

Link to slides:
shorturl.at/opFMW



ASSESSMENT FOR LEARNING

PREPARING ALL STUDENTS FOR SUCCESS



**THANKS FOR
COMING!**

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Coordinator,
Teaching and
Learning Specialist

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Brookfield Wi



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**Fostering GROWTH in individual learners will result in
Ensemble GROWTH**



TODAY'S TAKEAWAYS

- Why should we focus on Assessment?
- What is Assessment for Learning?
- What is NOT Assessment for Learning?
- What are some key strategies for implementing Assessment for Learning in Band and Orchestra?
- How does Assessment for Learning foster growth?

HOW WERE YOU ASSESSED IN BAND, ORCHESTRA OR CHOIR?

STUDENT'S NAME <i>Terry Abbott</i>	EFFICIENCY REPORT Kickapoo Area Schools Viola, Wisconsin 54664	DATE <i>9-26-78</i>
CLASS - GRADE		TEACHER <i>Mr. Doolan</i>
SUBJECT <i>Band</i>		ADVISOR - COUNSELOR

NOTICE TO PARENTS AND OFFICE

Dear *Mr & Mrs Minett* 

Your son/daughter is to be congratulated for doing very commendable work
in this school _____

The specific areas of accomplishment are:

*Terry has really improved over the summer. Her
solo's in Jazz Band are much improved over last year.
Her overall playing. Keep up the great work*

Office Signature _____

Good citizenship and good work habits are necessary for satisfactory school progress.

3-E  The Parker School Supply Co., 3000 Syene Road, Madison, Wis. 53713

WHY ARE WE TALKING ABOUT ASSESSMENT IN INSTRUMENTAL MUSIC?



"Listen, I hate report cards. You hate report cards.
What're we doing here?!"

TYPES OF ASSESSMENT

- **Diagnostic Assessment:** establishes a baseline
- **Formative Assessment:** guides the learning process
- **Summative Assessment:** measures and reports what is learned

Assessments can be:

- **Formal:** quiz, audition, portfolio review, produces evidence of learning
- **Informal:** takes place within the context of instruction and gives students timely feedback

Are we implementing balanced assessment strategies in our classrooms?

WHAT IS NOT ASSESSMENT FOR LEARNING?

- Assessment without feedback
- Assessment administered simply because it is easy to measure
- Assessment that is not authentic (does not demonstrate meaningful application)

ACTIVE ASSIGNMENTS	Practice Logs - Week Of January 17								
	Click to enter date Change Week > Sort By: Last Name								
RECORDING ASSIGNMENTS		MON 1/17	TUE 1/18	WED 1/19	THU 1/20	FRI 1/21	SAT 1/22	SUN 1/23	TOTAL
OTHER ASSIGNMENTS	, Ayush	0	0	0	0	0	0	0	0
GRADE BOOK	Ahmed, Kareem	0	0	0	0	0	0	0	0
	Alberte, Eloise	0	0	0	0	0	0	0	0
PRACTICE LOGS	Alghazzy, Ziad	0	0	0	0	0	0	0	0
GRADE REPORTS	Anchor, JJ	0	0	0	0	0	0	0	0
GRADE BOOK SETTINGS	Aranda, Maia	0	0	0	0	0	0	0	0
HELP	Bastjan, Blake	0	0	0	0	0	0	0	0
	Bemke, Carson	0	0	0	0	0	0	0	0
	Beres, Addison	0	0	0	0	0	0	0	0
	Berkec, Lydia	0	0	0	0	0	0	0	0
	Bonfilio, Sienna	0	0	0	0	0	0	0	0
	Bonis, Jonathon	0	0	0	0	0	0	0	0
	Braden, Michael	0	0	0	0	0	0	0	0
	Brock, Genevieve	0	0	0	0	0	0	0	0
	Broerman, Charles	0	0	0	0	0	0	0	0
	Carlstrom, Nate	0	0	0	0	0	0	0	0
	Catalano, Addison	0	0	0	0	0	0	0	0
	Christianson, Connor	0	0	0	0	0	0	0	0

WHAT IS ASSESSMENT FOR LEARNING?

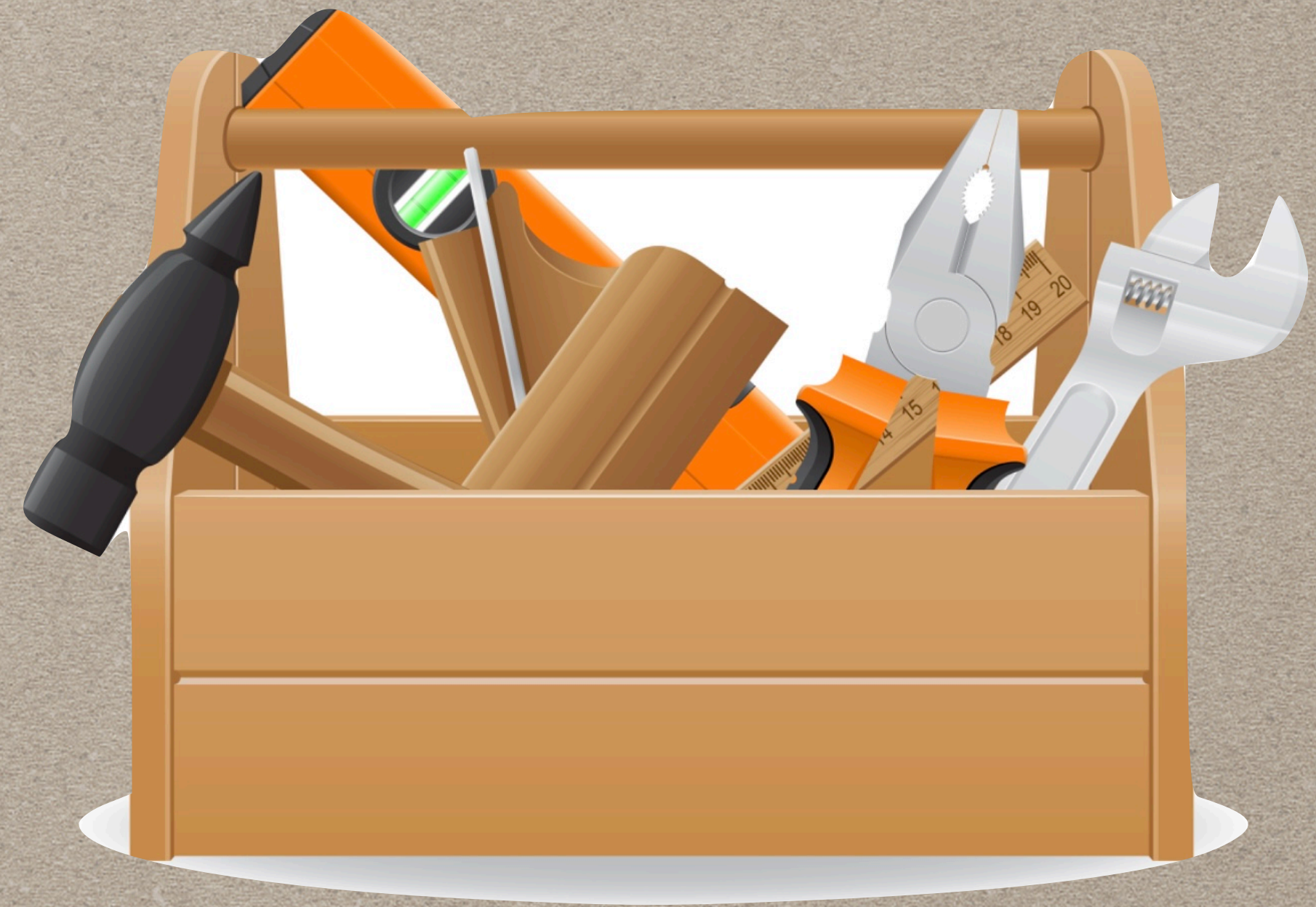
Assessment for learning (AFL) is an approach to teaching and learning that creates immediate feedback which is then used to improve students' performance.

