# High Quality Assessment Content Validity Review

**Content Area: Music**

**Name of Assessment: Adjudication Forms—Instrumental, Ensemble, Solo**

**Reviewer(s): Content Collaborative**

**Date of Review: March 1, 2012**

| Assessment Profile | |
|---|---|
| **Item Types - check all that apply (note: there is often overlap among certain item types):** | **Check All That Apply** |
| **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.) | X |
| **Process** (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision) | |
| **The assessment includes:** | **Check All That Apply** |
| **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** | 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:** | |

# A high quality assessment should be...Aligned

| Alignment | Rating Column |
|---|---|
| **1a.** | |
| Grade Level(s): 6-8, High School Performance Pathway | |
| Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: MU09-GR.6-S.1-GLE.1; MU09-GR.6-S.1-GLE.2; MU09-GR.6.S.1-GLE.3; MU09-GR.7-S.1-GLE.1; MU09-GR.7-S.1-GLE.2; MU09-GR.7-S.1-GLE.3; MU09-GR.8-S.1-GLE.1; MU09-GR.8-S.1-GLE.2; MU09-GR.8-S.1-GLE.3; MU09-GR.HSPP-S.1-GLE.1; MU09-GR.HSPP-S.1-GLE.2; MU09-GR.HSPP-S.1-GLE.3 | |
| Indicate the intended DOK range of the Grade Level Expectations: DOK 1-3 | |
| Indicate the intended DOK of the assessment (list DOK levels) :DOK 1-3 | |
| **1b.** Describe the content knowledge/concepts assessed by the set of items or the performance task: Music theory—notes, keys, symbols<br>Playing instrument | |

**1c.** List the skills/performance assessed: Tone/Sound: Tone Quality, Intonation, Balance/Blend, Posture
Notes/Rhythm: Note Accuracy, Rhythm, Articulation/Bowing, Tempo, Ensemble Precision, Technique
Musicality: Dynamics, Phrasing, Interpretation/Style, Literature  -  Students are expected to perform pieces incoporating all of the elements listed.

**1d.** 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?  **Use the definitions below to select your rating.**
□ **Full match –** all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.
□ **Close match –** most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.
□ **Partial match –** many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.
□ **Minimal match –** some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.
□ **No match –** task or most items are not related to the skills and knowledge described in the corresponding state standard/s.

**Please provide evidence from both the standards and assessment to support your response:** No specific standards listed, but teachers can (and should) align the criteria to the standards.   These Adjudication Forms are a partial match because the elements listed in the forms are skills that are outlined in the standards.  Recommend that literature be determined at each grade level (6, 7, 8, & high school) that would appropriately assess the rigor of the standards at each grade.

| | Full Match=5; Close Match=4; Partial Match=3; Minimal Match=2; No Match= 1 |
|---|---|
| **Aligned to Colorado Academic Standards Rating** | **3** |
| | **Rating Column** |

**1e**. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations?  **Use the definitions below to select your rating.**

□ **More rigorous –** most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.
□ **Similar rigor –** most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.
□ **Less rigor –** most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.
**Please provide evidence from both the grade level expectations and assessment to support your response:** N/A: Rubric format

| | Similar Rigor=2, More Rigor=1, Less Rigor=1 |
|---|---|
| **Rigor Level Rating** | **0** |

## A high quality assessment should be…Scored using Clear Guidelines an

| Scoring Guide Present | Check all that apply: |
|---|---|
| □ **Answer key, scoring template, computerized/machine scored** | |
| □ **Generalized Rubric** (e.g., for persuasive writing, for all science labs) | x |
| □ **Task-Specific Rubric** (only used for the particular task) | |
| □ **Checklist** (e.g., with score points for each part) | x |
| □ **Teacher Observation Sheet/ Observation Checklist** | x |
| | **Rating Column** |

| | |
|---|---|
| **2a.** Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. **Provide an explanation of your response:** N/A Rubric doesn't specifically align but it can be made to align at any grade level | **Yes=3, Somewhat=2, No=1** |
| **Rubric Aligned to Standards Rating** | **1** |
| **2b.** Are the score categories clearly defined and coherent across performance levels? **Provide an explanation of your response:** Yes, again, can be adapted to any grade level 6-12. However, the rubric is very general. It uses terms like "always" and "frequently." | **Yes=3, Somewhat=2, No=1** |
| **Rubric/Scoring Coherent Rating** | **1** |
| **2c.** To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide and explanation of your response. No task given, although we assume it is a performance of a piece that include the GLEs determined by the director/selector of the piece. | **High=3, Moderate=2, Low or None=1** |
| **Rubric/Scoring Aligned with Task Rating** | **2** |
| **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? **Provide and explanation of your response.** Most likely individual raters would come up with similar scores, but the individual criteria markings may be different. Examples and specifications should be given for each grade level. This would promote inter-rater reliability. | **Yes=3, Somewhat=2, No=1** |
| **Rubric/Scoring Different Raters Same Rating** | **2** |
| **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 student work is required to go along with this form; however, teachers may decide to film a performance and use it in the classroom to evaluate and pass on to students the judge's feedback. | **Yes=3, Somewhat=2, No=1** |
| **Student Work Samples Rating** | **1** |

