Raising the Bar: Holding Students Accountable
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STRATEGY 1
WHERE AM I GOING?
Provide students with a clear and understandable vision of the learning target

Providing students with clear learning targets helps them know exactly what they are to learn. Decide whether the target is clear to the students or if it needs to be written in kid-friendly language. Targets can be translated into "I am learning to…" or "we are learning to…" or "I can…" statements.

STRATEGY 2

WHERE AM I GOING?
Use examples and models of strong and weak work

By exposing students to examples of strong and weak work and letting them evaluate the work using criteria, they will begin to understand your expectations of their learning.

STRATEGY 3
WHERE AM I NOW?
Offer regular descriptive feedback

The quality and frequency of feedback and the accessibility to the student is crucial for student learning. It explains to students where they are now in respect to the learning target and prompts further learning. The student acting on the feedback is what makes the student successful. The type and timing of feedback can dramatically alter its effectiveness.

STRATEGY 4
WHERE AM I NOW?
Teach students to self-assess and set goals

Students who are taught to assess themselves are more actively involved in their own learning and can provide themselves with regular and immediate descriptive feedback to guide their own learning. Students who understand their own strengths and weaknesses and how to deal with them make progress.

STRATEGY 5
HOW CAN I CLOSE THE GAP?
Design lessons to focus on one learning target or aspect of quality at a time
and
STRATEGY 6
HOW CAN I CLOSE THE GAP?
Teach students focused revision

Students need to know the purpose of the task, how far this was achieved, and be given help in knowing how to move closer towards the desired goal.

Strategies 5 and 6 work in tandem:
  Learning gaps can be:
  - Incomplete understanding
  - Misconceptions
  - Partially developed skills

Examples:

Analyzing My Results

1. I am good at these:

•Learning targets I got right:

2. I am pretty good at these, but need to do a little review:

•Learning targets I got wrong because of a simple mistake:

•What I can do to keep this from happening again:

3. I need to keep learning these:

•Learning targets I got wrong and I'm not sure what to do to correct them:

•What I can do to get better at them:

- Exit slip or task

**REFLECTING ON GROWTH**

I have become better at:

I used to:

Now I:

Writing Scales   Name _____

Scale Targets:
- I understand half step and whole step intervals and know how to add sharps or flats to make these intervals
- I write scale tones in alphabetical order beginning and ending on the same letter
- I am able to write any scale if I know the formula for that type of scale

Lesson Targets	Right	Wrong	Simple Error	👍	👎
Start and end on the same letter					
Letters ascend alphabetically					
Add sharps or flats to fit the formula					

Plan of Action:

What are your strengths?

What is your specific area needing help?

Who will help you reach your target?

Review My Results   Name_____ Date_____

Please look at your corrected test and mark whether each problem was right or wrong. Then decide if it was a simple mistake or you don't understand it yet.

Problem	Learning Target	Right	Wrong	Simple Mistake	Don't Understand It Yet
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

STRATEGY 7
ENGAGE STUDENTS IN SELF-REFLECTION AND LET THEM KEEP TRACK OF AND SHARE THEIR LEARNING
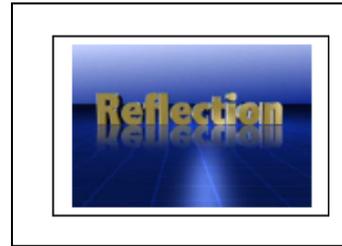
Exit Slips

- ◉ Three interesting things that I have learned this week:

- ◉ One thing that I am proudest of in my work this week:

- ◉ One thing that I want to improve on next week:

- ◉ Next week I want my teacher to do the following

Other questions:

- ✓ What they have learned

- ✓ How they have learned it

- ✓ What worked

- ✓ What didn't work

- ✓ What they would do differently

- ✓ How far they have come

- ✓ How they have changed

- ✓ Evidence of current status

I have become better at:

I used to:

Now I:

Practice #1

Using the 6th Grade Choir Power Learning Targets and the unpacking chart, practice determining which assessment to use.

String	Power Learning Target for:
6.1.1	Sing accurately and with good breath control throughout their singing ranges, alone and in small and large groups.
6.2.1	Perform on an instrument, alone and in small and large groups.
6.4.1	Compose short pieces containing the appropriate elements of music.
6.5.1	Read complex rhythms in simple and compound meters.
6.6.1	Understand appropriate terminology to describe specific music event.
6.7.1	Know how to evaluate the quality and effectiveness of music and music performances.
6.1.2	Sing with expression and technical accuracy a repertoire of vocal literature.
6.8.2	Know how principles and concepts of other disciplines are related to those of music.
6.9.2	Know exemplary musical works from a variety of genres and styles
6.3.3	Improvise short melodies, unaccompanied and over given rhythmic accompaniments.
6.5.3	Know standard notation symbols.

What is Formative Assessment?

Practice #2

COMPOSITION RUBRIC

Criteria	Level 4	Level 3	Level 2	Level 1
Neatness	Extremely clear and readable by others.	Clear and readable by others.	Generally readable by others but unclear in spots.	Will be rewritten so that it is readable by others.
Rhythmic Accuracy	Demonstrates rhythmic variety with accurate number of beats per measure.	Uses the appropriate number of beats per measure.	Generally uses the appropriate number of beats per measure.	Beginning to understand the appropriate number of beats per measure.
Melodic Accuracy	Demonstrates creativity and melodic contour (shape) using notes within specific guidelines.	Uses notes within specified guidelines.	Generally uses notes within specified guidelines.	Beginning stages of using notes within specified guidelines.

Practice #3

Elementary Performance Rubric				
NAME:				
PIECE:				
TONE	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Student uses proper bow placement, speed & weight appropriate for the musical selection. Demonstrates advanced bow techniques to play expressively.	Student uses proper bow placement, speed & weight appropriate for the musical selection.	Student generally uses proper bow placement, speed & weight.	Student developing bow placement, speed & weight.
NOTES/INTON.	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Student plays all notes with precision and fluency in the proper steady tempo.	Student plays all notes accurately in a steady tempo.	Student plays most notes accurately, occasionally altering the tempo to accommodate unfamiliar sections.	Student plays some notes accurately, frequently altering the tempo to accommodate unfamiliar sections.
RHYTHM	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Student plays all rhythms with precision and fluency in the proper steady tempo.	Student plays all rhythms accurately in a steady tempo.	Student plays most rhythms accurately, occasionally altering the tempo to accommodate difficult rhythms.	Student plays some rhythms accurately, frequently altering the tempo to accommodate difficult rhythms.
ARTICULATION	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Student plays all articulations correctly, making smooth transitions from one to the other in a musical manner.	Student plays all articulations correctly, making smooth transitions from one to another.	Student plays most of the articulations correctly.	Student plays some of the articulations correctly.
DYNAMICS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Student plays all dynamics correctly, making smooth transitions from one to the other in a musical manner.	Student plays all dynamics correctly, making smooth transitions from one to another.	Student plays most of the dynamics correctly.	Student plays some of the dynamics correctly.

Practice #4

How Do We Stand as a Group?

Rate yourself on where you are now

#	Strategy	5 (best)	4	3	2	1
1	Provide students with a clear and understandable vision of the learning target					
2	Uses examples and models of strong and weak work					
3	Offer regular descriptive feedback to individual students					
4	Teach students to self-assess and set goals					
5	Design lessons to focus on one learning target or aspect of quality at a time					
6	Teach students focused revision					
7	Engage students in self-reflection and let them keep track of and share their learning					

Source: 7 Strategies of Assessment for Learning by Jan Chappuis