

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: Music Review Grade 8
Reviewer: Content Collaborative
Date of Review: 5/2/12

Assessment Profile										
Grade Level(s) suggested by this assessment: Grade 8										
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u>										
MU09-GR.8-S.3-GLE.3; MU09-GR.8-S.4-GLE.2										
What is the DOK of the assessment?										
DOK 2										
Indicate the DOK range of the CAS Grade Level Expectations:										
DOK is 1-2										
Describe the content knowledge/concepts assessed:										
Knowledge of musical style, tempo, dynamics, tone color/timbre, and mood										
List the skills/performance assessed:										
Ability to identify and write effectively about the criteria listed above										
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;"> <thead> <tr> <th style="text-align: center; padding: 5px;">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="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px; 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; text-align: center;">x</td></tr> </tbody> </table>	Check All That Apply			x	x			x	
Check All That Apply										
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) 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;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px; text-align: center;">x</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply		x	x		x	x	x	
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x										
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Suggests musical selections to include but does not include any actual recordings, includes note-taking and review-writing worksheets

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>This assessment fully addresses the two relevant standards/benchmarks.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p>Alignment with Standards Score</p>		
<p>3</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>The assessment indicates similar rigor to the standards addressed.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>Depth of Knowledge (Rigor) Score</p>		
<p>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
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 type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
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 is task-specific and focuses on the standards the assessment is evaluating.	<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: The score categories are clearly defined and coherent as to the task and the standards.	<input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score	3	The 8th grade writing standards should be looked at in order fully address the writing component of this assessment.
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The scoring criteria addresses all the demands.	<input type="checkbox"/> <input type="checkbox"/>	
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 scoring guide addresses the criteria students are asked to listen to, take notes on, and write about, but the language given to assess the extent to which students have successfully accomplished the task, "appropriately describes," is vague. More definition is needed in order for different raters to come up with the same/similar score.	<input type="checkbox"/> <input type="checkbox"/> 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? There is no student work included. It would be helpful to have examples of student products and how they were scored.	<input type="checkbox"/> <input type="checkbox"/>	
Student Work Samples Score	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	Strengths/Suggestions
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: Task explanation, materials, rubric and glossary are clear and uncluttered.		
	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
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 explained in a straightforward manner and suggested accommodations exist for		
	All=3, Some=2, None=1	
"Straight Forward" Score	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:		
There is no inherent bias; a glossary is given which fully explains the required musical concepts and vocabulary.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	3	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
Academic language is required to complete the assessment, but students can learn the required terms and concepts. A glossary is provided.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	3	
*Please reference "Defining Features of Academic Language in WIDA's		
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?		
Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:		
<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:		
All types of accommodations listed above are specifically mentioned in this assessment task.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	

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:**

The assessment addresses writing skills which are applicable across any curriculum, and it addresses critical thinking and listening skills, applicable to other musical situations and also other areas of content.

Yes=3; Somewhat=2;
No=1

"Engages Students" Score

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:**

The knowledge and skills tested by the assessment will provide clear evidence that students have learned musical concepts in the classroom. The demonstration of writing skills is also included in this assessment but is dependent on what students have learned in their language arts classes.

Yes=3; Somewhat=2;
No=1

Classroom Learning Score

2

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 results from this assessment would not be clear because the scoring guide is not clear. Once the language of the scoring guide is defined as to how students should describe the musical elements and what level of writing skills they should have, the results will be able to be clearly communicated to students and parents. The scoring guide might also include a place for the teacher to comment on the writing.

Yes=3; Somewhat=2;
No=1

Learning Expectations/Outcomes Score

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:

See above; the task provides a big opportunity for students to demonstrate learning and critical thinking, but the scoring guide needs improvement.

Yes=3; Somewhat=2;
No=1

Communicates Academic Excellence Score

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:**

Teachers can use student work analysis to understand student competency; again, scoring guide needs to be better defined as to what "appropriate" description entails.

Yes=3; Somewhat=2;
No=1

Standards Competency Score

2

<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:</p>	
<p>A highly-effective teacher should be able to use the task and the results for any of those purposes--diagnose difficulties students may be having or accommodations they need, give a grade for a report card, or adjust instruction to better reflect the GLEs; again, fixing the scoring guide would help in accomplishing any of these purposes.</p>	<p>Yes=3; Somewhat=2; No=1</p>
<p>Locate evidence Score</p>	<p>3</p>

	<u>Earned</u>	<u>Possible</u>
Standards Rating	3	3
Rigor Rating	2	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	3	3
Adequate Accommodations Allowed	3	3
Subtotal	15	15
Fair & Unbiased Percentage		100.0%
Engagement	3	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	15	18
Opportunities to Learn Percentage		83.3%
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	