

Chapter 7

Planning for Assessment and Evaluation



Assessment and Evaluation in Music Education

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


...but first some announcements

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

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- 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?*

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- 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

- 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

- 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

- 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,
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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...

- 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

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?

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

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?