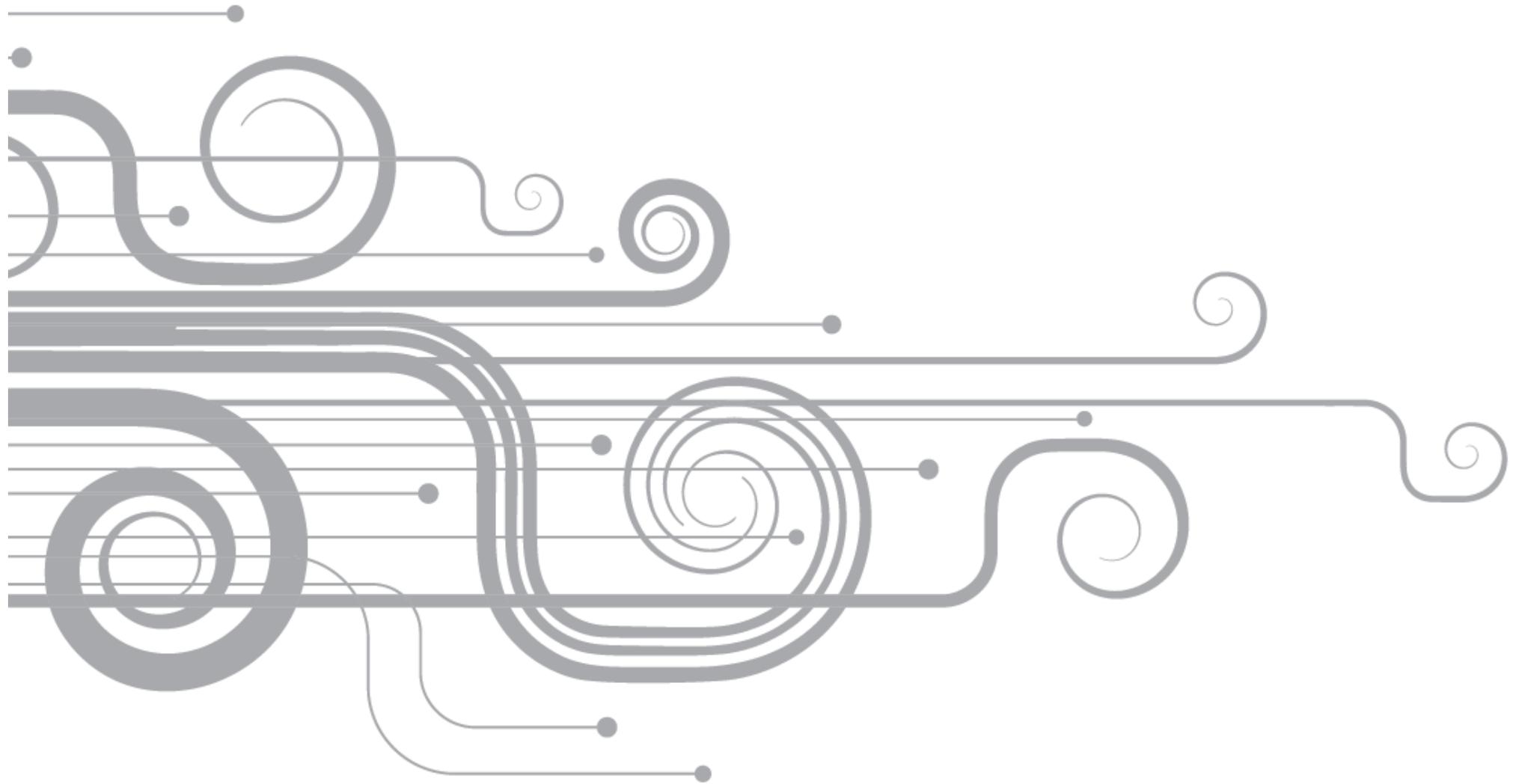


# Chapter 7

## Planning for Assessment and Evaluation



# Assessment and Evaluation in Music Education

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- “The best and, ultimately, most important measurement in any classroom is *self-assessment*.”
  - *Do you agree? Why or Why not?*

# ...but first some announcements

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- Tues. Jan. 23: Guest: Mark Sirett, choral methods
  - *Wednesdays, 12-1, Sydenham St. United Church, conducting tutoring. Email: [msirett@cantabilechoirs.net](mailto:msirett@cantabilechoirs.net)*
- Thurs. Jan. 25: Guest: Canadian Opera Company
- Thurs. Feb. 8: Guest: Long & McQuade instrument maintenance/repair workshop

- 
- Music educators have been slow to adopt contemporary assessment practices, because...
    - The focus was on group performance rather than the musical learning of individual students
    - Learning outcomes have not always been clearly specified beyond striving for excellence in the next performance
    - Students come to music programs with a wider range of musical abilities, interests, needs, and backgrounds than in other subject areas.
    - Ensemble directors prefer to reward non-musical attributes such as a positive attitude and good behaviour so the performing ensemble runs well.
      - *Did YOU experience this, or something different?*

- 
- So what's the point of assessment, anyway?

