

Assessment Strategies for Ensembles

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PRESENTER

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Terms to Know: Basic ideas, definitions, and grading philosophy

1. **Formative Assessment** - inFORMS next steps in teaching and learning. We do this in rehearsals all the time. The trick is to do this meaningfully on an individual level, not just for the large ensemble.
2. **Summative Assessment** - SUMS up what is already learned. Gives feedback on how well the material was learned. In academics, this usually comes in the form of a test. This can feel very high-stakes to students. Any grade that is unchangeable is summative.
3. **Authentic Assessment** - evaluates students' learning in a real-world scenario, i.e. a concert or audition. Sometimes referred to as a performance assessment.
4. **Grading v. Assessment** - My philosophy: Grading is about effort. Assessment is about learning.

Tech Tools & how to use them

1. **3 Rules for Tech Tools:** Efficient, Authentic, Empower Learning
2. **Assessing Technique:** Video submissions
 - a. Tools: Submit (by Screencastify) or the video function on PracticeFirst or Google Classroom video submission
 - b. Use a checklist for self- or peer-assessment and feedback
 - c. Individual videos can be recorded and submitted in real time during rehearsal.
3. **Authentic performance assessment:** Smartmusic v. PracticeFirst (by MusicFirst)
4. **Group Discussion as Self-Assessment:** Record/Listen/Discuss (and ACE your observation!) Let the students identify and solve problems. Empower them to drive their own improvement.
5. **General music knowledge/skills:** Make sure you are assessing musical skills beyond reading and performance. You can discover student strengths and weaknesses you never knew they had!
 - a. Musictheory.net - exercise customizer
 - b. Theonlinemetronome.com - student self-assessment during practice
 - c. Musition & Auralia - literacy & ear training tools, available on MusicFirst

Empowering Students: Quality feedback enables students to direct their own learning.

- Grading measures effort. Assessment empowers learning.
- Reflect: Do our assessment activities empower students to direct their own learning?
- It is easy to overdo it with great tech. Make sure students understand its role as THEIR tool for learning.
- What are the best parts of live music making in an ensemble? Always prioritize THOSE in rehearsal. JOY and MUSIC and LEARNING should be at the heart of rehearsals.