AFL helps students become more involved in the learning process and from this gain confidence in what they are expected to learn.

**I'M NOT JUDGMENTAL
I JUST HAVE EXCELLENT ASSESSMENT SKILLS**



ASSESSMENT FOR LEARNING SHOULD BE VIEWED AS A PROCESS RATHER THAN A TOOL



**ASSESSMENT
FOR LEARNING
STRATEGIES
IN
BAND AND ORCHESTRA**

ASSESSMENT FOR LEARNING

FIVE KEY STRATEGIES

Sharing
Learning
Expectations

Eliciting
Evidence

Self
Assessment

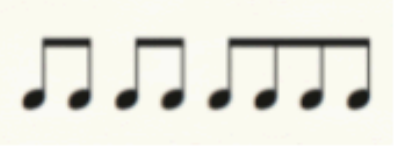
Feedback

Peer
Assessment

Sharing Learning Expectations



Level 1 Learning Targets

	<u>Learning Target</u>	<u>Song Choices</u>	<u>Date Completed</u>
		BOOK 1	
1	I can use my tongue to separate notes. (Winds)	#6, #8, #10	
2	I can perform a song using my first 5 notes.	#16, #18	
3	I can play music that includes quarter notes, half notes and whole notes.	#23, #25, #28	
4	I can perform music with eighth notes.	#42, #43	
5	I can make my breath last for 8 beats of music. (Winds)	#43, #49, #51	
6	I can perform music with dynamic contrasts.	#51, #69, #81	
7	I can perform music in 2/4 time.	#49, #54	
8	I can perform music with a tie.	#60, #64, #68, #76	

Eliciting Evidence

RECORD MESSAGE

ADD NEW GRADE

Zachary

B^b Trumpet: Book 1

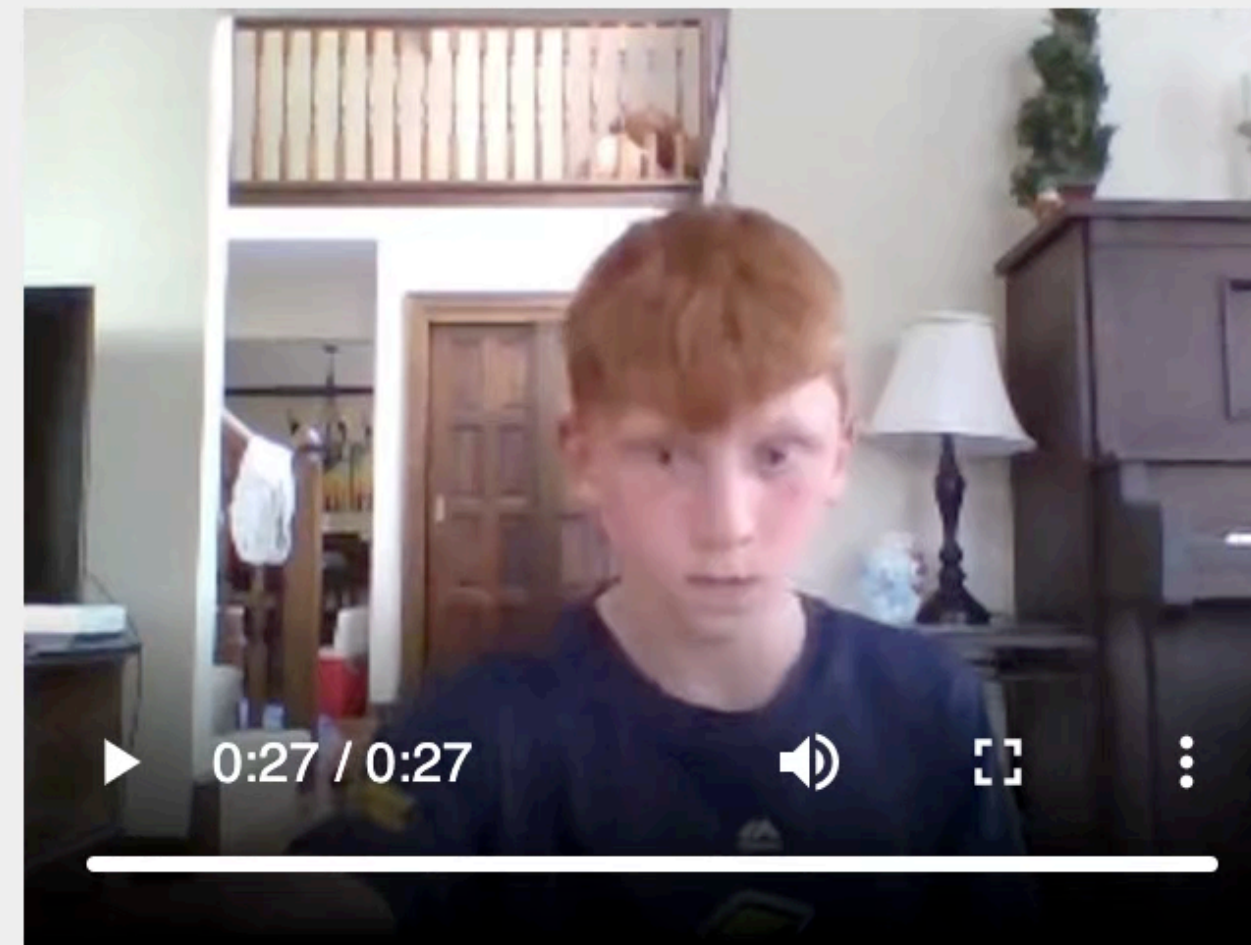
42. Skip To My Lou Metronome



Audio recording not submitted.

STUDENT COMMENTS

CLEAR



Recorded: 5/14/2021

Submitted: 5/14/2021

Teacher Comments: (max: 500 characters)

This is a good start Zach, most of your notes are correct, but you are not playing the 8th note rhythms correctly, which is the learning target for this song. We will talk about how to count 8th notes in band tomorrow, and you can also try listening and playing along with the recording in EEI to learn the correct rhythm. Try again!