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

| FAIR and UNBIASED *(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)* | Rating Column |
|---|---|
| **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:** Sheets are organized in chart form; they are designed to be filled out in a short amount of time using check boxes. Would the rubric be used by students to understand the criteria and/or score a performance? Is the rubric clear for all students? The rubric is clear. | High=3, Moderate=2, Low=1 |
| **Clear & Uncluttered Rating** | 2 |
| **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:** Attached vocabulary would help; effective teachers may use criteria as a teaching tool for students to know beforehand. | High=3, Moderate=2, Low=1 |
| **Straight Forward Rating** | 3 |
| **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:** Aligns with typical musical terms and vocabulary; such as intonation, dynamics, tempo, and blend. | High=3, Moderate=2, Low=1 |
| **Free of Cultural or Unintended Bias Rating** | 3 |
| **3d.** Does the assessment use appropriate levels of academic language for the grade and content area? **Provide an explanation of your response.** This is more a teacher tool than a student tool; teacher must teach vocabulary and relevant skills for students to use this form by themselves. | Yes=3, Somewhat=2, No=1 |
| **Academic Language Rating** | 2 |
| **3e.** Does the assessment limit the usage of words that can be confused with one another (homonyms)? **(Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy).** Yes, the rubric is straight-forward and limits usage of confusing words. | Yes=3, Somewhat=2, No=1 |
| **Confusing Language Rating** | 3 |
| *Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=000187886 7407992537742:bjkids4qwcy&cof=FORID:1_ <br><br> **3f.** If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? Not a student document. Since it is a rubric, parts and levels are determined by teacher. | |
| *Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:* <br> o **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.* <br> o **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.* <br> o **Setting Accommodations** —*Change the location in which a test or assignment is given or the conditions of the assessment setting.* <br> o **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.* <br> o **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.* | |

| | |
|---|---|
| **3g: Are there adequate accommodations permitted for this assessment? Provide an explanation of your response:** Cannot identify the areas for this assessment; teacher determined. | **Yes, Some identified=2; None identified =1** |
| **Adequate Accomodations Allowed Rating** | **1** |

# A high quality assessment…Increases Opportunities to Learn

| Opportunities to Learn<br>*(the areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)* | Rating Column |
|---|---|
| **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 can apply feedback to new music. | **High=3; Moderate=2; Low or None=1** |
| **Engagement Rating** | **3** |
| **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 is a rubric for a summative performance assessment. Feedback will provide direction for student and teacher learning/improvement. | **High=3; Moderate=2; Low or None=1** |
| **Classroom Learning Rating** | **3** |
| **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:** The rubric provides clear areas of strength and weakness, so teachers and students have specific feedback on areas to improve. | **High=3; Moderate=2; Low or None=1** |
| **Learning Expectations/Outcomes Rating** | **3** |
| **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:** Rubric does not provide examples of excellence, teacher must provide these. | **High=3; Moderate=2; Low or None=1** |
| **Communicate Academic Excellence Rating** | **2** |
| **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:** Not specifically tied to standards, teacher must do this for each grade level; does not provide examples of competency, teacher must do this for each standard. | **High=3; Moderate=2; Low or None=1** |
| **Competency on Standards Rating** | **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:** The purpose of the rubric is clearly for performance evaluation. The rubric lines up well with curriculum, learning objectives and lessons because the criteria in the rubric can be applied to every grade level's GLEs. | **High=3; Moderate=2; Low or None=1** |
| **Locate Evidence Rating** | **3** |

| Summary | Earned |
|---|---|
| Standards Rating | 3 |
| Rigor Rating | 0 |
| SubTotal | 3 |
| | |
| Rubric Aligned w/Standards Rating | 1 |
| Rubric/Scoring Coherent Rating | 1 |
| Rubric/Scoring Aligned with Task Rating | 2 |
| Inter-rater Reliability Rating | 2 |

| | |
|---|---|
| Student Work Samples Rating | 1 |
| SubTotal | 7 |

| | |
|---|---|
| Clear & Uncluttered Rating | 2 |
| Straight Forward Rating | 3 |
| Free of Cultural or Unintended Bias Rating | 3 |
| Academic Language Rating | 2 |
| Confusing Language Rating | 3 |
| Adequate Accomodations Allowed Rating | 1 |
| SubTotal | 14 |

