



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
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Types of Assessment

- Overview <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



Backward Design (Understanding by 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





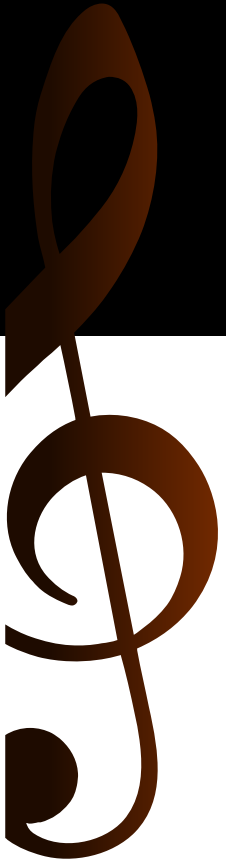
Multiple Choice/ Matching

- 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.

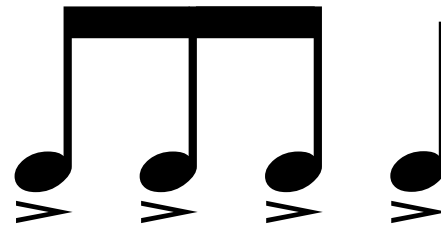


Possibilities for giving Multiple Choice True False Tests

- Regular Worksheet
- Zip Grade
- Plickers



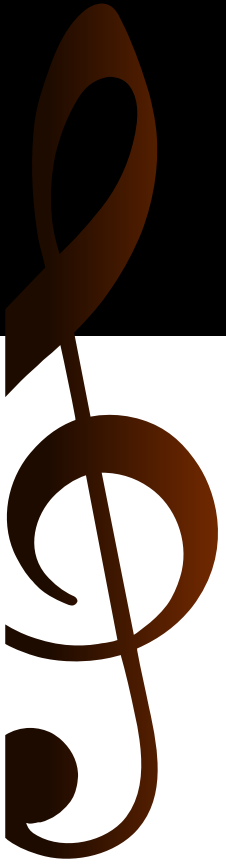
1 This rhythm is read:



- a.
- b.