- to maximize student learning and
- to maximize teaching effectiveness.

- *In your music learning experiences, what did assessment look like?*
- *Did it enhance your learning?*
- *How?*



**Assessment**  
*for, as, and of*  
**Learning**

# Assessment *for* Learning

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- formative
- occurs throughout the learning process
- informs teachers how to meet students' learning needs
  - music aptitude tests
  - instrument “tryouts”
  - reflection on students' learning needs to guide decision-making when selecting musical scores
  - diagnosis/prescription re: musical problems during rehearsals
  - diagnosis/prescription during vocal/instrumental tutoring

# Assessment as Learning

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- Formative; *self* assessment
- a meta-cognitive process that occurs when students monitor their own learning, *and...*
- use the feedback from this monitoring to make adjustments, adaptations, and other changes
  - Students reflect on and assess their own performance and make adjustments accordingly...
  - when practising individually, *or* rehearsing with a group.

# Assessment of learning

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- summative
- measuring what students know, understand, and can do for the purpose of determining...
  - whether/how well they have achieved curriculum expectations
  - assigning grades
- Examples:
  - recorded (audio or video) performance tests (individual or group)
  - live performances (recitals, playing tests, concerts)
  - conferences (student-parent-teacher),
  - written quizzes/tests,
  - graded assignments and projects,
  - reviewing evidence presented in a portfolio
  - festival adjudications (individual or ensemble performances)

# Wait!



- Look again at these ‘*of* learning’ examples...
- could any be used ‘*for* learning’? Or ‘*as* learning’?
- *How???*
  - recorded (audio or video) performance tests (individual or group)
  - live performances (recitals, playing tests, concerts)
  - conferences (student-parent-teacher),
  - written quizzes/tests,
  - graded assignments and projects,
  - reviewing evidence presented in a portfolio
  - festival adjudications (individual or ensemble performances)

# *An important point!*



To assess, you need two things.

1. A product that *shows* learning
  - E.g., recorded performance, listening response, composition
2. A tool to *measure* the learning
  - E.g., rubric, checklist, rating scale, list of criteria, framework for comments, test answer key, etc.



Check out Wasiak's *Assessment toolkit*, pp. 149-167.

There are a lot of great templates and ideas...



# Building rubrics

# Expectation...

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- A2.1 apply the elements of music and related concepts appropriately when interpreting and performing notated music (**e.g., accurately play or sing notated articulations such as slurs, accents, staccato; play or sing repertoire with accurate pitch and intonation; play or sing maintaining a consistent tempo; accurately interpret dynamic intensities as indicated in notated musical phrases; play or sing with tone colour appropriate to the repertoire**)

# ...to learning goals...



- accurately play or sing notated articulations such as slurs, accents, staccato;
- play or sing repertoire with accurate pitch and intonation;
- play or sing maintaining a consistent tempo;
- accurately interpret notated dynamics;
- play or sing with tone colour appropriate to the repertoire

# ...to rubric

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## The student plays or sings...

**...accurate articulations e.g. slurs, accents, staccato:**

4 all the time   3 most of the time   2 some of the time   1 not at all

**...with accurate pitch and intonation:**

4 all the time   3 most of the time   2 some of the time   1 not at all

**...a consistent tempo:**

4 all the time   3 most of the time   2 some of the time   1 not at all

**...with accurate dynamics:**

4 all the time   3 most of the time   2 some of the time   1 not at all

**...with tone colour appropriate to the repertoire:**

4 all the time   3 most of the time   2 some of the time   1 not at all

*Consider...*

## How to use this rubric *for and as* learning?

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The student plays or sings...

**...accurate articulations e.g. slurs, accents, staccato:**

4 all the time    3 most of the time    2 some of the time    1 not at all

**...with accurate pitch and intonation:**

4 all the time    3 most of the time    2 some of the time    1 not at all

**...at a consistent tempo:**

4 all the time    3 most of the time    2 some of the time    1 not at all

**...with accurate dynamics:**

4 all the time    3 most of the time    2 some of the time    1 not at all

**...with tone colour appropriate to the repertoire:**

4 all the time    3 most of the time    2 some of the time    1 not at all

# *Assessment in your unit plan*

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*Do the assessment tools and procedures...*

- Address assessment for/as/of learning?
- Specifically measure the students' achievement of targeted expectations/learning goals?
- Support, enhance, and reinforce learning, e.g. provide opportunities for feedback that will help students improve?
- Represent *varied* assessment practices?