

## 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](#)

<b>Music</b>
<b>Festival Time Ensemble Grade 10</b>
<b>Reviewer: Content Collaborative</b>
<b>April 18th 2012</b>

Assessment Profile	
<b>Grade Level(s) suggested by this assessment:</b>	
Grade 10	
<b><u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u></b>	
MU09-GR.HSPP-S.1-GLE.3; MU09-GR.HSPP-S.4-GLE.2; MU09-GR.HSPP-S.3-GLE.2	
<b>What is the DOK of the assessment?</b>	
1-3	
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b>	
1-3	
<b>Describe the content knowledge/concepts assessed:</b>	
Perform Music as an ensemble member while performing at the minimal level of three on the difficulty rating scale.	
<b>List the skills/performance assessed:</b>	
Perform appropriately as an ensemble. Respond to the music citing specific examples of history and style of the music being performed.	
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b>	<b>Check All That Apply</b>
<b>Selected Response</b> (multiple choice, true-false, matching, etc.)	<input type="checkbox"/>
<b>Short Answer</b> (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)	<input checked="" type="checkbox"/>
<b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks)	<input checked="" type="checkbox"/>
<b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)	<input checked="" type="checkbox"/>
<b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)	<input checked="" type="checkbox"/>
<b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<input type="checkbox"/>
<b>The assessment includes:</b>	<b>Check All That Apply</b>
<b>Teacher directions</b> (may include prerequisites/description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...)	<input checked="" type="checkbox"/>
<b>Scoring Guide/Rubric</b>	<input checked="" type="checkbox"/>
<b>Sample evidence to show what student performance might look like:</b>	<input type="checkbox"/>
<b>Materials</b> (if needed to complete the assessment)	<input checked="" type="checkbox"/>
<b>Estimated time for administration</b>	<input checked="" type="checkbox"/>
<b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use?	<input checked="" type="checkbox"/>
<b>Other:</b>	<input type="checkbox"/>

A high quality assessment should be...Aligned		
Alignment with Standards	Rating Column	Strengths & Suggestions
<p><b>1a.</b> 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? <b>Select one option below.</b></p> <p><b>Full match</b> – task or most items address or exceed the relevant skills and knowledge described in the corresponding state standard/s.</p> <p><b>Partial match</b> – task or most items partially address the skills and knowledge described in the corresponding state standard/s.</p> <p><b>No match</b> – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.</p>		<p>The strengths are that this assessment aligns very nicely with CAS. It gives more than just expression of music. The history aspect is very credible and lends itself to theory and aesthetic valuation.</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p> <p>This is a full match aligning with 1.3 Performance pathway.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p><b>Alignment with Standards Score</b></p>	<p><b>3</b></p>	
Depth of Knowledge as Measured by this Assessment	Rating Column	
<p><b>1b.</b> Are the set of items or task reviewed as cognitively challenging as the grade level expectations? <b>Select one option below.</b></p> <p><b>More rigorous</b> – most items or the task reviewed are at a higher DOK level than the range indicated for the grade level expectations.</p> <p><b>Similar rigor</b> – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.</p> <p><b>Less rigor</b> – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.</p>		
<p><b>Please provide evidence from both the grade level expectations and assessment to support your response:</b></p> <p>More rigorous as it also allows students to show their comprehension of Music History. Standard 3, GLE 2 addresses the classification of music by genre, style, historical period or culture. By studying this information, students will be prepared to delve into this performance task.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p><b>Depth of Knowledge (Rigor) Score</b></p>	<p><b>1</b></p>	

**A high quality assessment should be...Scored using Clear Guidelines and Criteria**

Scoring Guidelines for this Assessment	Check all that apply:	Strengths/Suggestions
<p><b>Scoring Guide Present:</b>  <b>Answer key, scoring template, computerized/machine scored</b>  <b>Generalized Rubric</b> (e.g., for persuasive writing, for all science labs)  <b>Task-Specific Rubric</b> (only used for the particular task)  <b>Checklist</b> (e.g., with score points for each part)  <b>Teacher Observation Sheet/ Observation Checklist</b></p> <p>Notes for scoring included.</p>	<p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p>Yes, several types=3, Yes, at least one type=2, None=1</p>	
<b>Scoring Guide Present Score</b>		<b>3</b>
<p><b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>It aligns well with CAS as it talks about performing as an ensemble member.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
<b>Rubric Aligned with Standards Score</b>		<b>3</b>
<p><b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b></p> <p>Clear and coherent.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Rubric/Scoring Coherent Score</b>		<b>3</b>
<p><b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item?</p> <p><b>Explain:</b></p> <p>It addresses all of the items within the task.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<p><b>2d.</b> 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? <b>Why or why not?</b></p> <p>The response to the literature can be somewhat subjective. If there was more clarity in the rubric, or exemplars provided, greater inter-rater reliability would be promoted.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Inter-rater Reliability Score</b>		<b>2</b>
<p><b>2e.</b> 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?</p> <p>No student work is provided. Examples (written or audio) of student presentations or student response sheets would be helpful.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Student Work Samples Score</b>		<b>1</b>

## 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
<b>3a.</b> 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)? <b>Provide an explanation of your response:</b> Clear and uncluttered	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<b>3b.</b> To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? <b>Provide an explanation of your response:</b> Very straightforward	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<b>3c.</b> To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? <b>Provide an explanation of your response:</b> Free from bias.	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<b>3d.</b> Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? <b>Provide an explanation of your response:</b> Students should at this level demonstrate a higher level of academic excellence and language.	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>1</b>	
*Please reference "Defining Features of Academic Language in WIDA's		
<b>3e.</b> 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"> <li>○ <b>Presentation Accommodations</b> —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.</li> <li>○ <b>Response Accommodations</b> —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.</li> <li>○ <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> <li>○ <b>Timing and Scheduling Accommodations</b> —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.</li> <li>○ <b>Linguistic Accommodations</b> — 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.</li> </ul>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment: It allows for Time and Settings. It also mentions 504 plans.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
<b>"Adequate Accommodations Allowed" Score</b>	<b>2</b>	

**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><b>4a.</b> Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? <b>Provide an explanation of your response:</b></p> <p>Yes, ensemble playing is very real world.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>"Engages Students" Score</b>		<b>3</b>
<p><b>4b.</b> 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? <b>Provide an explanation of your response:</b></p> <p>Ensemble playing allows teachers a way to see if their students can perform their own part while maintaining their own tempo, pitch rhythm, and expression.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Classroom Learning Score</b>		<b>3</b>
<p><b>4c.</b> 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? <b>Provide an explanation of your response:</b></p> <p>This assessment can show both students as well as parents where their students are at in regards to pitch expression tempo Musical vocabulary and history of music.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>		<b>3</b>
<p><b>4d.</b> 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? <b>Provide an explanation of your response:</b> This performance task promotes many 21st century skills. Students must collaborate in the performance and research of their piece. Additionally, they must use critical thinking and reasoning in their rehearsals as well as information literacy in their research.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Communicates Academic Excellence Score</b>		<b>3</b>
<p><b>4e.</b> 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? <b>Provide an explanation of your response:</b></p> <p>This assessment will show a teacher exactly where their students are at in regards to ensemble playing at a performance pathway level</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Standards Competency Score</b>		<b>3</b>
<p><b>4f:</b> 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.)? <b>Provide an explanation of your response:</b></p> <p>It is clearly stated in the document that this can be used for formative, interim or summative assessment.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>		<b>3</b>

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	1	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
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	2	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
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	49	57
Overall Percentage		86.0%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	