

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: Prime Time TV Grade 10
Reviewer: Content Collaborative
Date of Review: 5/2/12

Assessment Profile

Grade Level(s) suggested by this assessment: Grade 10

Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:

MU09-GR.HSGP-S.1-GLE.1; MU09-GR.HSGP-S.1-GLE.2; MU09-GR.HSGP-S.2-GLE.1; MU09-GR.HSGP-S.2-GLE.2; MU09-GR.HSGP-S.3-GLE.1; MU09-GR.HSGP-S.4-GLE.1; MU09-GR.HSPP-S.1-GLE.1; MU09-GR.HSPP-S.2-GLE.1; MU09-GR.HSPP-S.2-GLE.2; MU09-GR.HSPP-S.2-GLE.3; MU09-GR.HSPP-S.3-GLE.1; MU09-GR.HSPP-S.3-GLE.3; MU09-GR.HSPP-S.4-GLE.1

What is the DOK of the assessment?

DOK 3

Indicate the DOK range of the CAS Grade Level Expectations:

DOK is 1-3

Describe the content knowledge/concepts assessed:

writing music, performance skills, knowledge of theory, writing short-answers

List the skills/performance assessed:

writing music (theme and variations), performance skills, incorporation of theory, short-answers

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)

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:

Check All That Apply
x
x

Materials (if needed to complete the assessment)

Estimated time for administration

Student Directions & Assessment Task/Prompt – what does the student see/use?

Other:

	X
	X
	X
	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>Task supports all standards at a high level of rigor.</p>		
<p>Alignment with Standards Score</p>		
		<p>Full=3; Partial =2; No Match= 1</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>Most items are similar; however, the assessed task may be less challenging than the HS Performance Pathway and more challenging than</p>		
<p>Depth of Knowledge (Rigor) Score</p>		
		<p>Similar Rigor=3; More Rigor=2; Less Rigor= 1</p> <p>3</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 checked="" 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 scoring categories are very clearly defined and there is a guide to assessing the short answer questions.	<input type="checkbox"/> <input type="checkbox"/> Yes=3, Somewhat=2, No=1	
Rubric/Scoring Coherent Score	3	
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: The rubric addresses all of the demands of the task in a very specific way.	<input type="checkbox"/> <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 rubric is specific enough that different raters are not likely to come up with different scores.	<input type="checkbox"/> <input type="checkbox"/> 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? The last page of the document indicates that there is sample student work to follow but there are no further pages.	<input type="checkbox"/> <input type="checkbox"/>	
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:		
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 SPED/ELL learners.	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:		
A certain level of academic language is inherent in reading music and performing it correctly.	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*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. 		
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	
"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>The assessment sets up a task which might come up in a composer's career; the skills of performing music and evaluating one's own responses are applicable to other situations in and out of the classroom.</p>	<p>Yes=3; Somewhat=2; No=1</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>Students will demonstrate their ability to create a song, write variations on it, and perform it, as well as write about it. If the teaching in the classroom is done well and thoroughly, this assessment will certainly show that students have learned the content and the skills necessary to complete it.</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>Understanding music to the point of writing clear and comprehensive tunes and variations clearly demonstrates learning expectations and outcomes, and with this assessment, can be communicated to students and parents. In addition, performing and analyzing/describing one's own work are indicators of a high level of learning and the results can be shared with students, parents, and administrators.</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>This assessment is applicable to academic excellence since it uses a variety of cognitive abilities as well as a direct knowledge of music and the ability to create it, write a series of variations, and then perform it accurately with minimal study. The assessment also requires the higher-level thinking skills of problem-solving, analyzing and synthesizing through written responses.</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 definitely use the results of this assessment to measure the competency of their students to a high degree.</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>A highly-effective teacher should be able to use the task and the results for any of those purposes. However, the comprehensive nature of this assessment, covering all standards and requiring a variety of tasks and responses reflecting content knowledge and ability to synthesize that knowledge, would be most effective as a summative assessment that would communicate student learning across all standard areas.</p>		
	<p>Yes=3; Somewhat=2; No=1</p>	
<p>Locate evidence Score</p>		<p>3</p>

	Earned	Possible
Standards Rating	3	3
Rigor Rating	3	3
SubTotal	6	6
Standards Alignment Percentage		100.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	1	3
Student work present	1	3
SubTotal	13	18
Scoring Percentage		72.2%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accomodations 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	51	57
Overall Percentage		89.5%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	