

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 Come to the Fair Gr. 5
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.3-GLE.1									
What is the DOK of the assessment? 1-2									
Indicate the DOK range of the CAS Grade Level Expectations: 1-2									
Describe the content knowledge/concepts assessed: Analyze and apply dynamics, tempo, meter using appropriate vocabulary.									
List the skills/performance assessed: Write a review; compare and contrast the two musical selections.									
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply			X				
Check All That Apply									
X									
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">Glossary of terms</td></tr> </tbody> </table>	Check All That Apply	X	X			X	X	Glossary of terms
Check All That Apply									
X									
X									
X									
X									
Glossary of terms									

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>Terms need to be aligned with CAS vocabulary.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p>		
<p>Students are asked to identify tempo and dynamics as stated in the GLE, however, the vocabulary is different than that used in the Eos.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>	<p align="center">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>Again, vocabulary is slightly different, but similar knowledge is required.</p>	<p>Similar Rigor=3; More Rigor=1; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>	<p align="center">2</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 Generalized Rubric (e.g., for persuasive writing, for all science labs) Task-Specific Rubric (only used for the particular task) Checklist (e.g., with score points for each part) Teacher Observation Sheet/ Observation Checklist</p>	<p align="center">X</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>The rubric needs quantitative elements to be fairly evaluated. Words from the glossary should be added or used to clarify what is expected. The rubric only requires the students to identify 2 elements of music using vocabulary and clarification is needed to actually assess the GLE.</p>
Scoring Guide Present Score	2	
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: The rubric asks for demonstrating an understanding of the elements of music, but again, there is vocabulary that is missing.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</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: The rubric lacks specificity in regards to vocabulary.</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: All the rubric basically asks for is that students can "hear" a difference in music. It does leave room for the students to incorrectly label and element.</p>	<p>Yes=3, Somewhat=2, No=1</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? Yes, the rubric only requires the students to identify two elements of music, there is no quantitative or qualitative amount of vocabulary required. The rubric should be edited to included more reliability between raters.</p>	<p>Yes=3, Somewhat=2, No=1</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? No, a student exemplar is definitely needed.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
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
<p>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: All items are easily read and understood.</p>	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
<p>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: Definitions of terms would have to be in place for all students to fairly complete the assessment. Some explanation would be required (Timber is difficult for some students to understand). Clarification of the terms being assessed should be used in the teacher directions to provide straightforward instructions to all learners.</p>	All=3, Some=2, None=1	
"Straight Forward" Score	2	
<p>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: For the most part free of bias, however, some terms may be confusing based on the region of the student or their prior education. This would need to be addressed by the teacher.</p>	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: The teacher needs to use their judgment to ensure that no bias is implied.</p>	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
<i>*Please reference "Defining Features of Academic Language in WIDA's</i>		
<p>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?</p> <p><i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i></p> <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. 		
<p>3f: Identify and write down the accommodations permitted for this assessment:</p>		

Response Accommodations are included. Linguistic, Timing and Scheduling, and Presentation 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>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: The task asks for in-depth thinking about what they are hearing and apply it to write a critique. Students will become critics of the music in their world.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		3
<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: This assessment would tell you if the students could use element vocabulary appropriately and distinguish between similarities and differences in music.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Classroom Learning Score		3
<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: It would provide quality dialogue about similarities/differences the student heard, as well as the vocabulary they used. However, the rubric is slightly vague as to how many terms need to be used, so that should be clarified.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score		2
<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: The student example does not ask for specific music vocabulary. To demonstrate true excellence at a 5th Grade level, more detailed information should be required in the student work, as well as the rubric. Specific vocabulary requirements should be identified by the teacher prior to assessment. This is a low-level DOK, to really achieve academic excellence students should have to analyze and defend their answers, which would link to CAS 4.</p>	<p>Yes=3; Somewhat=2; No=1</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: The results would be general, but not specific. Again, the teacher directions, rubric and student page would need to be changed to very clear about the quantitative and qualitative amount to vocabulary used. The choice of music could skew the results of the assessment. The choice of music is teacher-driven.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score		1

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:**

Due to the variables of this assessment, teachers would have difficulty locating which evidence is represented. Teachers could modify the assessment to achieve a specific assessment evidence outcome or a complete a specific objective or lesson.

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

Locate evidence Score

1

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	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	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	2	3
Competency on Standards Score	1	3
Locate evidence Score	1	3
Subtotal	12	18
Opportunities to Learn Percentage		66.7%
Grand Total	38	57
Overall Percentage		66.7%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	