

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](#)

Music
Grade 8 and 10 Music Pit Orchestra Audition (Strings) - Washington State
Reviewer: Content Collaborative
April 19th 2012

Assessment Profile								
Grade Level(s) suggested by this assessment:								
Grade 8 and 10 Performance pathway								
Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:								
MU09-GR.8-S.1-GLE.2; MU09-GR.HSPP-S.1-GLE.2								
What is the DOK of the assessment?								
DOK 2 both grade 8 and 10 performance pathway								
Indicate the DOK range of the CAS Grade Level Expectations:								
1-3 for both levels								
Describe the content knowledge/concepts assessed:								
Perform music accurately and expressively								
List the skills/performance assessed:								
Sight read observing all musical symbols tempo indications and technical indications.								
Item Types - check all that apply (note: there is often overlap among certain item types):	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <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="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								
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="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> <tr><td style="text-align: center;">X</td></tr> </tbody> </table>	Check All That Apply	X	X	X	X	X	X
Check All That Apply								
X								
X								
X								
X								
X								
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?								

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>Full=3; Partial =2; No Match= 1</p>	
<p>It aligns fully with the CAS Grade 8 1.2 Expression of Music. For grade 10 performance pathway the example given is not at a 10th grade level Director would need to supply their own sight reading material for this assessment.</p>		<p align="right">Alignment with Standards Score 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>Similar Rigor=1; More Rigor=1; Less Rigor= 1</p>	
<p>The assessment aligns with the CAS 1.2 grade 8. For grade 10 it is a similar rigor for DOK but needs a harder sight reading example.</p>		<p align="right">Depth of Knowledge (Rigor) Score 2</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 checked="" type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	
Scoring Guide Present Score	3	
2a. Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment. The rubric aligns to CAS at both levels grade 8 and 10.	 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 score categories are clearly defined and can be applied to grade 8 and 10.	 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? It addresses all criteria.	 Yes=3, Somewhat=2, No=1	
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? Any adjudicator that follows this rubric should arrive at the same grade for the student.	 Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	3	Fully recommend with adaptations for grade 10 to meet Performance levels.
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? There is not student work for this assessment. It would be useful to have audio recordings of exemplary student performances.	 Yes=3, Somewhat=2, No=1	
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)?		This assessment is clearly meant for String Instruments only. It would take adaptation for vocal and wind instruments. It is worth taking the time to create a wind/brass /percussion/ vocal example to sight read.
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:		
Very straightforward	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:		
Bias in that some students may not know what an orchestra pit is or what an all school musical is. However it is a great opportunity for learning for all.	All=3, Some=2, None=1	
Free of 'Cultural or Unintended Bias' Score	2	
3d. Does the assessment require students to possess a high level of academic language* comprehension to demonstrate understanding?		
Provide an explanation of your response:		
The language is at Grade level 8 but not higher. Performance pathway it is not at grade level and needs to be higher.	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:		

Directions allow for 504 plans as well as space and time accommodations.

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: Very much a real world connection. This is a performance assessment task that creates a real and authentic situation. To engages a student in thinking about a real world connection.</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: If a student can sight read with a 1-2 minute preparation with a score of 4 it indicates learning has taken place in the classroom. Yes, it can provide good information about what students have learned.</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: It allows for dialogue between student, teacher and parent as to where the student is at in regards to sight reading and overall playing ability.</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: This assessment clearly communicates expectations for the transference of musical skills to a real world setting. It also promotes the 21st century skill of self-direction.</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: This assessment will allow teachers to evaluate their students sight reading capabilities and give feedback.</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: It is very clear that this assessment could be used to serve a variety of purposes.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
Locate evidence Score	3	

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	2	3
Subtotal	5	6
Standards Alignment Percentage		83.3%
Scoring Guide Present	3	3
Rubric Aligned w/standards	3	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	16	18
Scoring Percentage		88.9%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	2	3
Adequate Accommodations Allowed	3	3
Subtotal	13	15
Fair & Unbiased Percentage		86.7%
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	52	57
Overall Percentage		91.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	