

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: OK 8th grade
Reviewer: Content Collaborative
Date of Review: March 19, 2012

Assessment Profile								
Grade Level(s) suggested by this assessment: 8th grade								
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> MU09-GR.8-S.3-GLE.3								
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: Standard 3 - Theory of Music - elements of music								
List the skills/performance assessed: rhythm, pitch, melody, form, tone color, harmony								
<p>Item Types - check all that apply (note: there is often overlap among certain item types):</p> <p>Selected Response (multiple choice, true-false, matching, etc.)</p> <p>Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)</p> <p>Extended Response (essay, multi-step response with explanation and rationale required for tasks)</p> <p>Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)</p> <p>Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)</p> <p>Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <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> </tbody> </table>	Check All That Apply	X					
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X								
<p>The assessment includes:</p> <p>Teacher directions (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)</p> <p>Scoring Guide/Rubric</p> <p>Sample evidence to show what student performance might look like:</p> <p>Materials (if needed to complete the assessment)</p> <p>Estimated time for administration</p> <p>Student Directions & Assessment Task/Prompt – what does the student see/use?</p> <p>Other:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <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> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </tbody> </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>Items are frequently below the CAS 8th grade GLEs.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right">Alignment with Standards Score</p>	<p align="right">2</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>Items are of the same 1 & 2 level DOK as the CAS 8th grade GLEs.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="right">Depth of Knowledge (Rigor) Score</p>	<p align="right">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 checked="" type="checkbox"/> X <input type="checkbox"/> <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: NA	<input type="checkbox"/> Completely aligned=3, Somewhat aligned=2, Not aligned=1	
Rubric Aligned with Standards Score		
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: NA	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: NA	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Alignment		
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? NA	<input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		
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. There is no student work needed as this is a multiple choice assessment that includes an answer key.	<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	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: Items accurately represent music notation, symbols and markings. Yes, the assessment is visually 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: Selected response provides straightforward presentation for the low DOK of items.	All=3, Some=2, None=1	
"Straight Forward" Score	2	
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: Cultural diversity of items present but limited.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Music academic language is present throughout.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	1	
*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? <i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i> <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. 		Most accommodations would be possible at teacher discretion.
3f: Identify and write down the accommodations permitted for this assessment: Teacher could use response, setting, and timing accommodations. No accommodations are specified by assessment.	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
<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: Overall low DOK 1 & 2. No, this assessment does not engage a student in thinking that connects to the real world.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
"Engages Students" Score		1
<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: The assessment overall aligns with the DOK level of the CAS GLEs for 8th grade music.</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 assessment provides aligned evidence of student understanding of the aligned GLEs. Yes, the assessment could foster meaningful dialogue about learning expectations and outcomes. It addresses many varied GLEs and could demonstrate student strengths and weaknesses.</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: The assessment does provide the low DOKs expected for the 8th grade theory GLEs. This assessment does not provide opportunities to promote 21st century skills.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score		1
<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: The assessment accurately evaluates student understanding of the aligned CAS GLEs.</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 is very clear that this is a summative assessment.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score		3

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards		3
Rubric/Scoring Coherent		3
Rubric/Scoring Alignment		3
Inter-rater reliability		3
Student work present	1	3
Subtotal	3	18
Scoring Percentage		16.7%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	1	3
Adequate Accommodations Allowed	1	3
Subtotal	9	15
Fair & Unbiased Percentage		60.0%
Engagement	1	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	1	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	14	18
Opportunities to Learn Percentage		77.8%
Grand Total	30	57
Overall Percentage		52.6%

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

Fully Recommended	
Partially Recommended	X
Not Recommended	