RECORD MESSAGE

ADD NEW GRADE

Grade:

redo

☐ PASS ☒ REDO

Sharing Learning Expectations

Composer's name: _____

Title of composition _____

Does this piece have a clef sign at the beginning of each line? _____

Does this piece have a key signature at the beginning of each line? _____

Does this piece have a time signature at the beginning of the piece? (4/4) _____

Does this piece have at least eight measures of music? _____

Does this piece have a variety of note values for rhythm (whole notes, half notes, quarter notes, and eighth notes)? _____

Are the stems on the correct side and going the correct direction? _____

Does this piece have four beats in every measure? _____

Does this piece begin and end on the first note of the scale? _____

Does this piece have a title? _____

Is the composer's name on the piece? _____

Is there a double bar at the end of the music? _____

What is your "connection" idea? (example: a story, animal, something from nature, a memory, artwork or feeling,) _____

(Fifth Grade only:)

Does this piece have at least 2 dynamic markings and 2 articulation markings? _____



Eliciting Evidence

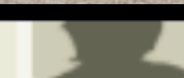
Morning Birds at Dawn

(Lyricist)

(Subtitle)

♩ = 120

The musical score is written on three staves in treble clef with a key signature of two sharps (F# and C#). The first staff contains measures 1 through 5, starting with a piano (*p*) dynamic and ending with a fortissimo (*ff*) dynamic. The second staff contains measures 6 through 11, starting with a fortissimo (*ff*) dynamic and ending with a pianissimo (*pp*) dynamic. The third staff contains measures 12 through 14, starting with a mezzo-forte (*f*) dynamic. The score includes various musical notations such as eighth notes, quarter notes, half notes, rests, slurs, and dynamic markings. Measure numbers 4, 6, and 12 are indicated at the start of their respective staves.



Mar 22, 9:37am

WOW!!!! That is the perfect title for your piece and it is AWESOME!! The rests/ eighth note pattern in measures 13-14 is really good



Elinor Holtz

Mar 22, 9:35am

I liked the flow and how you used all of your notes.



Brianna Warner

Mar 22, 9:34am

I like the slurs. it has a beat you can't get out of your head! My favorite measure is, 13 and 14!



filkinsa

Mar 9, 10:08am

This is so beautiful!! I love how you made the rhythms increase (i.e. slow, long notes at the beginning and quicker eighths towards the end). It really made me think of something waking up slowly and gradually gaining energy.

THE COMPOSITION RECITAL IS AN AUTHENTIC MEASURE OF SUCCESS



Self Assessment

Student Comments

Is this recording proficient? Check all that apply to your performance

Did I play the notes correctly?

☐

Did I play the rhythms correctly?

☐

Am I keeping my air flowing when I play? (Winds only)

yes

☐

no

☐

Am I touching my tongue to separate notes? (Winds only)

yes

☐

no

☐

(Percussion only) Am I thinking about my sticking when I play?

CLOSE

Student Comments

X

SELF-ASSESSMENT

Which learning target does this recording show you mastered?

Check all the boxes below that apply to your performance:

I played the notes correctly.

☐

I played the rhythm correctly.

☐

I mastered the learning target

☐

What challenged you the most when you were practicing this music?

CLOSE

WHAT TO STUDENTS NEED TO BE ABLE TO SELF-ASSESS?

- **A model or example of quality work**
- **A rubric or checklist that defines success**
- **Assessment practice**