| | |
|---|---|
| Engagement Rating | 3 |
| Reflects Classroom Learning Rating | 3 |
| Reflects Learning Expectations/Outcomes Rating | 3 |
| Communicates Academic Excellence Rating | 2 |
| Competency on Standards Rating | 1 |
| Locate Evidence Rating | 3 |
| SubTotal | 15 |

| | |
|---|---|
| Grand Total | 39 |

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

| | |
|---|---|
| Fully Recommended | |
| Partially Recommended | X |
| Not Recommended | |

sment Review Tool

| Comments |
| --- |
| Lists criteria to be assessed, rubric allowing adjudicators to indicate consistently, frequently, sometimes, rarely, or did not demonstrate criteria.

The tasks are listed as general skills in these reviewed forms.  They are not currently aligned to the standards of specific grades.  These forms could be adapted for students at each grade level.
There is no  prompt, these forms are open-ended rubrics with no criteria for each grade.
More effective for group performance. Only generally indicates individual student performance so this is not a good indicator of individual growth |
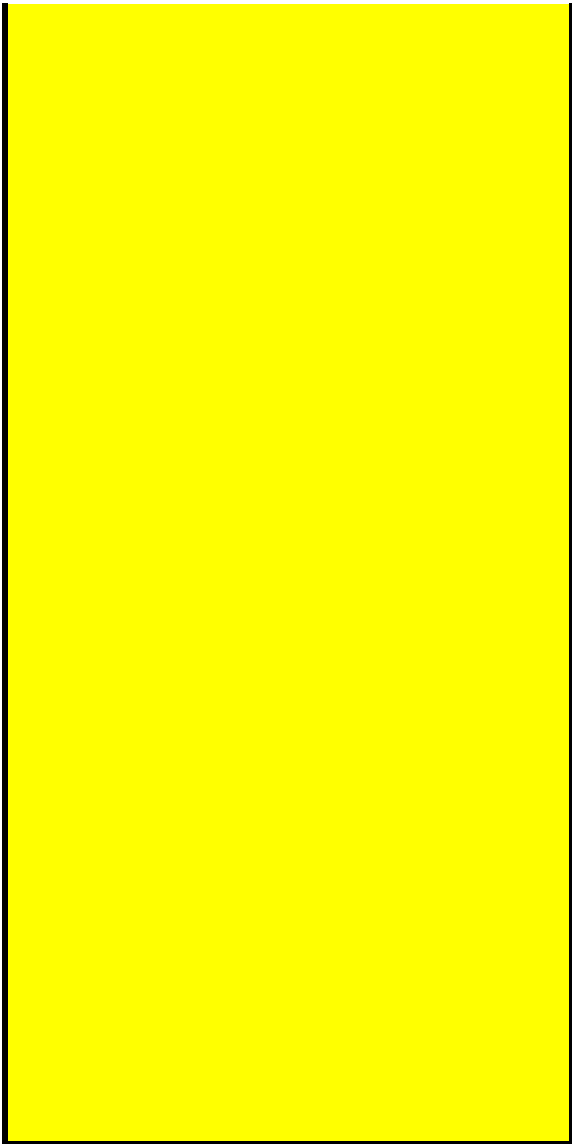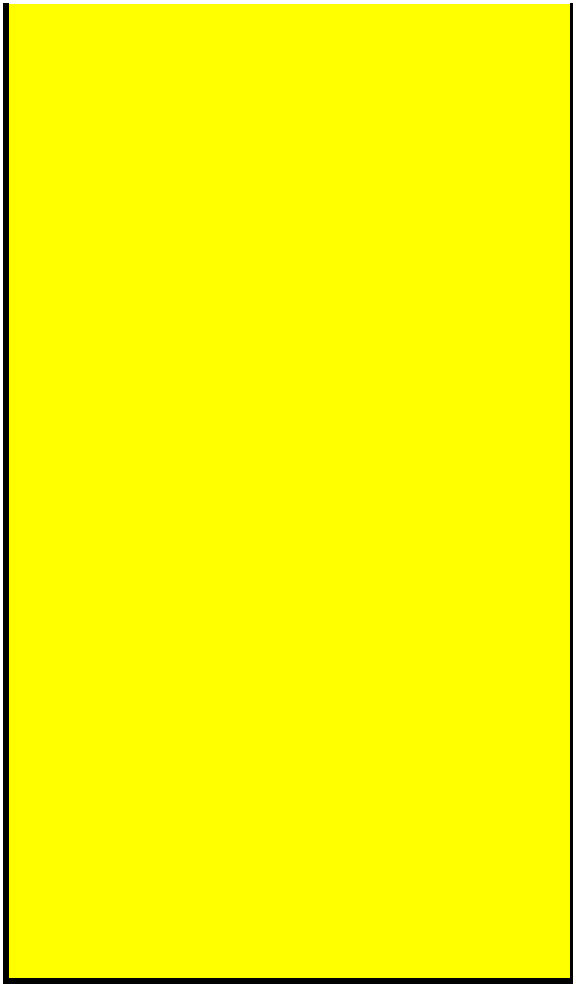
**Comments**
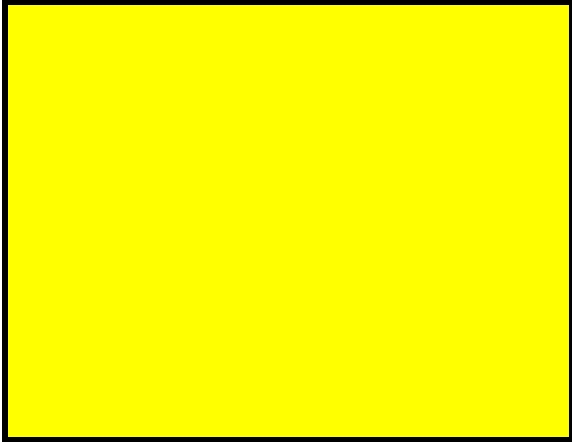
## d Criteria

