# Assessment in the Elementary General Music – why?

- ☐ As evidence of musical growth
- ☐ Help with instructional planning
- ☐ Data for reporting progress to students, teachers, parents, school admin.

# Reporting Progress

- ☐ students

- ☐ parents
  - ■ Open house or curriculum evening
  - ■ Programs and concerts/' informances'
  - ■ Brochures that describe the curriculum
  - ■ Weekly online news updates
  - ■ PSTA
  - ■ Parent observation in the classroom
  - ■ *Music in Our Schools Month* (NAfME, March)
    UNESCO *International Music Day*, October 1

- ☐ classroom teachers
- ☐ special education personnel

- ☐ administration

# Terminology

- ☐ Assessment

- ☐ Measurement

- ☐ Evaluation

# Assessment

"The collection, analysis, interpretation and application of information about student performance or program effectiveness in order to make educational decisions." (*MEJ*, 1999)

# Measurement

☐ Use of tools to observe musical behaviors and dispositions that can then represented in numerical data.

# Evaluation

- ☐ Compare assessment information to a set of pre-set criteria so that one can determine the position of a particular student or program against the criteria.

# Issues in Assessment for Music Teachers

- ☐ tradition: grading in the past based on attendance and behavior
- ☐ limits of paper and pencil tests for assessing music
- ☐ time factor (individual assessment in music)

- ☐ covert responses vs. overt responses: how to assess expressive performance, listening, creative music making
- ☐ multiplicity of assessment modes needed for music

- ☐ use of language
- ☐ possible cultural bias in multicultural settings

# What do we assess?

*Common Core Standards:*
*Three Modes of Expression*

- ☐ Performing
- ☐ Creating
- ☐ Responding

# Student Response Modes

# How do we assess?
## (Timothy Brophy, 2014)

- ☐ *Structured Experience Assessments*—these occur during real time performances
- ☐ *Structured Product Assessments*—these result in a product that can be scored or measured after the assessment has occurred
- ☐ *Student Assisted Assessment*—**portfolio building**, self-assessment
- ☐ *Shared Model Assessments*—for older students, who work with their instructor to develop assessment criteria and measurement procedures

# Portfolio or Process Folio

- ☐ an instrument of learning rather than a showpiece; examples of the best work but also beginning efforts, revisions, updates

- ☐ Examples:
    - ◼ audiotapes of individual and class performances
    - ◼ checklists (singing skill development)
    - ◼ projects (e.g. compositions)
    - ◼ interviews
    - ◼ journals
    - ◼ computer files
    - ◼ listening activities (call and evaluation charts)
    - ◼ paper and pencil tests that test knowledge/terms

# Rubric

**An established set of scoring criteria used to rate a student's performance**

*Scored response*
0= no answer or inappropriate answer
1= partial answer
2= complete answer

*Non-scored response*
low, medium, high, exceptional response

See Rubric scoring for skill in singing "America", p. 336, or for Composition in ABA form, p. 337

# Developing Assessments that 'Work'

(Brophy, 2014)

- ☐ Determine the specific criteria you will assess

- ☐ Determine the materials that will permit the students to demonstrate what you are assessing

- ☐ Design the scoring guide
    For the criteria you have selected to assess, how many levels of achievement are appropriate?

- ☐ Determine your record-keeping and data management strategies: how will you keep track of and organize the results, especially if you have hundreds of students?

