Assessment in the Elementary General Music Classroom

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What is the purpose of assessments?

Assessment can be any activity that a teacher uses to gather information concerning a student’s mastery or familiarity with content or processes. Assessments should be used not only to inform teachers’ instructional strategies but also to show students how much they have progressed. Generally, there are two types of assessments: informal assessments of the whole class and formal assessments of individual students. Each assessment type has different purposes and both should be used over the course of a unit.

(Marzano Compendium, 2017)
Providing and Communicating Clear Learning Goals

Effective teachers establish and communicate clear learning goals to their students. One essential way that teachers can delineate learning goals is by creating proficiency scales for units and sets of lessons. A proficiency scale explicitly states target learning goals for a unit, as well as corresponding simpler and more complex learning goals, in an accessible format that can be used to guide instruction and measure students’ understanding of content. Proficiency scales with specific performance level expectations also help students better understand what is expected of them in the classroom and how teachers will be measuring their success.

(Marzano Compendium, 2017)

https://www.marzanoresearch.com/online-compendium/intro
Providing and Communicating Clear Learning Goals

- Providing Scales and Rubrics
- Tracking Student Progress
- Celebrating Success
Types of Assessment

• Overview  [https://www.marzanoresearch.com/online-compendium/intro](https://www.marzanoresearch.com/online-compendium/intro)

• **Informal Assessments of the Whole Class**

• **Formal Assessments of Individual Students** including Common Formative Assessments (CFA’s)

• Backwards Design
Stage 1 Desired Results

- What long term goals are targeted?
- What meanings should students make to arrive at important understandings?
- What essential questions will students keep considering?
- What knowledge will students acquire?
- What established goals/standards are targeted?

(Forrester, 2015)
Backward Design (Understanding by Design)

Stage 2 Evidence

• What performances and products will reveal evidence of meaning-making and transfer?
• By what criteria will performance be assessed, in light of Stage 1 desired results?
• What additional evidence will be collected for all Stage 1 desired results?
• Are the assessments aligned to all Stage 1 elements?

(Forrester, 2015)
Backward Design (Understanding by Design)

Stage 3 Learning Plan

• What activities, experiences, and lessons will lead to achievement of the desired results and successes at the assessments?
• How will learning plan help students achieve transfer, meaning, acquisition, and independence?
• How will the unit be sequenced and differentiated to optimize achievement for all learners.

(Forrester, 2015)
In other words.....

• What do we want the students to know and do?
• How will we know that students have learned it?
• What will we do if they do not learn it?
• What do we do if they already know it?
Assessment Formats

• Diagnostic Assessments
• Fill in the Blank and True False Items
• Multiple Choice and Matching Exercises
• Essay Assessment Tasks
• Higher Order Thinking, Problems, Solving, and Critical Thinking
• Performance and Portfolio Assessments

(Brookhart & Nitko, 2015).
Diagnostic Assessment/ Pre-assessment

Purposes

1. To identify which learning targets the student has not mastered.
2. To suggest possible causes or reasons why the student has not mastered or identify prerequisite deficits in learning.

(Brookhart & Nitko, 2015).

Examples:

Pre-Test, Gordon Aptitude Test
Fill in the Blank/ True False Items

Fill in the Blank- The definition of **Beat** is the steady pulse in music.

True / False - In the following example of music the performer claps a steady beat with the piece of music. True / False
Multiple Choice/ Matching

• Advantages can check a variety of learning targets quickly.
• Disadvantage there is only one correct answer.

• Matching is good for vocabulary work or matching instrument names to pictures.
Possibilities for giving Multiple Choice True False Tests

• Regular Worksheet

• Zip Grade

• Plickers
1. This rhythm is read: \(\frac{3}{4}\) \(\frac{3}{4}\) \(\frac{3}{4}\) \(\frac{1}{4}\)

a. True
b. False
2 The recorder will play a five note pitch pattern, what is that pattern?

a. \(d, r, m, s, l\)
b. \(l, s, m, r, d\)
c. \(d, r, m, f, s\)
d. \(s, f, m, r, d\)
3 This is the fingering and staff position for which note on the recorder?

- a. B
- b. A
- c. G
- d. F
What are the solfege note names for this music passage? The first note is given.

- a. m m d d r m
- b. m m r r d m
- c. m r d d r m
What is the written rhythm of the following example?

a. \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{3}{4}\)}\) \(\text{\(\frac{3}{4}\)}\)

b. \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{2}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{4}\)}\)

c. \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{2}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{3}{4}\)}\)

d. \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{1}{4}\)}\) \(\text{\(\frac{3}{4}\)}\) \(\text{\(\frac{3}{4}\)}\)
Essay Questions

• Advantages  Can get a reading on every child in the class in a short period of time.

• Disadvantages- Takes time to grade.

• Do not grade for spelling or writing ability. Grade for content value only.

• Example question for 4th or 5th Grade  explain the process that you would use to teach a new student how to play B A G on the recorder.

• What were your thoughts on the performance you heard or performed in?
6th Grade Performances

In the 6th grade, I was in Advanced Recorder, a group for talented recorder players. I was chosen to participate in City Hall, a concert with children from schools all over the city. I also was a part of the Choir. My radio play group recorded our play at Kingsbury. I went to Ardent Recording Studio to record 3 songs with my choir. I went to a Nursing Home and the mall to sing with my choir. In the Christmas program, I played my flute in one of the selections. I will play my flute at the end of the year program.

(Brophy, 2000).
Higher Order Thinking/ Problem Solving

- Higher Order Thinking Skills – Skills that enhance or cause the student to think deeper on a subject.
- Problem Solving- To solve a problem in order to reach a goal.

- Examples: Creating or Improvising Music
- Examples: How to practice a part of music that is giving me a problem when playing on the recorder.
Performance Assessments/ Portfolio

• Performance assessments are the most common type of assessment that we use in music.

• Full Class and Individual Performance Assessments

• Record Keeping.

• Creating a Portfolio
Record Keeping

(Dunbar, 2011)
Record Keeping

• Other non-electronic

• Electronic Methods

iDoceo Grade Book
Audio or Video Recording.
Zip Grade
Plickers
**Rubrics**

![Rubrics Table](image)

**Figure 1. Rubric examples**

(Dunbar, 2011)
Rubrics


<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Innovating</td>
</tr>
<tr>
<td>3</td>
<td>Applying</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>1</td>
<td>Beginning</td>
</tr>
<tr>
<td>0</td>
<td>Not Using</td>
</tr>
</tbody>
</table>

(Marzano Compendium, 2017)
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<tr>
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| 4.0   | More complex learning goal  
*For example: Students will be able to compare and contrast the process of mitosis with other cell division processes, such as meiosis.* |
| 3.0   | Target learning goal  
*For example: Students will be able to create a diagram showing the process of mitosis.* |
| 2.0   | Simpler learning goal  
*For example: Students will be able to identify accurate statements about the process of mitosis.* |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
| 0.0   | Even with help, no success |

*(Marzano Compendium, 2017)*
Rubric Headings for Students

Addition sources for rubric headings:

https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/rubrics-scales
Rubric Design

• Must be specific.

• What all parts to you need to score the singing of a song?
  1. Rhythm singing
  2. Melodic Contour
  3. Singing in Tune
  4. Tone produce (Maybe)
Tips for Rubric Design or Grading

• Be Specific
• Only do 1 or 2 parts live. Bigger rubrics if recording.

• Why do you want to do this?
• So that you and the student will have a clear understanding of the student's performance strengths and weaknesses.
# Rubric Designs

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References


