

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: Musition 4 software: http://www.risingsoftware.com/musition/
Reviewer: Content Collaborative
Date of Review: 4/19/12

Assessment Profile

Grade Level(s) suggested by this assessment: K-16

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

MU09-GR.4-S.3-GLE.1; MU09-GR.4-S.3-GLE.3; MU09-GR.4-S.3-GLE.4; MU09-GR.5-S.3-GLE.2; MU09-GR.5-S.3-GLE.3; MU09-GR.5-S.3-GLE.4; MU09-GR.6-S.3-GLE.1; MU09-GR.6-S.3-GLE.2; MU09-GR.6-S.3-GLE.3; MU09-GR.7-S.3-GLE.1; MU09-GR.7-S.3-GLE.2; MU09-GR.7-S.3-GLE.3; MU09-GR.8-S.1-GLE.3; MU09-GR.8-S.3-GLE.1; MU09-GR.8-S.3-GLE.2; MU09-GR.HSGP-S.3-GLE.1; MU09-GR.HSPP-S.3-GLE.1; MU09-GR.HSPP-S.3-GLE.3

What is the DOK of the assessment? 1-4

Indicate the DOK range of the CAS Grade Level Expectations: 1-4

Describe the content knowledge/concepts assessed: pitch, rhythm, terms and symbols, harmony, instruments

List the skills/performance assessed: note reading, scales and intervals, solfege, key signatures, meter, rhythm, musical symbols, modulation, chords, instrument recognition, knowledge, keys, and transposition, range

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

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

Check All That Apply
x
varies

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

Other:

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>Full=3; Partial =2; No Match= 1</p>	
<p>Full match to the standards listed above.</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:</p>	<p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p>	
<p>The assessment covers skills in the 4th-8th grade standards as well as the high school Generalist and Performance pathways, but it also assesses skills at the college level.</p>	<p align="center">Depth of Knowledge (Rigor) Score</p>	<p align="center">1</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		
	X	
	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 scoring guide assesses skills that are in the standards, and provides opportunities for advanced level learning.		
	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. Within each skill area, the levels begin in elementary, and are appropriate to the concepts taught. The levels continue through middle and high school, and beyond, addressing appropriate skills and concepts at those levels.		
	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: Each item has a response of right or wrong answer, so the scoring guide addresses each item as it is completed. In addition, for some performance-based responses, e.g. tapping out a given rhythm, the scoring guide gives analysis of wrong, missed, correct or incorrect responses.		
	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? The assessment is computer-based and each answer is either correct or incorrect; the software also gives feedback of why some performance-based responses were incorrect.		
	Yes=3, Somewhat=2, No=1	
Inter-rater Reliability Score	3	
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? No student work is included nor is it needed. Because this is a computer-based assessment, feedback for exemplary work is embedded.		
	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)? Provide an explanation of your response: This is a well-designed and organized software program with clear formatting and uncluttered appearance.	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: Each task is clearly defined and presented in a straightforward manner.	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.	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: This assessment requires some knowledge of music vocabulary. It would be helpful if a glossary was included to clarify terms for students.	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: Presentation, setting, timing and scheduling, and linguistic accommodations may be used. These are suggested accommodations. There are none specifically stated in Musition.	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>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: The assessment represents demonstration of ability to function at a variety of difficulty levels. The skills required represent those that transfer to other contexts.</p>		
	Yes=3; Somewhat=2; No=1	
"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: Students who score well on this assessment will demonstrate what they have learned in the classroom.</p>		
	Yes=3; Somewhat=2; No=1	
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: The software allows for multiple students to be entered and data on their results compiled so they can be shared with students and adults.</p>		
	Yes=3; Somewhat=2; No=1	
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: The software somewhat suggests a level of academic excellence in the multiple levels students can achieve; however there is no inherent demand for excellence because students can start at any level without having to complete previous levels, and scores are given as a percentage.</p>		
	Yes=3; Somewhat=2; No=1	
Communicates Academic Excellence Score	2	
<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: The programs tracks student progress and provides detailed reports to the teacher.</p>		
	Yes=3; Somewhat=2; No=1	
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 apparent to teachers that this assessment can be used for a variety of purposes including formative, summative, and interim evaluation.</p>		
	Yes=3; Somewhat=2; No=1	
Locate evidence Score	3	

Summary	Earned	Possible
Standards Rating	3	3
Rigor Rating	1	3
Subtotal	4	6
Standards Alignment Percentage		66.7%
Scoring Guide Present	2	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	15	18
Scoring Percentage		83.3%
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	1	3
Subtotal	12	15
Fair & Unbiased Percentage		80.0%
Engagement	3	3
Reflects Classroom Learning	3	3
Reflects Learning Expectations/Outcomes	3	3
Communicates Academic Excellence	2	3
Competency on Standards Score	3	3
Locate evidence Score	3	3
Subtotal	17	18
Opportunities to Learn Percentage		94.4%
Grand Total	48	57
Overall Percentage		84.2%

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

Fully Recommended	X
Partially Recommended	
Not Recommended	