

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: Silver Burdett Making Music Textbook Series: http://www.pearsonschool.com/index.cfm?locator=PSZ145&PMDbSubSolutionId=&PMDbCategoryId=818&PMDbProgramId=15521
Reviewer: Content Collaborative
Date of Review: April 18, 2012

Assessment Profile								
<p>Grade Level(s) suggested by this assessment: K-5</p> <p>Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</p> <p>MU09-GR.K-S.1-GLE.1; MU09-GR.K-S.1-GLE.2; MU09-GR.K-S.2-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.1-S.1-GLE.1; MU09-GR.1-S.1-GLE.2; MU09-GR.1-S.2-GLE.1; MU09-GR.1-S.2-GLE.1-2; MU09-GR.1-S.3-GLE.1; MU09-GR.1-S.3-GLE.2; MU09-GR.1-S.3-GLE.3; MU09-GR.1-S.3-GLE.4; MU09-GR.2-S.1-GLE.1; MU09-GR.2-S.1-GLE.2; MU09-GR.2-S.2-GLE.1; MU09-GR.2-S.2-GLE.2; MU09-GR.2-S.3-GLE.1; MU09-GR.2-S.3-GLE.2; MU09-GR.2-S.3-GLE.3; MU09-GR.2-S.3-GLE.4; MU09-GR.3-S.1-GLE.1; MU09-GR.3-S.1-GLE.2; MU09-GR.3-S.2-GLE.1; MU09-GR.3-S.2-GLE.2; MU09-GR.3-S.3-GLE.1; MU09-GR.3-S.3-GLE.2; MU09-GR.3-S.3-GLE.3; MU09-GR.3-S.3-GLE.4; MU09-GR.4-S.1-GLE.1; MU09-GR.4-S.1-GLE.2; MU09-GR.4-S.1-GLE.3; MU09-GR.4-S.2-GLE.1; MU09-GR.4-S.2-GLE.2; MU09-GR.4-S.3-GLE.1; MU09-GR.4-S.3-GLE.2; MU09-GR.4-S.3-GLE.3; MU09-GR.4-S.3-GLE.4; MU09-GR.5-S.1-GLE.1; MU09-GR.5-S.1-GLE.2; MU09-GR.5-S.1-GLE.3; MU09-GR.5-S.2-GLE.1; MU09-GR.5-S.2-GLE.2; MU09-GR.5-S.4-GLE.1; MU09-GR.5-S.4-GLE.2; MU09-GR.5-S.4-GLE.3; MU09-GR.5-S.4-GLE.4</p> <p>What is the DOK of the assessment? The assessments are DOK 1-2</p> <p>Indicate the DOK range of the CAS Grade Level Expectations: The GLEs range from DOK 1-4</p> <p>Describe the content knowledge/concepts assessed: These assessments allow students to show great understanding of concepts under the standard of Theory of Music. There are some assessment items that require students to show understanding in the expression and creation of music. There are few assessment for aesthetic valuation.</p> <p>List the skills/performance assessed: Fill in the blank, multiple choice, matching, product, process, performance</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>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Check All That Apply</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">X</td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">X</td> </tr> <tr> <td style="padding: 5px;">X</td> </tr> <tr> <td style="padding: 5px;">X</td> </tr> </tbody> </table>	Check All That Apply	X			X	X	X
Check All That Apply								
X								
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:

Materials (if needed to complete the assessment)

Estimated time for administration

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

Other:

