

Content Review Tool: Criteria for Identifying High Quality Assessments from a Content and Design Perspective

To understand the review process and how to use the review tool, go to: [How to use the Assessment Review Tool](#)

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| Content Area: Music |
| Name of Assessment: SmartMusic |
| Reviewer: Content Collaborative |
| Date of Review: March 19, 2012 |

Assessment Profile

Grade Level(s) suggested by this assessment:

Performance Pathway for High School and 8th grade down through lower elementary.

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

MU09-GR.HSPP-S.1-GLE.1; MU09-GR.HSPP-S.1-GLE.2; MU09-GR.8- S.1-GLE.1; MU09-GR.7- S.1-GLE.1; MU09-GR.7- S.1-GLE.2; MU09-GR.6- S.1-GLE.1; MU09-GR.6- S.1-GLE.2.

What is the DOK of the assessment?

1-2

Indicate the DOK range of the CAS Grade Level Expectations:

1-4

Describe the content knowledge/concepts assessed:

melodic and rhythmic performance and aural assessments

List the skills/performance assessed:

Melodic playing/listening

Rhythmic playing/listening

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 |
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| X |
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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?

| Check All That Apply |
|----------------------|
| X |
| |
| X |
| X |
| |
| X |

Other: x

| A high quality assessment should be...Aligned | | |
|--|---|---|
| Alignment with Standards | Rating Column | Strengths & Suggestions |
| <p>1a.</p> <ul style="list-style-type: none"> • Grade Level(s): • Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment: • Indicate the intended DOK range of the Grade Level Expectations: • Indicate the intended DOK of the assessment (list DOK levels) : <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>Strengths?</p> <p>Use of technology Immediate feedback Corrections given User friendly Can be used in individual or group settings Variety of musical styles/genres Improvisation For vocal as well as instrumental</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>Suggestions?</p> <p>challenges around cost and available technology couldn't require it of all students having quiet space if recording assessments</p> |
| <p>Please provide evidence from both the standards and assessment to support your response:</p> <p>The assessment addresses Standard 1 - Expression and measures the accuracy of input with regard to pitches and rhythms.</p> | <p>Full=3; Partial =2; No Match= 1</p> | <p>Suggestions?</p> <p>The teacher will have to work to make connections to all of the standards</p> |
| Alignment with Standards Score | | 3 |
| 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>Rigorous skill range but limited higher DOK</p> | <p>Similar Rigor=2; More Rigor=1; Less Rigor= 1</p> | |
| Depth of Knowledge (Rigor) Score | | 2 |

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)? | | Strengths? Multiple skill levels available |
| Provide an explanation of your response: | | |
| Well formatted and upgraded; adding new music for band, choir and orchestra | 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: | | |
| Highly straightforward and user friendly to include aural examples, variable tempo options | 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: | | |
| Not noted as being biased | 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: | | |
| Low level of content language due to the focus on melodic and rhythmic expression | No=3, Somewhat=2, Yes=1 | |
| "Academic Language" Score | 3 | |
| *Please reference "Defining Features of Academic Language in WIDA's Standards" (http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=Defining%20Features%20of%20Academic%20Language) | | |
| 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? | | |
| Variable tempo; lower melodic and rhythmic skill level | | |
| <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. | X | |
| <ul style="list-style-type: none"> ○ 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. | X | |
| <ul style="list-style-type: none"> ○ Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting. | X | |
| <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. | X | |
| <ul style="list-style-type: none"> ○ 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. | X | |

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| 3f: Identify and write down the accommodations permitted for this assessment: | |
| Variable tempo; variable skill levels | Yes, Several allowed=3; Yes, Some allowed=2; None allowed =1 |
| "Adequate Accomodations 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 |
| 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: Use of technology Includes variety of genres (i.e., pop, jazz) | Yes=3; Somewhat=2; No=1 | Suggestions? Does not track expressive playing |
| "Engages Students" Score | 3 | |
| 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: Tracks melodic and rhythmic skills | Yes=3; Somewhat=2; No=1 | |
| Classroom Learning Score | 3 | |
| 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: Recordings can be sent to parents, creating dialogue | Yes=3; Somewhat=2; No=1 | |
| Learning Expectations/Outcomes Score | 3 | |
| 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: Students can set goals | Yes=3; Somewhat=2; No=1 | |
| Communicates Academic Excellence Score | 3 | |
| 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: Strong to pre and post assess though focused melodic and rhythmic skill level | Yes=3; Somewhat=2; No=1 | |
| Standards Competency Score | 3 | |
| 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: Teacher must take time to align with GLE wanted to assess | Yes=3; Somewhat=2; No=1 | |
| Locate evidence Score | 3 | |

| | Earned | Possible |
|---|--------|----------|
| Standards Rating | 3 | 3 |
| Rigor Rating | 2 | 3 |
| SubTotal | 5 | 6 |
| Standards Alignment Percentage | | 83.3% |
| Scoring Guide Present | 2 | 3 |
| Rubric Aligned w/standards | N/A | 3 |
| Rubric/Scoring Coherent | 3 | 3 |
| Rubric/Scoring Alignment | 2 | 3 |
| Inter-rater reliability | 3 | 3 |
| Student work present | 2 | 3 |
| SubTotal | 12 | 18 |
| Scoring Percentage | | 66.7% |
| Clear & Uncluttered Presentation | 3 | 3 |
| Straight Forward Presentation | 3 | 3 |
| Free of Cultural or Unintended Bias | 3 | 3 |
| Academic Language Load | 3 | 3 |
| Adequate Accommodations Allowed | 2 | 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 | 49 | 57 |
| Overall Percentage | | 86.0% |

Must be aligned to GLE being tested; not appropriate for lower elementary and High School Generalist Pathway; does not include expressive playing qualities

(Partially meets Standards Alignment Criteria)

Variables include testing environment, microphone, skill focus

(Partially meets Scoring Criteria)

Varied skill levels and genres music; opportunity for teacher creation as needed

(Meets Fairness & Bias Criteria)

Multiple options for varying skill levels and progression

(Meets Opportunities to Learn Criteria)

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

| | |
|-----------------------|---|
| Fully Recommended | |
| Partially Recommended | X |