

Classroom Assessment Techniques for the Music Teacher
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I. Recent History

- a. 1994- MENC and NAEA national standards
- b. 1996- Performance Standards for Music
- c. Standards and strategies for assessment
- d. Standards produced calls for accountability

II. What music and art teachers say about assessment

- a. Not enough time
- b. Assessment through testing
- c. Use of rubrics
- d. Takes away from instructional time

III. What research says

- a. Concerns over instructional time
- b. Failure to accurately assess
- c. Confusion over areas to assess
- d. Lack of training in assessment

IV. Assessment

- a. A system, process and multifaceted
- b. Often derived from student reflection
- c. It is not a one-time event (snapshot)
- d. Is not always paper and pencil or teacher directed
- e. Not always graded

V. What does it all mean?

- a. Assessment (not testing) should drive instruction
- b. Differentiated instruction calls for differentiated assessment
- c. Performance (observation) is not sufficient in all assessment situations

VI. Classroom Assessment

- a. Provides information on how and what students learn
- b. Ongoing proves
- c. Teacher directed
- d. Learner centered
- e. Content specific

Pitch

Draw a line from the words around “pitch” to the big word “pitch” in the middle of the page that you learned today:

High

Beat

PITCH

Treble Clef

LOW

Melody

----- Place a check

under a symbol for each item

Yes

No

+

-

1. I would recognize a treble clef sign if I saw it again.

2. I know how many lines and spaces a staff has.

3. I know the name of the pitch in space two of the treble clef staff.

4. I could explain this lesson to a friend or my parents.

5. The lesson was clear, and I understood the teacher.

(this activity should be followed by an authentic assessment experience)

Half Sheet Response

Example Questions:

1. What was the most important thing you learned today about _____?
2. What questions do you have about _____?

(Questions may be adapted to fit your particular lesson/learning objective)

Books/Articles on Assessment and Music Assessment

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass Publishers, 1993.

Brophy, Timothy S. *Assessing the Developing Child Musician: A Guide for General Music Teachers*. Chicago: GIA Publications, 2000.

Brown, Julie K. "Student-Centered Instruction: Involving Children in Their Own Education." *Music Educators Journal* 94 (May 2008): 30-35

Lavender, Cheryl. *The Ultimate Music Assessment and Evaluation Kit*. Milwaukee, WI: Hal Leonard, 2000.

Sanyer, Leyla. "Students Can...Assess." In *Spotlight on Assessment in Music Education*. Reston, VA: MENC, 2001.

MENC also publishes two critical sources of information concerning assessment:

Spotlight on Assessment in Music Education: Selected articles from state MEA journals

Performance Standards for Music Grades PreK-12: Strategies and Benchmarks for Assessing Progress Toward the National Standards