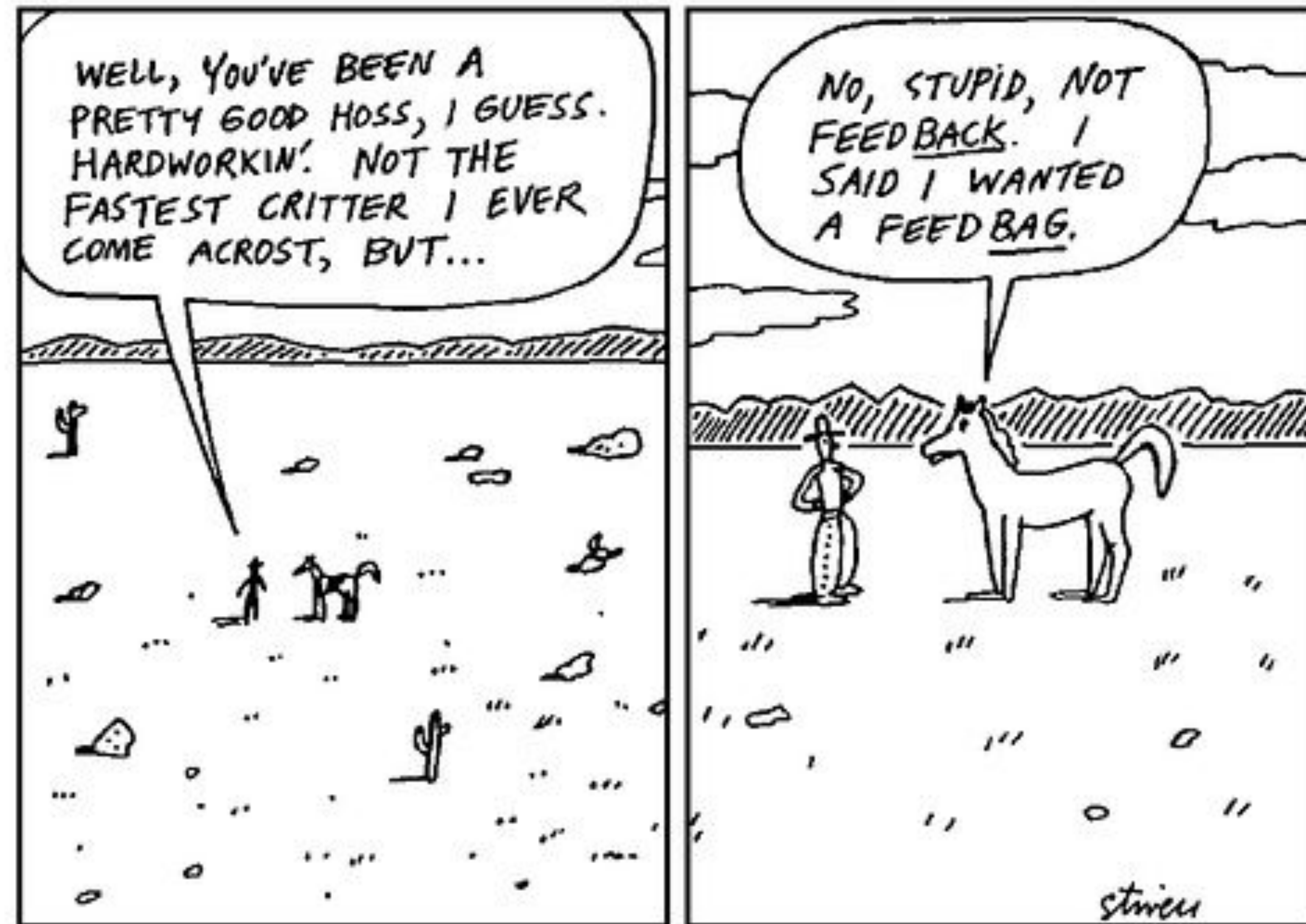
WHEN STUDENTS CAN SELF-ASSESS, THEY TRULY OWN THE LEARNING

CONCERT SELF REFLECTION IS ASSESSMENT AS LEARNING

	Llist 3 things you did well at the concert	
	I kept the bow <u>strait</u> , I made sure my posture was good, and I made sure that my bow was in the right spot.	
	form, staying together,and playing the notes	
	Notes,posture,tune	
	I did <u>posture good</u> . I did my bow handling well. I also did the songs in a perfect tune.	
	1. staying with the song.2. bowing.3. Pase.	
	1. I stayed on the beat. 2. I did not mess up a lot 3. I looked at Ms. Rindt in the <u>beggining</u>	
	my bow strokes notes playing the notes and keeping up at the song dragon hunter.	
	I smiled ,tried as hard as I <u>can</u> and tried my best.	
	rest position, playing dragon hunter, and play on our part	
	posture , right notes, and I had my bow in the right place.	
	posture, getting the notes correctly, and being a good boy	
	Ode To Joy	
	keeping my bow strate dragon <u>huter</u> elbow up	
	I sang very well and played my violin very well	
	stayed on track,smiled,handed the bow	
	I did all of the slurs I had good posture I did the best on the defender of time	
	I stayed on beat with the piano I used good bow technique I kept my fingers lined with the tape	

FEEDBACK

IS THE KEY ELEMENT OF ASSESSMENT FOR LEARNING



Feedback

STUDENT RECORDINGS

SAVED RECORDINGS

SONGLIST

BONUS SONGS

FINGERING CHARTS

HELP

B^b Trumpet
Book 1

42. Skip To My Lou (2)

Accompaniment: Metronome



00:00 00:00

Recorded: 5/20/2021 Submitted: 5/20/2021

Mrs. Little's Comments:

Yes!~ good work, your rhythm is correct, well done. Make sure you take a big breath every time you breath. Sometimes your first note sound a little growly, and sometimes the last note of a line drops off. If you are always pushing a good amount of air, all of your notes will sound clearer. Well done!

Save Comments

Record Message

Add New Grade

Grade:

pass

Edit

☒ Pass

☐ Redo

Student Comments

Clear



B^b Trumpet
Book 1

42. Skip To My Lou (1)

Accompaniment: Metronome



00:00 00:00

Recorded: 5/18/2021 Submitted: 5/18/2021

Mrs. Little's Comments:

listen to my recorded feedback!

Save Comments

Record Message

Add New Grade

Grade:

redo

Edit

☐ Pass

☒ Redo

Student Comments

Clear



B^b Trumpet
Book 1

42. Skip To My Lou

Accompaniment: Metronome



00:00 00:00

Recorded: 5/14/2021 Submitted: 5/14/2021

Mrs. Little's Comments:

This is a good start Zach, most of your notes are correct, but you are not playing the 8th note rhythms correctly, which is the learning target for this song. We will talk about how to count 8th notes in band tomorrow, and you can also try listening and playing along with the recording in FFI to learn the correct rhythm. Try again!

Grade:

redo

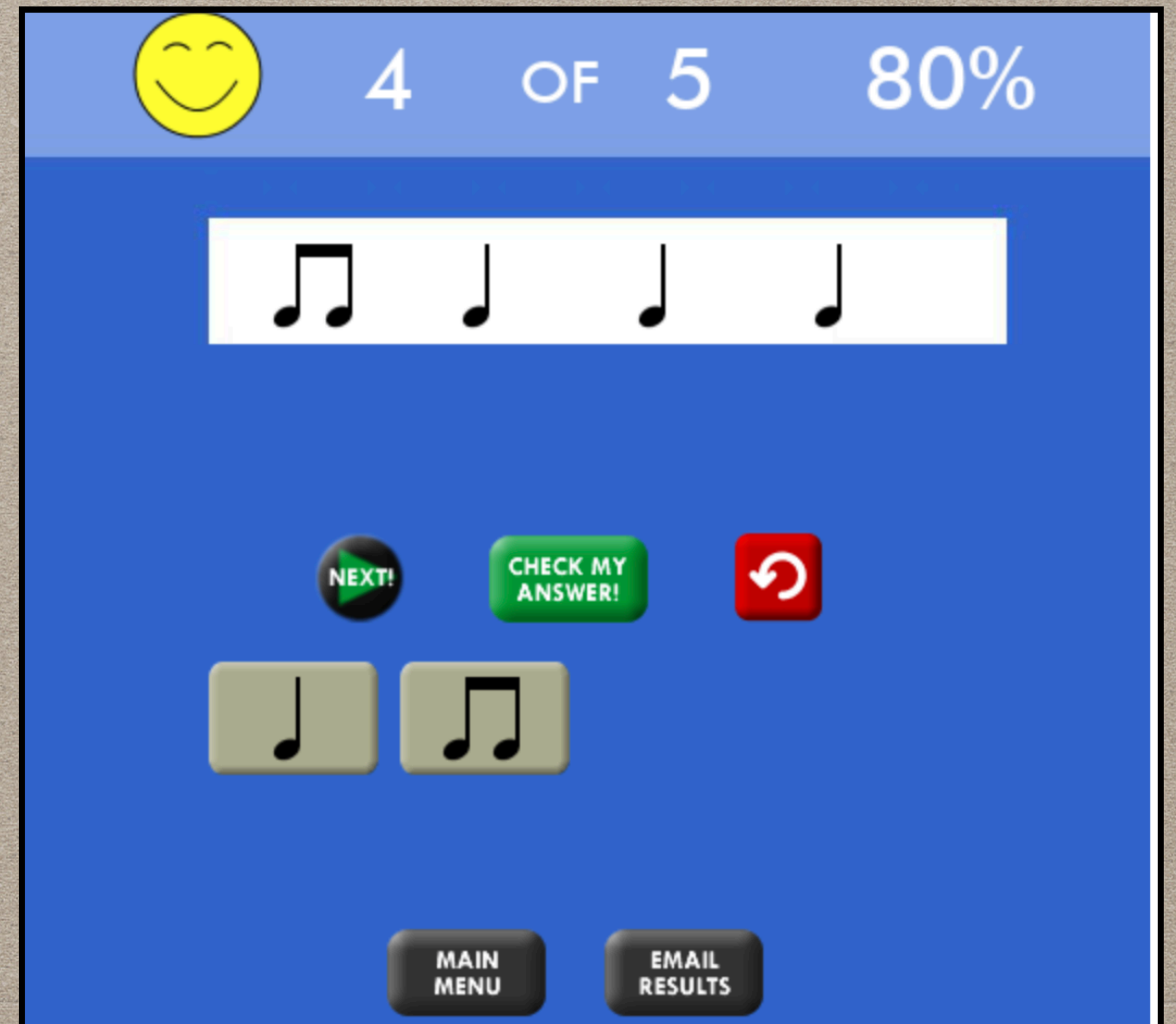
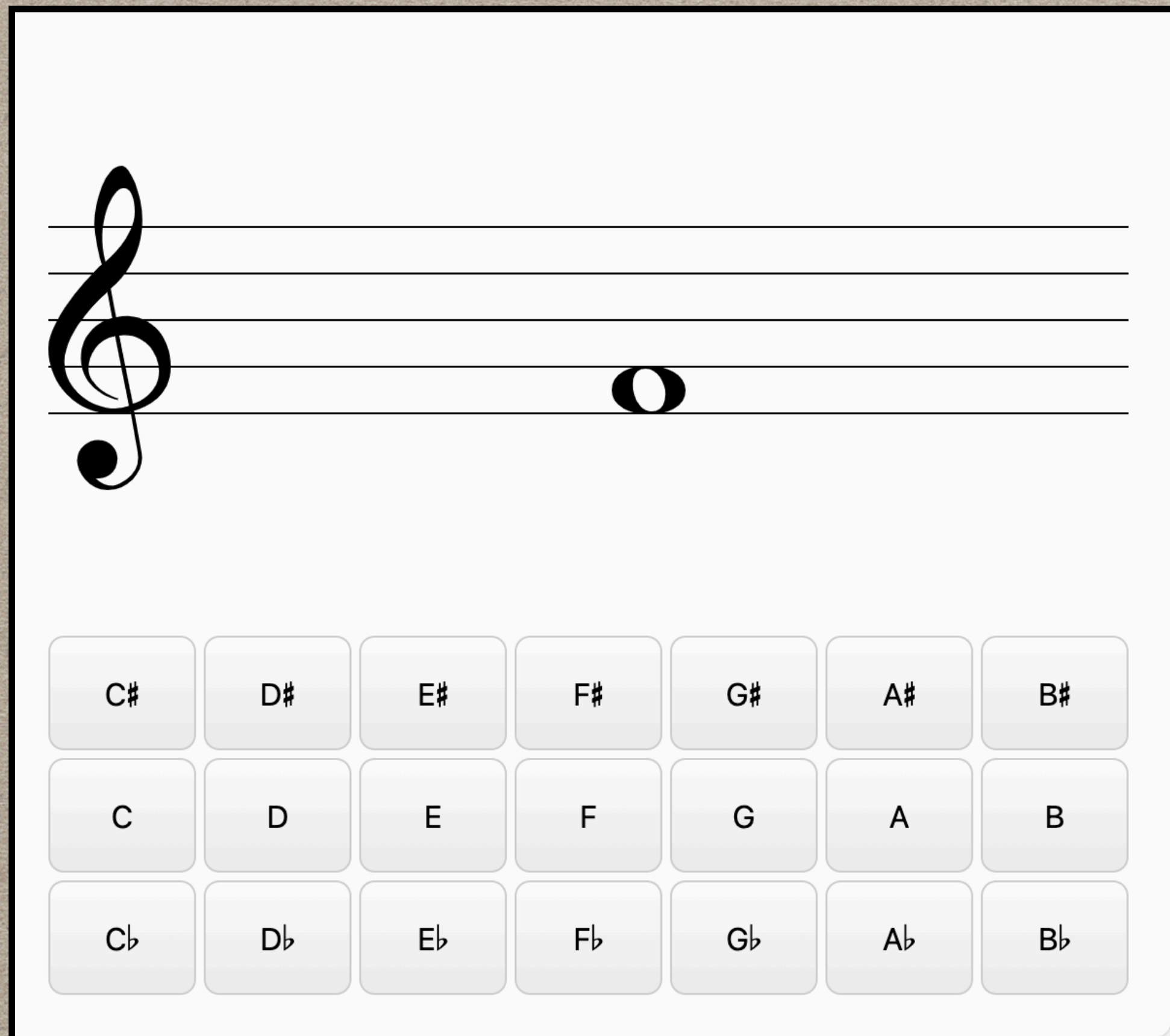
Edit

