align="center">X</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>Strength: One rubric for each element: Creation, Performing and Responding.</p>
Scoring Guide Present Score		2
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: Ask for students to notate (2.2), Asks student to defend their composition choices (4.1 & 4.2).</p>	<p><input type="checkbox"/></p> <p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	<p>Rubrics should be tailored to address CAS specifically. (Some requirements and terms should be adjusted.)</p>
Rubric Aligned with Standards Score		2
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: Pretty clear, Creation Rubric needs to be re-done-it's not specific enough for CAS, the others are fine. The score categories are clearly defined and coherent across the performance levels. However, it would be helpful if it was more specific.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		2
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Meets all of the demands for this assessment, we would like to see adjustments made for CAS.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	<p>Rubrics lack specificity in some areas. Specific vocabulary, notation and performance skills required for CAS would be needed.</p>
Rubric/Scoring Alignment		2
<p>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? This rubric is not specific enough to ensure inter-rater reliability. Some of the wording is really vague in the Performing Rubric. The Responding Rubric also has some room for interpretation.</p>	<p><input type="checkbox"/></p> <p>Yes=3, Somewhat=2, No=1</p>	<p>Changes to the Performing rubric might include adjustments in wording, to take out the room for interpretation. What is "performas w/o interruption"? For example, ending on "tonic" should be added.</p>
Inter-rater Reliability Score		2
<p>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?</p>	<p><input type="checkbox"/></p>	

No, a student exemplar is needed. It would be helpful to have written examples of the student composition and annotations about how it fits in the rubric. Also, audio recordings of student performances would help promote inter-rater reliability.

Yes=3, Somewhat=2,
No=1

Student Work Samples Score

1

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
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:		
Items are very clear and easy to read.	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 clear, but it does not specify the connection between a commercial and a musical piece.		Clarification of the fact that a commercial is NOT a musical work. Maybe the word "jingle" could be used instead. Students should not be confused about their task of composition.
	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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:		Should not be limited to cats! Or food! Should have some student choice.
Use of the word "commercial" gives people different ideas. Appropriately musical terminology should be used.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
Students are asked to identify the characteristics of the Cat Food and how it relates to their composition, therefore, we feel it is a moderate level of academic language.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <ul style="list-style-type: none"> ○ 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. ○ 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. ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. ○ 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. ○ 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. 		

3f: Identify and write down the accommodations permitted for this assessment:

Linguistic (Cultural, and all other IEPs & 504s). Timing and Scheduling Accommodations and Response Accommodations should also 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>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, most students would relate to commercials, this just needs to be clarified to a musical context.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		2
<p>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: Students have to demonstrate quite a bit of information about notation and performing, however, the responding aspect would not give the teacher specific information to measure.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Responding is difficult in general, because it is very open to interpretation, so this rubric could use some quantitative aspects to help make it less susceptible to interpretation.</p>
Classroom Learning Score		2
<p>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: Could provide students with a chance to dialogue about their choice and their thought process.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		3
<p>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: Although it provides the students with the opportunity to demonstrate their creative side, it is not specific as to what a quality composition would be.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Number of measures needs to be increased, criteria needs to be clearer, Grade 5 notation needs to be used (Adapted to CAS)</p>
Communicates Academic Excellence Score		2
<p>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: Unless a lot of changes are made to the criteria, there is not much to measure and use as data. This could not be used as a summative assessment.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		1
<p>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:</p>		

Criteria is too vague to align to specific portions of our curriculum and specific learning objectives within our curriculum. However, the performance task clearly states that it can be used for a variety of assessment purposes.

**Yes=3; Somewhat=2;
No=1**

Locate evidence Score

1

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
Engagement	2	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	1	3
Locate evidence Score	1	3
Subtotal	11	18
Opportunities to Learn Percentage		61.1%
Grand Total	36	57
Overall Percentage		63.2%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	