# Steady Beat – Basic Enabling Competence

- The ability to demonstrate the pulse of a musical work
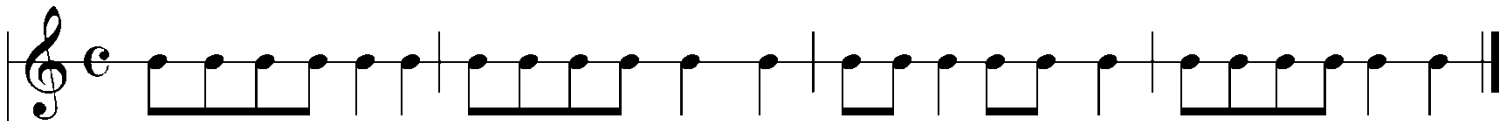
- Components of Assessment Task
  - the description of the activity/task
  - the criterion (criteria), and
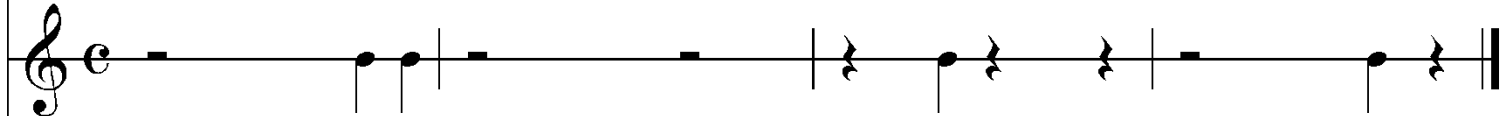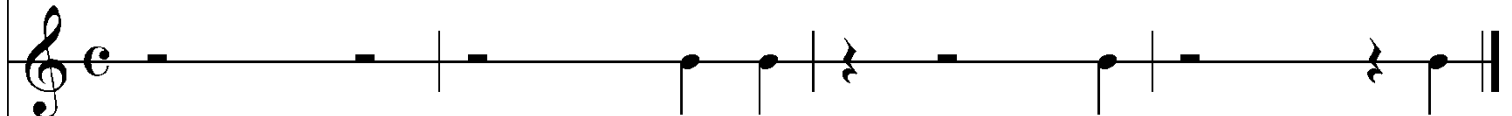  - the scoring procedure

Brophy, 2014

# Steady Beat: A Systematic Assessment
## Brophy, 2014

- ☐ **The Activity/Task:** The children will play "Double Ice" with a consistent steady beat.
- ☐ **Criterion:** The child consistently demonstrates the steady beat throughout the performance of "Double Ice."
- ☐ **Assessment:**

  Inform the children that you'll be watching their performance of the steady beat during the game, and keeping track of who is keeping the steady beat consistently and who is not. Describe the scoring procedure to the children, and ask for questions.

**Bilevel, single criterion scoring procedure:**

"+" consistent steady beat

"|" inconsistent steady beat

# Sample Data Collection Instrument – Double Ice data (Brophy, 2014)

| Date/ Assessment | LaKeisha | Mario | Anna | Tom |
|---|---|---|---|---|
| 11/15/13, Steady Beat | + | + | \| | + |
| 11/22/13, Steady Beat | + | + | + | \| |

# Systemic Assessment: Creating Rhythmic Answer (consequent) Phrases                    Brophy, 2014

- ☐ **The Activity/Task:** The children will create rhythmic answer phrases during "Riddle Ree". The phrases will be the same <u>length of the question (antecedent) phrase</u> and have a <u>final point.</u>

- ☐ **Criterion:** The child <u>creates rhythmic answer phrases</u> throughout the performance of "Riddle Ree" that are the <u>same length as the question phrase</u> and have a <u>final point</u>.

- ☐ **Assessment:**

   Inform the children that you'll be observing their rhythmic answer phrases during the game, and keeping track of who creates an appropriate phrase and who does not.  Describe the scoring procedure to the children, and ask for questions.

# Sample Data Collection Instrument – Answer phrase data (Brophy, 2014)

| Date/ Assessment | John | Douglas | Keira | Audrey |
|---|---|---|---|---|
| 1/15/14, Steady Beat | +/+ | +/I | I/I | +/I |
| 1/22/14, Steady Beat | +/+ | +/+ | +/I | I/I |

# Brophy, 2014

**Bilevel, multiple criterion scoring procedure:**

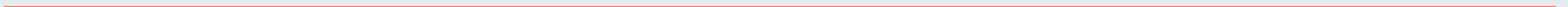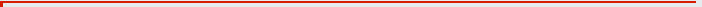1. The answer phrase is the <u>same length as the question</u>.
"+" creates answer phrase <u>the length of the question</u>
"|" does not create answer <u>phrase the length of the question</u>

2. The answer phrase has a final point.
"+" creates answer <u>phrase with a final point</u>
"|" does not create <u>answer phrase a final point</u>

# Rating Scale

Consider:

- age/grade level of students and area of instruction
- nature of performance (solo or group, vocal or instrumental)
- type of performance skill to be assessed (memorized, improvised, sight-reading)
- specific dimension of task or performance to be assessed (intonation, expression, technique)
- no more than five levels of judgment, with middle representing average
- levels should be shared with students so that they know the criteria

# More Terminology

- Authentic Assessment

  "… techniques that gather information about students' ability to perform tasks that are found in real-world situations"

- Performance-Based Assessment

  "… assessment that determines a student's ability to perform assigned tasks rather than his/her ability to answer questions"

- Portfolio or Process Assessment

- Rating Scale

- Rubric