

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: CONNECTICUT COMMON ARTS ASSESSMENT 5th GRADE COMPOSING and SELF EVALUATION
Reviewer(s): Content Collaborative
Date of Review: April 28, 2012

Assessment Profile

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

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

MU09-GR.5-S.1-GLE.3-EO.a; MU09-GR.5-S.2-GLE.1-EO.a; MU09-GR.5-S.2-GLE.2-EO.a

What is the DOK of the assessment?

DOK 4

Indicate the DOK range of the CAS Grade Level Expectations:

DOK 1-4

Describe the content knowledge/concepts assessed:

Creation of Music: Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc.; Create an eight-measure melody using the treble staff; Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities.

List the skills/performance assessed:

Create question and answer phrases, perform them, and then self-evaluate

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

Check All That Apply
x
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?

Other:

x

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>Suggestions: Include expressive elements as well as more complex rhythmic, melodic, and expressive criteria. The fifth grade CAS require students to demonstrate musical expression elements such as dynamic, tempo, and style markings. These could be included in this assessment. Additionally, this assessment only requires two differing rhythmic elements. The rhythm requirements for Colorado fifth graders should be more advanced to include more varied rhythms.</p>
<p>Please provide evidence from both the standards and assessment to support your response: This assessment does not completely meet the GLE "Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities." It does meet "Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc." And it does meet "a. Create an eight-measure melody using the treble staff."</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p>Alignment with Standards Score</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: In the assessment the student must create an 8-bar composition with evidence of question and answer phrases which completely matches the rigor of the CAS. However, the CAS also address the use of expressive elements and more complex rhythmic and melodic elements which this assessment does not.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>Depth of Knowledge (Rigor) Score</p>		<p>3</p>

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

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
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	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	The rubric is very strong and aligns with the CAS. Suggestions: Include sample student performances and completed rubrics for teacher reference. Also, more complex rhythmic, melodic, and expressive criteria should be included.
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 accurately assesses the performance task which 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 fifth 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 the 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? Yes, the rubric supports a high level of inter-rater reliability because of the specific instructions and criteria addressed.	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, there is no student work included.	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
<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: This assessment is clear and uncluttered. The self-assessment form is clear and uncluttered. The teacher materials are also straightforward.</p>	<p align="center">All=3, Some=2, None=1</p>	<p>Suggestions: Provide examples of accommodations for diverse student learners. Provide exemplars of student work to facilitate communication with English language learners.</p>
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">3</p>	
<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: The task is presented in a very straightforward way that makes it accessible for most learners.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center">"Straight Forward" Score</p>	<p align="center">3</p>	
<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: The vocabulary is free from cultural bias.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>	<p align="center">3</p>	
<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: Yes, it does require a high level of academic and musical language.</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	
<p align="center">"Academic Language" Score</p>	<p align="center">1</p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></p>		
<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? See below.</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. 		

3f: Identify and write down the accommodations permitted for this assessment: The teacher is able to play or sing the student's composition so they can hear it. Students are also able to work in small groups to generate ideas. Recommended accommodations: Linguistic--simplify self-assessment worksheet language and provide examples of exemplary products. Response--allow for teacher to scribe for students unable to do so. Timing--allow additional time.

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

"Adequate Accomodations 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, students are asked to create a composition using musical elements reflective of master creations.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>This assessment provides teachers, students, and parents with accurate and applicable data. Suggestions: Provide exemplar of student work and student performances to strengthen inter-rater reliability.</p>
<p align="center">"Engages Students" Score</p>	<p align="center">3</p>	
<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 provides accurate and thorough information about the knowledge and skills they have learned.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Classroom Learning Score</p>	<p align="center">3</p>	
<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: This assessment could give very specific information to parents about a student's achievement and it could foster greater understanding of learning among the students.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Learning Expectations/Outcomes Score</p>	<p align="center">3</p>	
<p>4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence 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.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Communicates Academic Excellence Score</p>	<p align="center">3</p>	
<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: It can be used very easily to explain competency in the standards.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<p align="center">Standards Competency Score</p>	<p align="center">3</p>	
<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: Teachers can easily identify the skills needed for this assessment in the curriculum and align them to a purposeful classroom outcome. Additionally, there is an explanation of the assessed skills specifically in the assessment.</p>		

Yes=3; Somewhat=2;
No=1

Clarity of Purpose Rating

3

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	3	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	1	3
Adequate Accommodations Allowed	2	3
SubTotal	12	15
Fair & Unbiased Percentage		80.0%
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	50	57
Overall Percentage		87.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	