

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: MO Kindergarten Assessment
Reviewer: Content Collaborative
Date of Review: April 19, 2012

Assessment Profile								
Grade Level(s) suggested by this assessment: Kindergarten								
<u>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</u> MU09-GR.K-S.1-GLE.1; MU09-GR.K-S.2-GLE.2; MU09-GR.K-S.3-GLE.1; MU09-GR.K-S.3-GLE.2; MU09-GR.K-S.3-GLE.3; MU09-GR.K-S.3-GLE.4; MU09-GR.K-S.4-GLE.1; MU09-GR.K-S.4-GLE.2; MU09-GR.K-S.4-GLE.3;								
What is the DOK of the assessment? 1-3								
Indicate the DOK range of the CAS Grade Level Expectations: Standards 1-3 - DOK 1-2; Standard 4- DOK 1-3								
Describe the content knowledge/concepts assessed: Musical Elements (Rhythm, Timbre, Dynamics), Musical Styles, Personal response to music								
List the skills/performance assessed: Identify voice timbre; Identify musical opposites; Articulate personal response to music								
Item Types - check all that apply (note: there is often overlap among certain item types):	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="text-align: center; padding: 2px;">X</td> </tr> <tr> <td style="text-align: center; padding: 2px;">X-Only the last question</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> </table>	Check All That Apply	X	X-Only the last question				
Check All That Apply								
X								
X-Only the last question								
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)								
The assessment includes:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="text-align: center; padding: 2px;">X-Must see website</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">X- Except for songs to be used</td> </tr> <tr> <td style="height: 20px;"></td> </tr> <tr> <td style="text-align: center; padding: 2px;">X</td> </tr> </table>	Check All That Apply	X-Must see website		X- Except for songs to be used		X	
Check All That Apply								
X-Must see website								
X- Except for songs to be used								
X								
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:								
Materials (if needed to complete the assessment)								
Estimated time for administration								
Student Directions & Assessment Task/Prompt – what does the student see/use?								

Other:

X- Practice Assessment
options, Assessment
Tickets, Nursery
Rhyme Cards &
Practice Sheets

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>The tasks are quick and easy to use. Could be used multiple times to show growth.</p> <p>Only suggestion/note: No music listening examples provided, Nursery Rhymes and Marches are suggested on the website. Our suggestion would be to include an accessible list of music for all districts to use with the assessment to ensure consistency.</p>
<p>Please provide evidence from both the standards and assessment to support your response: All GLEs listed clearly align with CAS. The tasks involved in the assessment match the GLEs and EO's.</p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="center">Alignment with Standards Score</p>	<p align="center">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: The tasks required for the assessment align with GLEs but do not go beyond the standard.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p align="center">Depth of Knowledge (Rigor) Score</p>	<p align="center">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
<p>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</p>	<p>Yes, several types=3, Yes, at least one type=2, None=1</p>	<p>Although there is no scoring guide present, this is more of a "right or wrong" answer assessment and could be easily scored. This is appropriate for this age level and would not result in confusing results.</p>
Scoring Guide Present Score		1
<p>2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.</p> <p>Provide an explanation of your response: NO RUBRIC PRESENT, content is aligned, so assumedly any teacher created rubric would align as well. A rubric is not needed for this assessment. Student answers are right or wrong. To ensure consistency, a recording with musical examples could be included along with a scoring guide.</p>	<p>Completely aligned=3, Somewhat aligned=2, Not aligned=1</p>	
Rubric Aligned with Standards Score		
<p>2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response: N/A</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Coherent Score		
<p>2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Explain: N/A</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Rubric/Scoring Alignment		
<p>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, no rubric present, but VERY EASY to grade!</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Inter-rater Reliability Score		3
<p>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? We do not feel an exemplar is needed. This assessment is very straightforward.</p>	<p>Yes=3, Somewhat=2, No=1</p>	
Student Work Samples Score		

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>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: All items are easily understood, however, the teacher should read the directions aloud to this grade level.</p>	All=3, Some=2, None=1	
"Clear & Uncluttered" Score	3	
<p>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: All items are easily understood, however, the teacher should read the directions aloud to this grade level. Each example includes two pictures which are clearly distinguishable for a range of learners. However, a teacher could further eliminate misconceptions by reading aloud the directions.</p>	All=3, Some=2, None=1	
"Straight Forward" Score	3	
<p>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: All test questions are free from bias and easy to understand.</p>	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	3	
<p>3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding? Provide an explanation of your response: Somewhat, for that grade level. It is just a quick multiple choice response, but students have to know the basic vocabulary and defend their final answer for their feelings.</p>	No=3, Somewhat=2, Yes=1	
"Academic Language" Score	2	
*Please reference "Defining Features of Academic Language in WIDA's		
<p>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> <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. 		

o **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:

None listed. IEPs should be considered. Accommodations could be easily made. Presentation would apply to all, as we feel that students need the directions read aloud. Response, Setting, Timing and Linguistic Accommodations should be considered.

Yes, Several allowed=3;
Yes, Some allowed=2;
None allowed =1

"Adequate Accommodations Allowed" Score

2

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>It would connect to a "Kindergarten" world. They have to distinguish between opposites and think about what they are hearing.</p>	<p>Yes=3; Somewhat=2; No=1</p>	This assessment would be excellent to demonstrate growth at this level.
"Engages Students" Score 2		
<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>Assessment covers several elements of music and could easily be given multiple times throughout the year.</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 would provide meaningful dialogue for the students to discuss what they heard, how they felt, what the opposites were, etc.</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>If the student answers correctly, then that show academic excellence. This assessment promotes 21st century skills by using critical thinking and reasoning.</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>This assessment would demonstrate a great deal of competency towards the standards. Again, there are several elements and musical opposites covered in the assessment.</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>The purpose of this assessment is clear to teachers. The assessment is divided into 1st and 2nd semester, but that divide could be easily ignored so that a teacher could align their assessment with where they were in their district curriculum.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score 3		

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	3	3
Subtotal	6	6
Standards Alignment Percentage		100.0%
Scoring Guide Present	1	3
Rubric Aligned w/standards		3
Rubric/Scoring Coherent		3
Rubric/Scoring Alignment		3
Inter-rater reliability	3	3
Student work present	0	3
Subtotal	4	18
Scoring Percentage		22.2%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	2	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
Engagement	2	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	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	40	57
Overall Percentage		70.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	