**Comments**

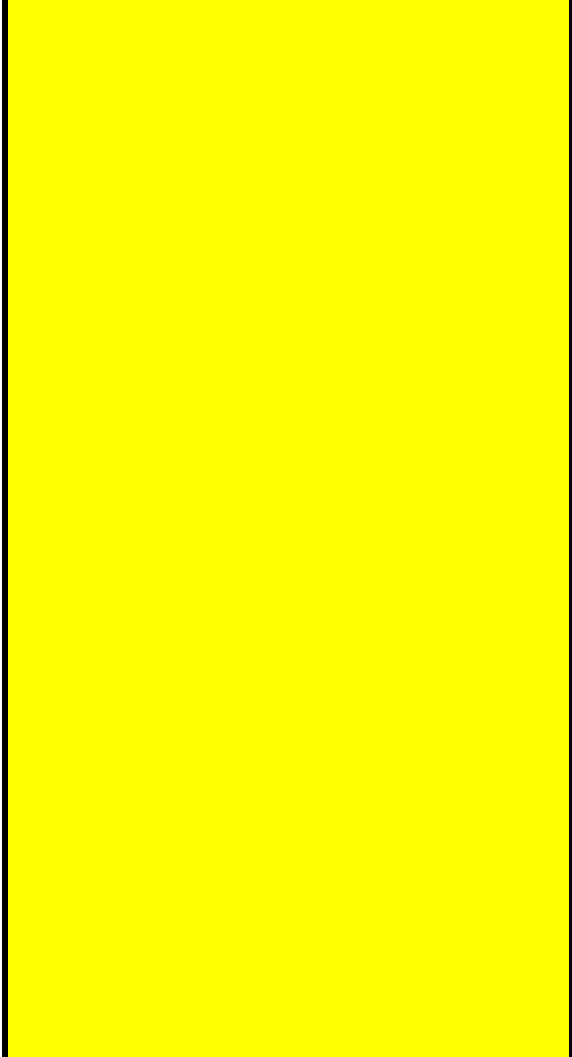Generalized rubric that can be adapted to any grade level and any kind of ensemble.

| Comments |
| --- |
| Attach sheet specifying vocabulary and technique for student use.  Students can then use these tools to self-evaluate. Since music has a common vocabulary across the spectrum and the form uses that common vocabulary, teachers and adjudicators can use the form across ability levels and types of ensembles.  If a student with special needs were involved in an ensemble, accommodations such as picture clues or an audio example of the skill or technique would be helpful. |

| Comments |
|---|
| Feedback can be applied to any performance piece. Rubric is accompanied by areas for adjudicator/teacher to write comments about strengths and areas to improve. The rubric is used widely in our state and is an accepted, agreed-upon rubric for assessing student performances in solos and ensembles at various grade levels. |
| The rubric is broad enough that teachers can look at their standards-based curriculum and design lessons that specifically address the rubric's criteria. |

| Possible |
|---|
| 5 |
| 2 |
| 7 |
| 42.9% |
| 3 |
| 3 |
| 3 |
| 3 |

| |
|---|
| 3 |
| 15 |
| 46.7% |
| 3 |
| 3 |
| 3 |
| 3 |
| 3 |
| 2 |
| 17 |
| 82.4% |
| 3 |
| 3 |
| 3 |
| 3 |
| 3 |
| 3 |
| 18 |
| 83.3% |
| 57 |
| 68.4% |

We recommend that since this tool is a rubric only, an instructional cover sheet outlining alignment with grade-level expectations be included.