True
False

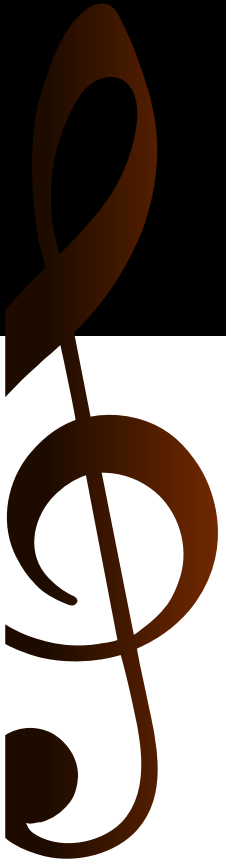




2 The recorder will play a five note pitch pattern, what is that pattern?

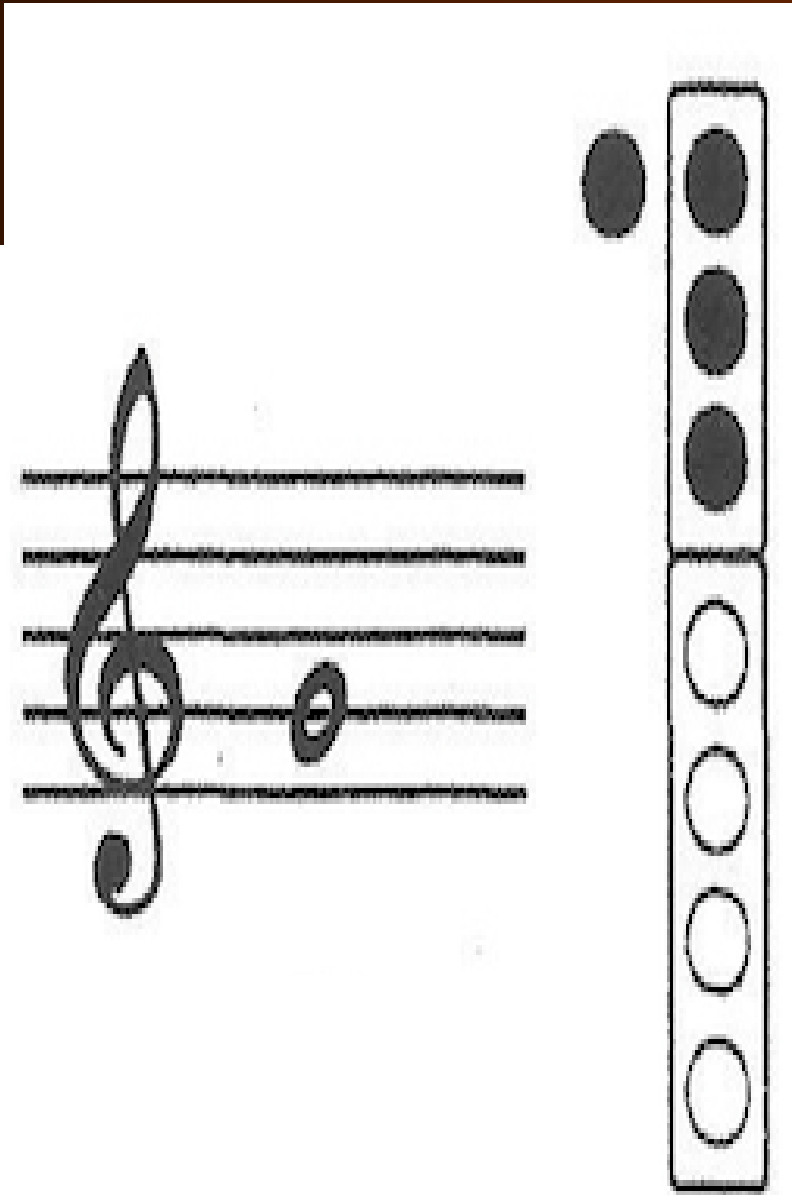
- a. *d,r,m,s,l*
- b. *l,s,m,r,d*
- c. *d,r,m,f,s*
- d. *s,f,m,r,d*

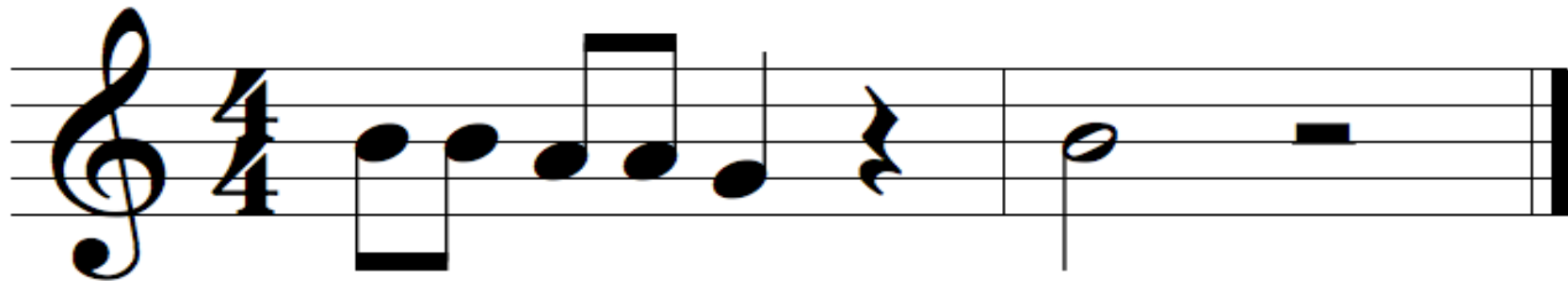
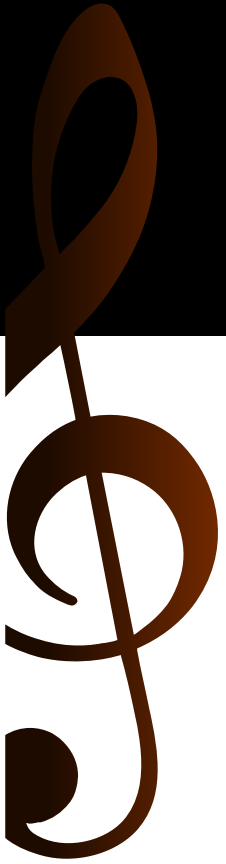




3 This is the fingering and staff position for which note on the recorder?

- a. B
- b. A
- c. G
- d. F





m

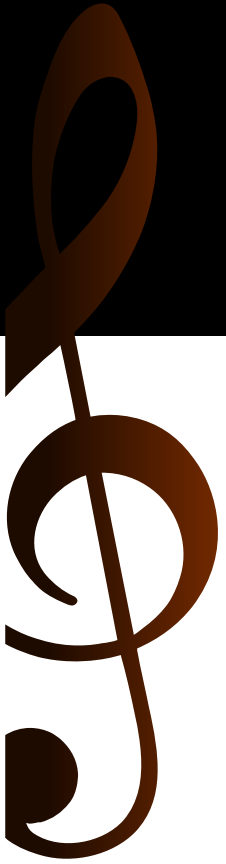
a. m m d d r m

b. m m r r d m

c. m r d d r m



What is the written rhythm of the following



a.