☐ Pass

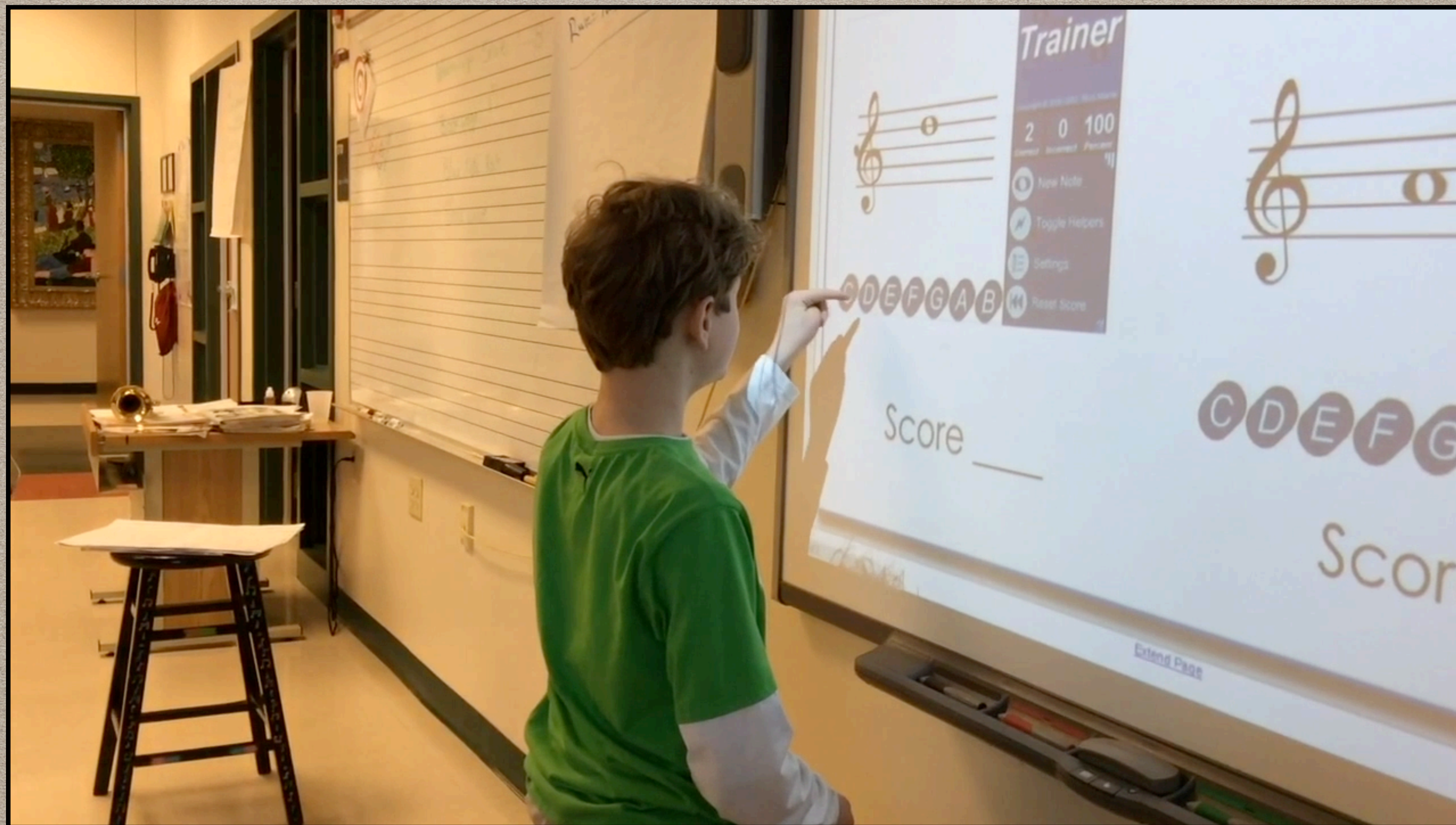
TECHNOLOGY TOOLS THAT GIVE IMMEDIATE FEEDBACK