Check All That Apply
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>Strengths?</p> <p>There are some great assessment items for Standard 3: Theory of Music. There are also some excellent DOK 1-2 items for Expression of Music and Creation of Music</p> <p>Suggestions?</p> <p>If short response questions/prompts were added so students could show their level of understanding or explain their rationale for choosing a particular answer, it would add more depth of knowledge and provide more alignment to the Colorado Standards. Fewer assessment questions.</p>
<p>Please provide evidence from both the standards and assessment to support your response:</p> <p>The assessment does not address Standard 4: Aesthetic Valuation. In Standard 3, Theory of Music, instead of asking students to demonstrate knowledge of dynamic vocabulary, they are asked to match symbols to correct definition. Additionally, students are asked to make musical notations in various time signatures, but not asked to explain the meaning or difference amongst meter groupings. Overall, the students are not asked to explain their thinking or reasons behind particular choices. Therefore, there are many GLEs that are not assessed at the appropriate level of DOK.</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>Some Theory of Music examples (i.e. fifth grade), have an inappropriate level of rigor (i.e. augmentation and diminution) and does not align with the Colorado Standards. Other assessment are less rigorous than the standards due to the type of responses required. There is a paper/pencil emphasis in a performance art.</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
Depth of Knowledge (Rigor) 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
<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)?</p> <p>Provide an explanation of your response:</p> <p>Many of the assessment items are visually appealing and well organized, but sometimes supplemental pictures (borders) and text obstruct the clarity. Additionally, the use of a five-line staff in first grade is inappropriate and difficult for those students to read.</p>	<p align="center">All=3, Some=2, None=1</p>	<p align="center">Strengths?</p> <p>The assessment items are based on songs and activities from the textbook series that do not exhibit cultural biases.</p>
<p align="center">"Clear & Uncluttered" Score</p>	<p align="center">2</p>	
<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?</p> <p>Provide an explanation of your response:</p> <p>The assessments could be modified to be more clear and straightforward. Often there is too much text and at times it can be confusing.</p>	<p align="center">All=3, Some=2, None=1</p>	<p align="center">Suggestions?</p> <p>The assessment items need to have more opportunities for students to show what they know that are not just pencil and paper. Additionally, the directions and academic vocabulary could be simplified for English Language Learners.</p>
<p align="center">"Straight Forward" Score</p>	<p align="center">2</p>	
<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:</p> <p>Overall the assessments do not appear to have cultural bias. There are musical examples representing many languages and cultures. However, many of the traditional American songs and poems do include vocabulary that will need explanation to many students.</p>	<p align="center">All=3, Some=2, None=1</p>	
<p align="center">Free of 'Cultural or Unintended Bias' Score</p>	<p align="center">3</p>	
<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:</p> <p>Yes. There is too much academic language, particularly in the upper grades. Additionally many of the vocabulary for musical items are not included in the Colorado Standards.</p>	<p align="center">No=3, Somewhat=2, Yes=1</p>	
<p align="center">"Academic Language" Score</p>	<p align="center">2</p>	
<p><i>*Please reference "Defining Features of Academic Language in WIDA's</i></p>		
<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>Each assessment item would need to be accommodated differently using all of the following accommodations. None of the assessments are modified for any type of special learner to show what they know. Additionally, movement activities and playing instruments to prove mastery may be difficult for students with physical limitations.</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. 		

<ul style="list-style-type: none"> ○ 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. 	
<p>3f: Identify and write down the accommodations permitted for this assessment:</p> <p>All of the accommodations listed above would be appropriate for these assessments based on the needs of this child.</p>	<p>Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1</p>
"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>No, these assessments require students to use music skills to complete, however, because the items are based exclusively based on the text they do not engage a student in thinking that connects to the real world.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Strengths?</p> <p>Some of the assessment items can provide good information about what students have learned about music theory. Additionally, listening and aural identification exercises allow the teacher to determine if a student has truly internalized some concepts and skills.</p>
"Engages Students" Score	1	
<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>Some of the assessment items can provide good information about what students have learned about music theory. Additionally, listening and aural identification exercises allow the teacher to determine if a student has truly internalized some concepts and skills.</p>	<p>Yes=3; Somewhat=2; No=1</p>	<p>Suggestions?</p> <p>The assessments could include opportunities for deeper thinking and analysis. Additionally, they could provide rubrics and exemplars that detailed exemplary student work.</p>
Classroom Learning Score	2	
<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>These assessments could provide some evidence of student learning and growth, but due to the limited depth knowledge and lack of standards outside of music theory, it is limited in fostering meaningful dialogue.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Learning Expectations/Outcomes Score	2	
<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 does not clearly communicate expectations for academic excellence. There are no models of exemplary student work, there are few opportunities for students to explain their depth of understanding, or specific rubrics to help guide students and teachers in their work.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Communicates Academic Excellence Score	1	