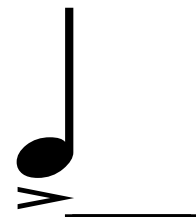
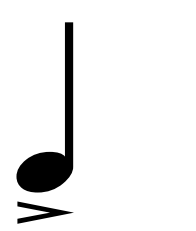
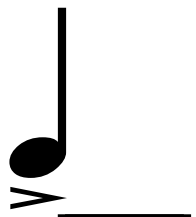
b.



c.



d.





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 All City, a concert with children from schools all over the city. I also was a part in the Choir. My radio play group recorded our play at Kingsbury. I went to Ardent Recording Studio to record 2 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 on one of the selections. I will play my flute at the end of the year program.

Portfolio Figure A-46.

(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

	21-Oct	28-Oct	4-Nov
Student 1	√	√+	√
Student 2	√	√	√
Student 3	√-	√	√+
Student 4	√	√	√
Student 5	√	√-	√
Student 6	√	√	√
Student 7	√-	√-	√
Student 8	√	√	√
Student 9	√	√	√+
Student 10	√	√	√
Student 11	√+	√+	√+
Student 12	√	√	√

Mrs. Doe's Class: Grade 3
10:00-10:35 Monday

Student 19 N 3 M 2	Student 20 N 2 M 3	Student 21 N 1 M 2	Student 22 N 3 M 3	Student 23 N 3 M 2	Student 24 N 2 M 2
Student 13 N 1 M 1	Student 14 N 3 M 3	Student 15 N 1 M 2	Student 16 N 2 M 3	Student 17 N 2 M 1	Student 18 N 3 M 3
Student 7 N 2 M 1	Student 8 N 3 M 2	Student 9 N 2 M 2	Student 10 N 1 M 1	Student 11 N 2 M 3	Student 12 N 3 M 1
Student 1 N 3 M 2	Student 2 N 2 M 3	Student 3 N 2 M 2	Student 4 N 3 M 3	Student 5 N 2 M 1	Student 6 N 2 M 2

N = Correct Note Assessment
M = Melodic Contour Assessment

Figure 3. Sample seating chart showing 0-to-3 rubric

(Dunbar, 2011)



Record Keeping

- Other non-electronic
- Electronic Methods

iDoceo Grade Book

Audio or Video Recording.

Zip Grade

Plickers

Rubrics

3	Perfect or 1-2 minor errors: Mastery
2	A few errors but still strong performance: Competence
1	Many errors: Little or no mastery
0	Did not attempt

5	Perfect
4	1-2 errors
3	3-4 errors
2	5-6 errors
1	7 or more errors
0	Did not attempt

Figure 1. Rubric examples

Rubrics

- <http://www.marzanoresearch.com/online-compendium/providing-scales-and-rubrics>

4 Innovating	I adapt behaviors and create new strategies for unique student needs and situations.
3 Applying	I provide scales and rubrics, and I monitor the extent to which my actions affect students' performance.
2 Developing	I provide scales and rubrics, but I do not monitor the effect on students.
1 Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0 Not Using	I am unaware of strategies and behaviors associated with this element.

(Marzano Compendium, 2017)

Rubrics

Score 4.0	More complex learning goal <i>For example: Students will be able to compare and contrast the process of mitosis with other cell division processes, such as meiosis.</i>
Score 3.0	Target learning goal <i>For example: Students will be able to create a diagram showing the process of mitosis.</i>
Score 2.0	Simpler learning goal <i>For example: Students will be able to identify accurate statements about the process of mitosis.</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 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 that students performance strengths and weakness are.

Rubric Designs

Score 4.0	More complex learning goal <i>For example: Students will be able to compare and contrast the process of mitosis with other cell division processes, such as meiosis.</i>
Score 3.0	Target learning goal <i>For example: Students will be able to create a diagram showing the process of mitosis.</i>
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Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.0	Even with help, no success



References

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- Forrester, S. (2015). The intersection of student understanding and curriculum: Understanding by design in the music classroom. From *Musicianship focused curriculum and assessment*. Conway, C. (ed.) Chicago, IL: Gia Music.
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