

## 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>Music Grade 10</b>
<b>WCBPA-Washington Classroom-Based Performance Assessment "Documentary Theme Song"</b>
<b>Reviewer: Content Collaborative</b>
<b>4/18/2012</b>

Assessment Profile													
Grade Level(s) suggested by this assessment: <b>Grade 10</b>													
<a href="#">Indicate the Colorado Academic Standards (CAS) and Grade Level Expectations evaluated by the Assessment:</a>													
<b>MU09-GR.HSGP-S.1-GLE.1; MU09-GR.HSGP-S.1-GLE.2; MU09-GR.HSGP-S.2-GLE.2; MU09-GR.HSGP-S.3-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</b>													
What is the DOK of the assessment? <b>DOK is 3</b>													
Indicate the DOK range of the CAS Grade Level Expectations: <b>Range is 1-3</b>													
Describe the content knowledge/concepts assessed: <b>Content knowledge is Music Creation CL 2.1</b>													
List the skills/performance assessed: Creating music, performing music, Incorporation of Theory													
<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.)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> </table>	Check All That Apply		X		X		X					
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X													
X													
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:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 2px;">Check All That Apply</th> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> <tr> <td style="height: 20px;"> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">X</td> </tr> </table>	Check All That Apply		X	X		X		X		X		X
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**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>The strength of this assessment is that it measures creativity, theory and expression. It could be used by teachers for both the performance pathway and the generalist pathway with a few changes. There is a bias toward western notation (as opposed to other forms of notation such as tabs).</p>
<p><b>Please provide evidence from both the standards and assessment to support your response:</b></p>		
<p><b>It aligns with creation standard more than expression standard.</b></p>	<p>Full=3; Partial =2; No Match= 1</p>	
<p align="right"><b>Alignment with Standards Score</b></p>	<p align="center"><b>2</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><b>The task is similar to what is required in the standards.</b></p>	<p>More Rigor=1; Same Rigor=2; Less Rigor= 1</p>	
<p align="right"><b>Depth of Knowledge (Rigor) Score</b></p>	<p align="center"><b>2</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
<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>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Yes, several types=3, Yes, at least one type=2, None=1	Has scoring notes listed and a task sheet
<b>Scoring Guide Present Score</b>		<b>3</b>
<b>2a.</b> Give evidence that the rubric/scoring criteria aligns to Colorado Academic Standards in this assessment.  <b>The performance pathway is a little more rigorous, but the rest of the standards align to the scoring criteria.</b>	Completely aligned=3, Somewhat aligned=2, Not aligned=1	
<b>Rubric Aligned with Standards Score</b>		<b>2</b>
<b>2b.</b> Are the score categories clearly defined and coherent across performance levels? <b>Provide an explanation of your response:</b>  <b>Very well defined clear and concise.</b>	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Coherent Score</b>		<b>3</b>
<b>2c.</b> To what degree does the rubric/scoring criteria address all of the demands within the task or item? <b>Explain:</b> Rubric covers all of the demands of the task.	Yes=3, Somewhat=2, No=1	
<b>Rubric/Scoring Alignment</b>		<b>3</b>
<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>  The scoring criteria is very specific; the tasks were either completed or not.	Yes=1, Somewhat=2, No=3	
<b>Inter-rater Reliability Score</b>		<b>3</b>
<b>2e.</b> Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? <b>If so, describe. If not, what student work would be needed?</b> Not available. Examples of the completed assessment and a scoring rationale would be helpful.	Yes=3, Somewhat=2, No=1	
<b>Student Work Samples Score</b>		<b>1</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
<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>		
<b>Clear and uncluttered.</b>	All=3, Some=2, None=1	
<b>"Clear &amp; Uncluttered" Score</b>		<b>3</b>
<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>		
<b>Very Straightforward.</b>	All=3, Some=2, None=1	
<b>"Straight Forward" Score</b>		<b>3</b>
<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>		
There is a bias toward western notation as opposed to other forms of notation such as tabs.	All=3, Some=2, None=1	
<b>Free of 'Cultural or Unintended Bias' Score</b>		<b>2</b>
<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>		
<b>Students must have an understanding of music vocabulary and music theory to complete this assignment.</b>	Yes=3, Somewhat=2, No=1	
<b>"Academic Language" Score</b>		<b>3</b>
<a href="#">*Please reference "Defining Features of Academic Language in WIDA's</a>		
<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?		
<i>Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:</i>		
<ul style="list-style-type: none"> <li>o <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> </ul>		
<ul style="list-style-type: none"> <li>o <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> </ul>		
<ul style="list-style-type: none"> <li>o <b>Setting Accommodations</b> —Change the location in which a test or assignment is given or the conditions of the assessment setting.</li> </ul>		
<ul style="list-style-type: none"> <li>o <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> </ul>		
<ul style="list-style-type: none"> <li>o <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>		
<b>3f:</b> Identify and write down the accommodations permitted for this assessment: presentation, response, setting, timing and scheduling, and linguistic.		
Accommodations could include all of the above. These accommodations are outlined in the assessment.	Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1	



**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 presents a real-life scenario to respond to.</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>It tests their knowledge of Music Theory as well as music composition. The assessment can provide good information about what skills students have and have not learned in the classroom.</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>It clearly shows if a student understands the concepts of Theory, Music Vocabulary and creativity. It fosters meaningful dialogue at a high degree.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Learning Expectations/Outcomes Score</b>		<b>3</b>
<p><b>4d.</b> To what extent do you believe the assessment can clearly communicate expectations for academic excellence to students? <b>Provide an explanation of your response:</b></p> <p>It shows if a student can follow directions and grasps the concepts needed to perform this assessment. It also promotes the 21st century skills of invention and critical thinking &amp; reasoning.</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>If a student receives a 4 on this assessment it truly shows a depth of understanding regarding Music Vocabulary, Music Theory and Music Compositions.</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 locate where the assessment evidence is represented within the curriculum, student learning objectives, or lesson? <b>Provide an explanation of your response:</b></p> <p>They can clearly see if a student is lacking in compositional skills or vocabulary skills. It also shows if they have a concept of creating pleasing music.</p>	<p>Yes=3; Somewhat=2; No=1</p>	
<b>Locate evidence Score</b>		<b>3</b>

Summary	Earned	Possible
Standards Rating	2	3
Rigor Rating	2	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	3	3
Rubric Aligned w/standards	2	3
Rubric/Scoring Coherent	3	3
Rubric/Scoring Alignment	3	3
Inter-rater reliability	3	3
Student work present	1	3
Subtotal	15	18
Scoring Percentage		83.3%
Clear & Uncluttered Presentation	3	3
Straight Forward Presentation	3	3
Free of Cultural or Unintended Bias	2	3
Academic Language Load	3	3
Adequate Accommodations 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	