www.musictheory.net/exercises/note

therhythmtrainer.com



NOTETRAINER



<https://www.musictheory.net/exercises/note>

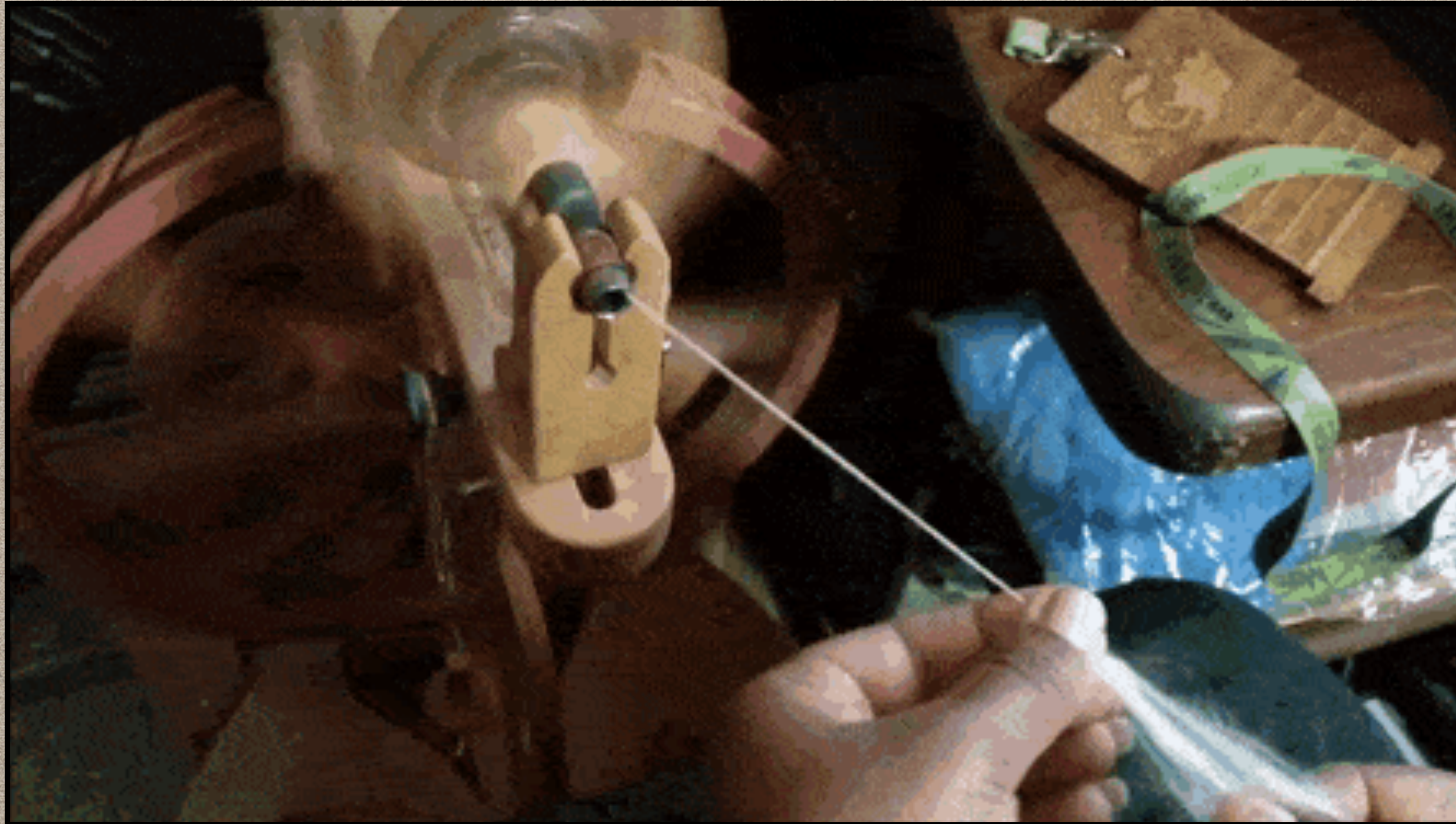
OUR DISTRICT IS CURRENTLY PILOTING SOUNDCHECK AS A WAY FOR STUDENTS TO GET IMMEDIATE FEEDBACK ON THEIR LEARNING

The screenshot displays the Noteflight SoundCheck interface. At the top left is the Noteflight logo with the text 'Elmbrook Composers'. The main title '19. Rolling Along' is centered, with 'EE Strings Book 1' to its right. The instrument is 'Cello' and the key signature is one sharp (F#). The score is in 4/4 time and includes a 'pizz.' (pizzicato) marking. A vertical playhead is positioned at the beginning of the first measure. Below the staff is a green progress bar with orange segments. The right sidebar contains the following information:

- Written by:** Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes, Arrangements by John Higgins. A 'Show More' link is present.
- SoundCheck™ version of:** 19. Rolling Along
- Score:** 97%
- Score goal:** 80%
- Difficulty Level:** Medium
- Attempts allowed:** Unlimited
- Score Details:** Genre (Select), Difficulty (Select), Format (Select)
- Cover Art:** A placeholder image of a blue album cover.

At the bottom, a taskbar shows several open windows: 'Handspinning_....mht', 'Handspinning_....html', and three instances of 'mail@whitehous....pdf'. A 'Show All' button is located on the far right of the taskbar.

**TECHNOLOGY CAN HELP US LEARN, BUT IT CAN
ONLY GO SO FAR....**



**COMPLEX LEARNING REQUIRES QUALITY
FEEDBACK**

Peer Assessment

Composer's name: _____

Title of composition _____

Does this piece have a clef sign at the beginning of each line? _____

Does this piece have a key signature at the beginning of each line? _____

Does this piece have a time signature at the beginning of the piece?(4/4) _____

Does this piece have at least eight measures of music? _____

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Does this piece have a title? _____

Is the composer's name on the piece? _____

Is there a double bar at the end of the music? _____

What is your "connection" idea? (example: a story, animal, something from nature, a memory, artwork or feeling,) _____

(Fifth Grade only:)

Does this piece have at least 2 dynamic markings and 2 articulation markings? _____

HOW DOES ASSESSMENT FOR LEARNING FOSTER GROWTH?



**WHAT IS
MEASURED
IS
TREASURED**

**HOW DO WE
MEASURE
SUCCESS?**



ESSENTIAL ELEMENTS INTERACTIVE IS THE TOOL WE USE TO IMPLEMENT ASSESSMENT FOR LEARNING



HAL LEONARD
**ESSENTIAL
ELEMENTS**
Interactive

Anywhere. Anytime. Any device.