<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: Teachers can use the results to understand what competency on some standards look like. However, many of the items are not the same DOK.</p>	
<p align="center">Standards Competency Score</p>	<p align="center">2</p>
<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: Teachers can clearly identify the purpose the assessment serves.</p>	
<p align="center">Locate evidence Score</p>	<p align="center">3</p>

	Earned	Possible
Standards Rating	2	3
Rigor Rating	1	3
Subtotal	3	6
Standards Alignment Percentage		50.0%
Scoring Guide Present	2	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	2	3
Rubric/Scoring Alignment	2	3
Inter-rater reliability	2	3
Student work present	1	3
Subtotal	11	18
Scoring Percentage		61.1%
Clear & Uncluttered Presentation	2	3
Straight Forward Presentation	2	3
Free of Cultural or Unintended Bias	3	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	1	3
Reflects Classroom Learning	2	3
Reflects Learning Expectations/Outcomes	2	3
Communicates Academic Excellence	1	3
Competency on Standards Score	2	3
Locate evidence Score	3	3
Subtotal	11	18
Opportunities to Learn Percentage		61.1%
Grand Total	37	57
Overall Percentage		64.9%

The assessments in this textbook series partially align with the Colorado Academic Standards. Most of the assessment items do not meet the rigor or depth of the standards. Furthermore, most of the assessments utilize DOK 1 and some DOK 2 skills whereas the standards require much more complexity of thought and understanding. Lastly, many of the assessment items require that students reference materials in the text. If a teacher does not own the textbook series, they will not be able to give the assessments with fidelity.

(Partially meets Standards Alignment Criteria)

An answer key is provided for each DOK 1 assessment item. Generalized rubrics and checklists are provided for singing, instrument playing, reading music, moving and improvising, listening, and composing/arranging/notating. These rubrics and checklists are inadequate because they do not differentiate for different grade levels or different tasks.

(Partially meets Scoring Criteria)

Though these assessments are visually appealing and well organized, sometimes the pictures obstruct the clarity of the assessment, especially in kindergarten and first grade. Additionally, the use of a five-line staff in first grade is inappropriate and difficult for those students to read. The assessment items are based on songs and activities from the textbook series that do not exhibit cultural biases. However, many of the traditional American songs and poems do include vocabulary that will need explanation to many students. Numerous assessment items, particularly in the upper grades, use a lot of academic language for the instructions. Oftentimes the instructions include a review of the concept being assessed. This provides an unfair advantage to students who are better readers.

(Partially meets Fairness & Bias Criteria)

These assessments require students to use music skills (singing, instrument playing, reading, writing, composing, improvising, moving) to complete, however, because the items are exclusively based on the text they do not engage a student in thinking that connects to a real world, new context, situation, problem or challenge. Some assessment items can show teachers and parents what a child has learned in music class. However, it does not clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or life skills) to students.

(Partially meets Opportunities to Learn Criteria)

This assessment is: Place an 'X' in the appropriate box	
Fully Recommended	
Partially Recommended	X
Not Recommended	

Rationale:

Overall, this assessment does not meet the rigor and depth of the Colorado Academic Standards. Furthermore, it does not engage students in critical thinking skills or the transfer of knowledge to other contexts that are so important in the 21st century. The use of this assessment tool will be limited in Colorado because it can only be accessed by those teachers and schools that own this expensive textbook series. However, there are some valuable assessment items especially addressing Standard 3: Theory of Music that are worthwhile indicators of student learning and growth.