

## 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>Content Area: Music</b>
<b>Name of Assessment: Military Entrance Audition</b>
<b>Reviewer(s): Content Collaborative</b>
<b>Date of Review: 4/18/12</b>

Assessment Profile									
<b>Grade Level(s) suggested by this assessment:</b> 12									
<u><a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a></u>									
MU09-GR.HSPP-S.1-GLE.1; MU09-GR.HSPP-S.1-GLE.2; MU09-GR.HSPP-S.1-GLE.3; MU09-GR.HSPP-S.1-GLE.4; MU09-GR.HSPP-S.2-GLE.1									
<b>What is the DOK of the assessment?</b> 2-4									
<b>Indicate the DOK range of the CAS Grade Level Expectations:</b> 2-4									
<b>Describe the content knowledge/concepts assessed:</b> Completely performance-based, but with underlying implicit content knowledge. Students are required to perform scales, a solo piece, and orchestral excerpts at the highest level of mastery.									
<b>List the skills/performance assessed: Student must perform:</b> All scales and arpeggios from memory at minimum speed and with appropriate articulations; Diatonic and chromatic scales; Solos from orchestral and solo literature including etudes as specified for each instrument; tone and pitch production, articulation and breath control, technique, and sight reading; and memorization.									
<b>Item Types - check all that apply (note: there is often overlap among certain item types):</b> <b>Selected Response</b> (multiple choice, true-false, matching, etc.) <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.) <b>Extended Response</b> (essay, multi-step response with explanation and rationale required for tasks) <b>Product</b> (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) <b>Performance</b> (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) <b>Process</b> (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">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="height: 20px; text-align: center;">X</td></tr> <tr><td style="height: 20px;"> </td></tr> </tbody> </table>	Check All That Apply					X		
Check All That Apply									
X									
<b>The assessment includes:</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 ...) <b>Scoring Guide/Rubric</b> <b>Sample evidence to show what student performance might look like:</b> <b>Materials</b> (if needed to complete the assessment) <b>Estimated time for administration</b> <b>Student Directions &amp; Assessment Task/Prompt</b> – what does the student see/use? <b>Other: Scales, arpeggios, and solo literature, orchestral excerpts, sight-reading</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <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;"> </td></tr> <tr><td style="height: 20px; text-align: center;">X see other</td></tr> <tr><td style="height: 20px; text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply	X	X		X		X see other	X
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X									
X									
X									
X see other									
X									



**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><b>Please provide evidence from both the standards and assessment to support your response:</b></p>		
<p>Because of its depth, this audition addresses basic skills such as scales and arpeggios, but also evaluates the application of those skills to solo and orchestral literature and sight-reading. This assessment covers all the grade level expectations of the Performance Pathway.</p>	<p><b>Full=3; Partial =2; No Match= 1</b></p>	
<p align="right"><b>Alignment with Standards Score</b></p>		<p align="center"><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>This assessment has a more rigorous DOK than the standards because of its focus on future ability and achievement. The skills and literature presented have both depth and breadth. Some students would be prepared for this assessment, but for the majority of PPHS students, this would be too rigorous.</p>	<p><b>Similar Rigor=2; More Rigor=1; Less Rigor= 1</b></p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>		<p align="center"><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>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>The rubric is not very thorough; it seems to be only pass/fail. A secondary music teacher might use a more thorough rubric that would address the criteria in specific ways in order to guide the student to success on the audition. A more thorough rubric would be beneficial for both the teacher and student.</p>
<b>Scoring Guide Present Score</b>		<b>2</b>
<p><b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>Provide an explanation of your response:</b> The scoring guide provides evidence that the student has either met or not met the criteria of the assessment.</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>                  There is only one performance level; the student will either meet it or they won't.</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?  <b>Explain:</b>                  Again, the student can either meet the criteria or not, so the guide addresses all of the tasks or demands.</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>                  Some assessment items are objective enough that the rater can easily determine whether the student has met the criteria. Other items, such as the evaluation of artistry, are more subjective, which might affect inter-rater reliability.</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?                  All the tasks are described thoroughly on the assessment. No student work is included. It would be helpful to have audio recordings of exemplary student performances.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
<b>Student Work Samples Score</b>		<b>2</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
<p><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></p> <p>The assessment is clearly formatted and easy to understand.</p>	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>	<b>3</b>	
<p><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></p> <p>Each item is presented in such a way as to be appropriate to the discipline.</p>	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>	<b>3</b>	
<p><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></p> <p>Each item is presented in such a way as to be familiar to one who is involved in the discipline.</p>	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>	<b>3</b>	
<p><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></p> <p>Students must use a high level of academic language appropriate to music in order to complete this assessment.</p>	No=3, Somewhat=2, Yes=1	
<b>"Academic Language" Score</b>	<b>1</b>	
*Please reference <a href="#">"Defining Features of Academic Language in WIDA's</a>		
<p><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?</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"> <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>	NA	
<p><b>3f:</b> Identify and write down the accommodations permitted for this assessment:</p> <p>There are no accommodations listed in the assessment. However, teachers could potentially allow for response, setting and timing accommodations.</p>	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	
<b>"Adequate Accommodations Allowed" Score</b>	<b>1</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>The assessment represents demonstration of the ability to function at the level necessary. The skills required represent those that transfer to other contexts.</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>Demonstrated ability on the part of a student to meet the requirements outlined in these entrance examinations/auditions indicates a satisfactory completion of high school performance pathway standards mastery.</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>The results are simply pass/fail, so there is no dialogue. This assessment would be more valuable if there was a more comprehensive rubric.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>	<b>1</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> The stated criteria clearly communicate expectations. The 21st century skills that are required to complete this assessment are Self Direction.</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>Viewing the results would allow the teacher to determine which, if any, areas may require additional attention in the classroom.</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 clear that this assessment could be used for a variety of purposes.</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	2	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	2	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	1	3
Communicates Academic Excellence	3	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	16	18
Opportunities to Learn Percentage		88.9%
Grand Total	46	57
Overall Percentage		80.7%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	