

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: Stepping to the Rhythm
Reviewer: Content Collaborative
Date of Review: 5-2-12

Assessment Profile														
<p>Grade Level(s) suggested by this assessment: Grade 8</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</p> <p>MU09-GR.8-S.1-GLE.1-EO.a; MU09-GR.8-S.1-GLE.1-EO.d; MU09-GR.8-S.1-GLE.2-EO.a; MU09-GR.8-S.1-GLE.2-EO.b; MU09-GR.8-S.3-GLE.1-EO.a; MU09-GR.8-S.3-GLE.1-EO.b</p> <p>What is the DOK of the assessment? DOK 3</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: Range is 1-3</p> <p>Describe the content knowledge/concepts assessed: Express Perform Sight Read Transcribe and demonstrate rhythms</p> <p>List the skills/performance assessed: Perform Music expressively at first reading Know Tempo markings to perform your piece.</p> <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> <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>	<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;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> </tbody> </table> <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="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="text-align: center;">x</td></tr> <tr><td style="text-align: center;">x</td></tr> </tbody> </table>	Check All That Apply					x	x	Check All That Apply	x	x		x	x
Check All That Apply														
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Student Directions & Assessment Task/Prompt – what does the student see/use?
Other:

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>Partial due to the fact that 1.1 a is for 4 or more parts and not solo performance. It can be used to meet other grade level CAS if you create your own sample rhythms for your grade level.</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>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>Both are very similar in rigor</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
Depth of Knowledge (Rigor) Score		2

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 Sample Rhythms	<input type="checkbox"/> <input type="checkbox"/> x <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. Somewhat in that Expression of Music 1.1a calls for 4 or more parts and this is assessed for Solo performance	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: Somewhat. No numerical figures given regarding amount of mistakes that can be made. Rather, a general statement is made about the competency, or lack there of, in particular groups of measures.	Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score		2
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: It addresses all of them but does not give enough information regarding grading rubric. Does not clarify how many errors can be made to meet standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Rubric/Scoring Alignment		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? Why or why not? Again there is no clear scoring rubric with a numerical value	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score		1
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? Student work might be helpful in clarifying how many mistakes align with each component of the rubric.	<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 (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:		
Clear	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:		
Straightforward	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 may be some students from different cultures that have no idea what a step dance club is or what step dancing is.	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:		
No, a high level of academic language is not needed to complete this assessment.	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?		
<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:		
Time, space. Refer to 504 and/or IEP.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
"Adequate Accommodations Allowed" Score		3

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:</p> <p>Sight readers often get the gig. Yes, this assessment connects to a real world challenge. Sight-reading is a sought after skill in the music world.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>This assessment can be aligned with many other grade levels High and low if teachers created their own sample rhythms.</p>
"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:</p> <p>Provides Rhythmic skill assessment as well as music vocabulary. This assessment provides good information about a student's rhythmic comprehension.</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:</p> <p>It shows if a student can keep a steady beat, pick and apply a tempo marking and ability to sight read. It can provide a meaningful dialogue about basic elements of music reading.</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:</p> <p>Again Those students who are strong sight readers will often be selected for musical opportunities that others may not be chosen for. This assessment promotes self-direction, as sight-reading is an important, yet very difficult, musical skill.</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:</p> <p>Teachers can use this assessment to evaluate competency in sight reading, rhythmic comprehension, and steady tempo to a high extent.</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:</p> <p>It shows if students understand rhythms, do they know tempos, If not adjusted instruction needs to occur. It is clear that this assessment could be used for a variety of purposes.</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	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	1	3
Student work present	1	3
Subtotal	10	18
Scoring Percentage		55.6%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations Allowed	3	3
Subtotal	14	15
Fair & Unbiased Percentage		93.3%
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	46	57
Overall Percentage		80.7%

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

Fully Recommended	
Partially Recommended	x
Not Recommended	