Welcome Terry Little, Tonawanda Elementary School Band

[My Account](#) [Help](#) [Sign Out](#)



EE MUSIC

ALL-MUSIC

STUDENT RECORDINGS

MY RECORDINGS

SONGLIST

BONUS SONGS

FINGERING CHARTS

HELP



00:00



Accomp. Tempo

100%

+



Accompaniment

Rock - With Melody

Instrument

Flute

BOOK 2

107. CHROMATIC SCALE Practice slowly until you are sure of all the fingerings.

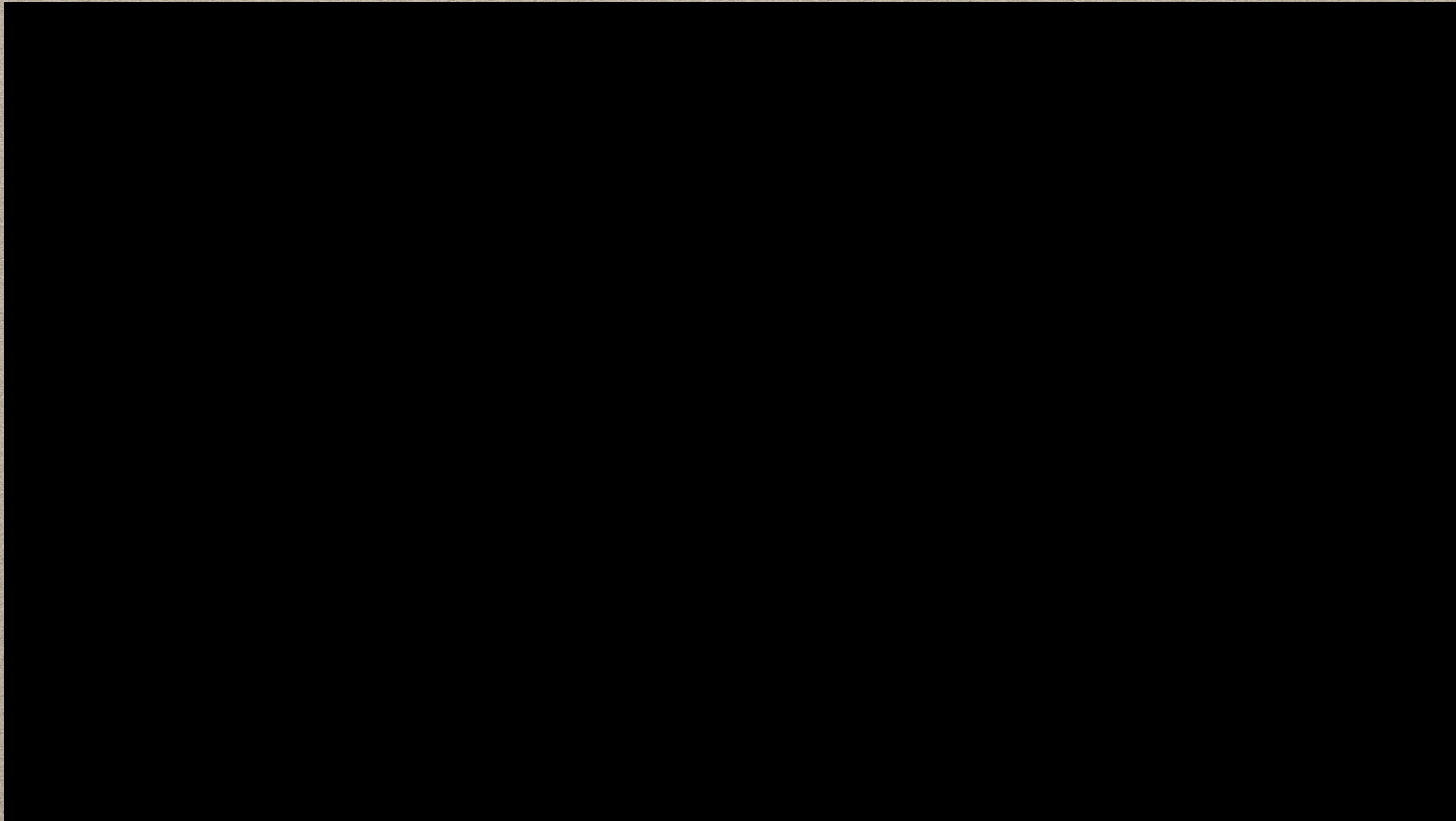


IMPLEMENTING A SYSTEM OF ASSESSMENT FOR LEARNING THROUGH A LEARNING MANAGEMENT SYSTEM

**YOUR LEARNING PLATFORM SHOULD
COMMUNICATE:**

- CLEAR LEARNING EXPECTATIONS AND PROGRESSIONS
OF LEARNING**
- CUSTOMIZED RUBRICS FOR SELF ASSESSMENT**
- PROVIDE A CHANNEL FOR TEACHER AND OR PEER
FEEDBACK**
- BUILD CLEAR EVIDENCE OF LEARNING THROUGH A
PORTFOLIO**

WITH ESSENTIAL ELEMENTS INTERACTIVE, STUDENTS SELF-ASSESS, GET FEEDBACK AND BUILD A PORTFOLIO FOR SUMMATIVE MEASURE OF GROWTH



OUR SUMMATIVE ASSESSMENT FOCUSES ON GROWTH WITHIN THE GRADING PERIOD

THIS PROVIDES ALL STUDENTS THE OPPORTUNITY TO SUCCEED

Assessment and grading tools:

The quarter grade for the report card standard Perform is based on a learner's growth throughout the quarter. This is measured by how many learning targets are mastered, recorded and submitted during each quarter. Every time students submit work through Essential Elements Interactive (EEI), they receive feedback and support for their continued growth. Please note the following goals for mastering learning targets. These goals are learner-centered and attainable for the quarter Perform grade:

3 learning targets proficient	A
2 learning targets proficient	B
1 learning target proficient	C
Work submitted/ not proficient	D
No work submitted	F



ASSESSMENT FOR LEARNING:

- **Is active and learner centered**
- **Provides immediate, or near immediate feedback from the teacher, technology, peer assessment or self assessment**
- **Creates evidence of learning that informs instruction**
- **Informs students where they are in their learning and shows them where to go next**

ASSESSMENT FOR LEARNING

**BUILDS
EMPOWERED
AND
INDEPENDENT
LEARNERS**

AND

**FOSTERS
GROWTH**



NEXT STEPS:

**Choose one assessment
or idea from today's
presentation to
think about,
discuss with a colleague,
or try in your classroom**



SOME THINGS TO TRY:

