

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: Oklahoma Core Curriculum Test-Grade 5
Reviewer: Content Collaborative
Date of Review: March 1, 2012

Assessment Profile										
Grade Level(s) suggested by this assessment: 5										
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u>										
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:										
List the skills/performance assessed:										
Vocabulary, Standard notation/symbols, Rhythm values, Styles, Dynamics, Conducting, Tempo, Pitch, Instruments, Aesthetic Valuation										
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)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Check All That Apply</th></tr> <tr><td style="text-align: center; padding: 2px;">X</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	Check All That Apply	X							
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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:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Check All That Apply</th></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="text-align: center; padding: 2px;">X</td></tr> <tr><td style="height: 20px;"></td></tr> </table>	Check All That Apply							X	
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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>Please provide evidence from both the standards and assessment to support your response:</p> <p>There are some test items that align with the standard, but most of them are outside the scope of this GLE. Elements of this exam could be used for 5th grade 3.1 and 4.2</p>	<p>Full=3; Partial =2; No Match= 1</p>	
Alignment with Standards Score	2	
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>This tool assesses a very wide variety of music knowledge and concepts. It addresses World music, conducting, dynamics, tempo markings, standard notation, instruments, and many other facets of music education.</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>This is a comprehensive test that measures a variety of skills. It is a definitive summative exam that requires a high depth of knowledge.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
Depth of Knowledge (Rigor) Score	1	

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	 Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	1	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. Provide an explanation of your response: There is no answer key or scoring template.	 Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score	2	
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: None found	 Yes=3, Somewhat=2, No=1	Strengths? Questions only have one correct answer, making it easy to score. Suggestions? Questions should be grouped or categorized based on GLEs to make it usable for instructional purpose.
Rubric/Scoring Coherent Score	1	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: Not applicable	 Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		Strengths? Should be very straightforward if rubric or scoring guide is included. Suggestions? Include rubric or scoring guide
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? No rubric found, however it would be easily scorable because it is a multiple choice assessment.	 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, it is a multiple choice test	 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: The test is very clear and uncluttered. A few examples use numbers to designate musical elements which is a little confusing. (#10)</p>	<p align="center">All=3, Some=2, None=1</p>	<p align="center">Strengths? The variety of questions types is a strength.</p>
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">2</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: Some of the wording is unclear for 5th grade students. (#20- this passage is a part of...) (#17- Which of the following does not have an EVEN rhythm)</p>	<p align="center">All=3, Some=2, None=1</p>	<p align="center">Suggestions? Some cultural questions need to be analyzed and perhaps re written.</p>
<p align="center">"Straight Forward" Score</p>	<p align="center">2</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 questions that address GLEs 3.1 and 4.2 are free from cultural bias, however other test items need cultural clarification.</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">2</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: This has a moderate level of high academic language because there is a varied question type and a lot of content and non-content vocabulary.</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	
<p align="center">"Academic Language" Score</p>	<p align="center">2</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?</p>		
<p>Presentation accommodations (items could be read aloud), linguistic accommodations could be translation, response accommodation could be highlight correct answer.</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:	
None found. However, accommodations can be made easily. Suggestion - make test available digitally for student who require accommodations.	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
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: This assessment engages students in thinking about real world situations.	 Yes=3; Somewhat=2; No=1	Strengths? There is a variety of material that is assessed.
"Engages Students" Score	3	Suggestions? If items are grouped, it would give more valuable feedback. If incorrect answers could be analyzed for student thinking processes it would be even more valuable, similar to Acuity.
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: If questions are grouped by GLE or skill, it could be used to provide good information about student learning. This could be used as a pre- and post test	 Yes=3; Somewhat=2; No=1	Strengths? There are a variety of test items.
Classroom Learning Score	2	Suggestions? Categorize test items for 3.1 and 4.2. Do not use other test items.
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: If items were grouped, this assessment could provide specific information about learning expectations and outcomes.	 Yes=3; Somewhat=2; No=1	
Learning Expectations/Outcomes Score	2	
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 is a low academic excellence test with a low DOK. However, the standard is DOK 1 & 2, so the assessment mirrors the GLE.	 Yes=3; Somewhat=2; No=1	Strengths? There are a variety of test items.
Communicates Academic Excellence Score	3	Suggestions? Categorize test items for 3.1 and 4.2. Do not use other test items.
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: Teachers can use the results to a high extent to understand what competency looks like in the identified GLEs. These GLEs are based on recall and so is the assessment. However, other tested items will give teachers a low understanding of student competency because they should be assessed with a performance task rather than multiple choice test.	 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 very clear that this is a culminating assessment.

Yes=3; Somewhat=2;
No=1

Locate evidence Score

3

	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	1	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	1	3
Rubric/Scoring Alignment		3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	8	18
Scoring Percentage		44.4%
Clear & Uncluttered Presentation	2	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	10	15
Fair & Unbiased Percentage		66.7%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	37	57
Overall Percentage		64.9%

This is a very comprehensive, summative exam. Reviewers suggest using test items specific to GLEs 3.1 and 4.2 only.
(Partially meets Standards Alignment Criteria)

None found. One could be created very easily because it is a multiple choice exam.
(Does Not Meet Scoring Criteria)

Questions for GLE 3.1 and 4.2 are fair and unbiased. Other questions would need to be analyzed and reworded.
(Meets Fairness & Bias Criteria)

If questions for GLE 3.1 and 4.2 are categorized, there are high opportunities to learn.
(Meets Opportunities to Learn Criteria)

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

Fully Recommended	
Partially Recommended	X
Not Recommended	

Rationale:

There are many test items that could fairly and accurately assess student comprehension of GLE 3.1 and 4.2 in the fifth grade Colorado Academic Standards. However, the entire assessment does not align and is not an appropriate measure of student learning in other content related areas.