

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: Bubble Gum Jingle
Reviewer: Content Collaborative
Date of Review: May 2, 2012

Assessment Profile

Grade Level(s) suggested by this assessment:
Grade 8

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

MU09-GR.08-S.1-GLE.1-EO.a; MU09-GR.08-S.1-GLE.1-EO.c; MU09-GR.08-S.1-GLE.1-EO.d; MU09-GR.08-S.2-GLE.1-EO.b; MU09-GR.08-S.3-GLE.1-EO.b; MU09-GR.08-S.3-GLE.2-EO.a; MU09-GR.08-S.3-GLE.3-EO.a; MU09-GR.08-S.3-GLE.3-EO.b; MU09-GR.08-S.4-GLE.1-EO.a; MU09-GR.08-S.4-GLE.2-EO.a

What is the DOK of the assessment?
3

Indicate the DOK range of the CAS Grade Level Expectations:
1-3

Describe the content knowledge/concepts assessed:
Perform a solo composition, Create a composition of 8-12 measures, Demonstrate the knowledge of Music Theory in the composition, Evaluate performance using advanced criteria.

List the skills/performance assessed:
Create, perform, Identify and assess

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
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)

Check All That Apply
X
X
X

Estimated time for administration

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

X
X

A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Comments
<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>Students are composing an original piece and then performing on an instrument or voice of their choice. This task combines several standards. This task is only a partial Match due to the fact that CAS Expression Grade 8 is perform in 3-4 parts and this assessment is a solo performance. This assessment is also a partial match because it does not address the addition of a tonal accompaniment or harmony. The assessment could include an additional element that requires students to create and perform a jingle with multiple parts, thus creating an accompaniment.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>CAS Expression of Music 1.1 a is for performing in 3 or more parts. This assessment calls for a solo performance.</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	Comments
<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>This assessment calls for multiple DOK in one assessment.</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
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 type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	The rubric provided is very comprehensive and also includes some scoring notes to annotate some of the components. Suggestions: Some of the rubric components could be subjective. Therefore, it would be helpful if exemplary student work (written and audio) and completed rubrics could be provided.
Scoring Guide Present Score	3	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. It aligns very well with our CAS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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: Very clear criterion to grade	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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? It addresses all of the demands of the assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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? The response rubric could be somewhat subjective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	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 provided. It would be helpful to have written and audio examples of exemplary work. Scoring notes provided.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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	Comments
<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)? The tasks are designed and formatted in a clear and uncluttered manner.</p>	<p align="center">All=3, Some=2, None=1</p>	<p>This assessment is presented in a very clear, straightforward and uncluttered manner. The criteria are clearly stated.</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?</p>		
<p>This performance assessment task is presented in a straightforward way, appropriate for a wide range of learners.</p>	<p align="center">All=3, Some=2, None=1</p>	<p>Suggestions: There is a high level of academic language required. Accommodations and modifications for diverse learners should be included.</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:</p>		
<p>The performance assessment task is free from cultural or other unintended 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?</p>		
<p>Provide an explanation of your response:</p>		
<p>This assessment requires students to have a high level of understanding of Theory and Vocabulary for Aesthetic Valuation.</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?</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: None identified. Accommodations could be provided for time (additional), setting, and response.</p>		
<p align="center">"Adequate Accommodations Allowed" Score</p>	<p align="center">Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>	
<p align="center">"Adequate Accommodations Allowed" Score</p>	<p align="center">1</p>	

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:	Comments
<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, this task is engaging for students because it presents a situation that is authentic for musicians.</p>	<p>Yes=3; Somewhat=2; No=1</p>	The assessment addresses all four of the CAS and requires students to use many 21st century skills. The multiple components allow students, teachers, and parents a clear understanding of areas of mastery and growth.
"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 covers all 4 CAS and demonstrates DOK at multiple levels.</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: The task provides meaningful information to students and parents about understanding of many CAS. Again it shows Understanding of all 4 CAS</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: It shows creativity and expression which can be transferred in many 21st century skills. It can incorporate technology if desired. The assessment requires critical thinking and reasoning, invention and self-direction to complete effectively.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	3	
<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 show a teacher exactly where their student is at in relation to all 4 CAS.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Standards Competency Score	3	
<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: It can show if they can perform, create, evaluate and demonstrate knowledge of theory. It could be used as a culminating assessment or a diagnostic one.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score	3	

	<u>Earned</u>	<u>Possible</u>
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	2	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	1	3
Subtotal	11	15
Fair & Unbiased Percentage		73.3%
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	47	57
Overall Percentage		82.5%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	