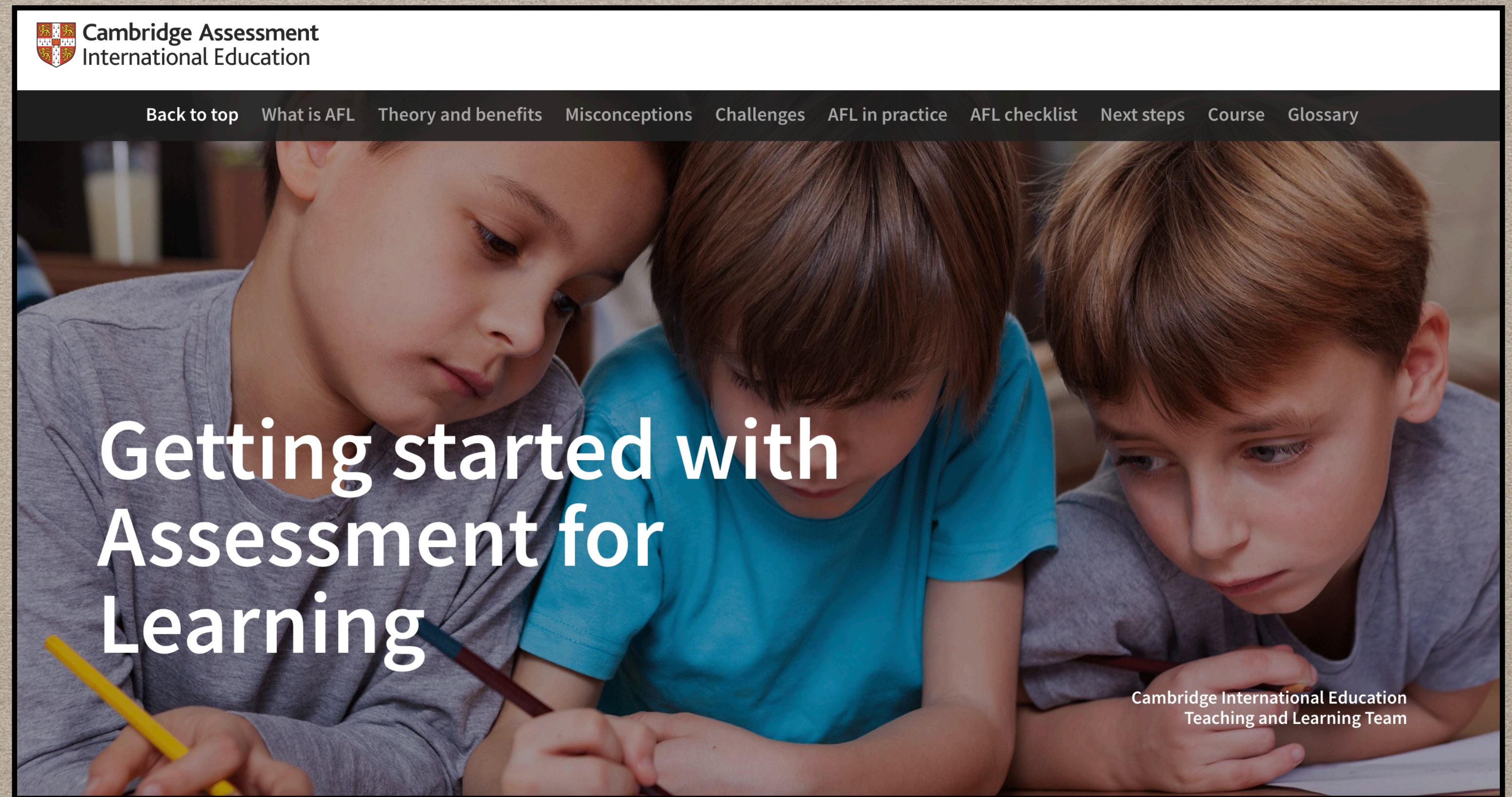
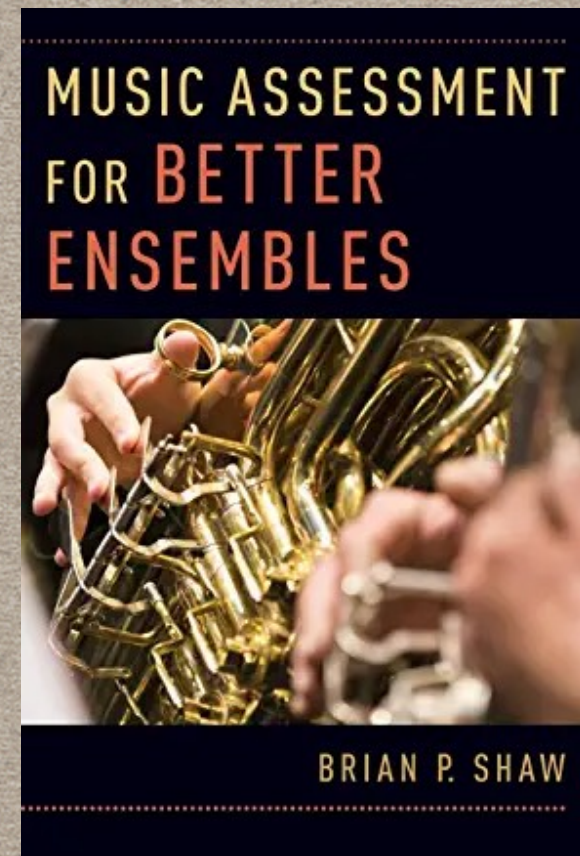
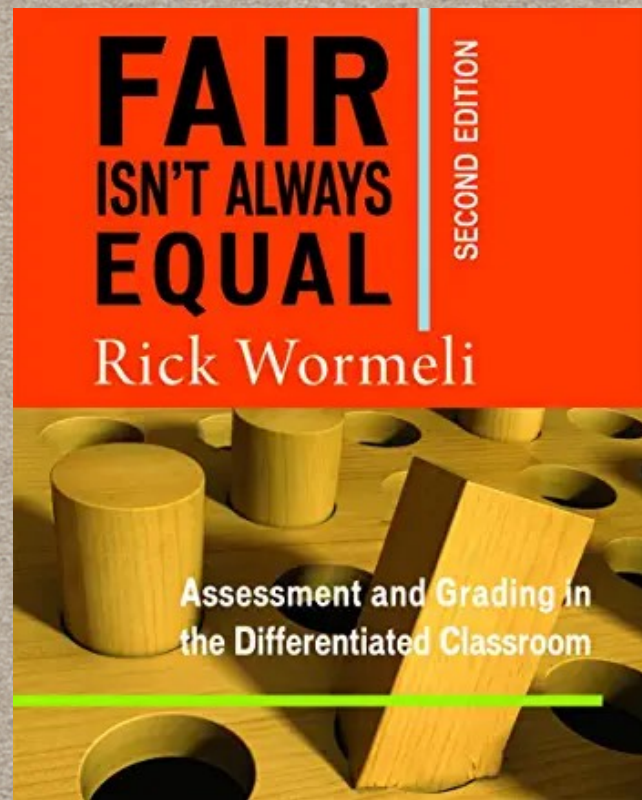
- **Review your current assessment tools; could they be more learner centered, and do they give immediate or near immediate feedback?**
- **Explore technologies that give students feedback on their learning**
- **Establish a portfolio of learning for students that gives evidence of growth over time**
- **Provide opportunities for students to self-assess, peer assess and set their own goals for growth**
- **Create multiple opportunities for students to get individual feedback on a target or standard during a grading period
(teacher feedback, technology feedback, peer assessment or self assessment)**

TONAWANDA FIFTH GRADE BAND WISCONSIN STATE CAPITOL BUILDING MARCH 2018



RESOURCES:

- Getting Started with Assessment for Learning: shorturl.at/auJZ8



What questions do you have?



I welcome your feedback: littlel@elmbrookschoools.org

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receive updates on all Hal Leonard Music
Education Solutions

