## Making the Grade: Current Trends

in Music

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**Assessment** 

# Changes in Assessment Convention ap no. teacher Expanding Student Assessment Aboundria, NA: ASCD.

#### Terms

- Assessment: Gathering information about student learning in a broad manner. Can be organized in portfolios.
- Measurement: Using objective, reliable methodology to observe musical behaviors.
   Rubrics are measurements.
- Evaluation: Comparing evidence of assessment in relation to a standard.
   Grading is a form of evaluation.

Adapted from: K. Dirth, <u>Instituting Portfedio Assessment in Performing Ensembles</u>, NYSSMA Winter Conference Dec. 2, 1997.

## Forms of Alternative Assessment

- Performance-Based Assessment
- Student Auditions
- Solo/Ensemble Festivals
- Critiques of Student Compositions
- Coaching Jazz Improvisation
- Playing Checks

### Forms of Alternative Assessment

- Criteria-Specific Rating Scales
- Continuous Rating Scales
- Additive Rating Scales
- Rubrics\*; should include:
- points that are equidistant
- 4 or more rating points
- descriptors that are valid and reliable

<sup>4</sup>From: K. Dirth, <u>Instituting Portfolio Assessment in Performing Ensembles</u>, NYSSMA Winter Conference, Dec.



### **Assessment Stances**

#### Should Be Operating in Balance



rom: V. Brummett, <u>Authentic Assessment: Is It Possible in Flementary Music?</u>, NYSSMA Winter Confe dec. 2, 1997.

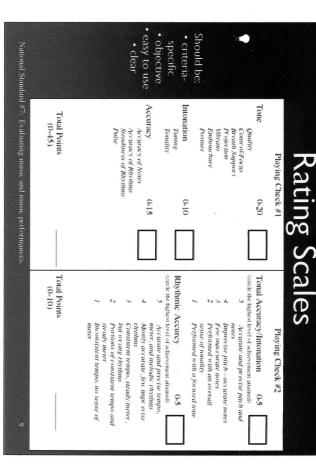
? = check again

## Forms of Alternative Assessment

- Student Writing
- Concert Reviews
- Journal Keeping
- Interviews
- Creative Writing



M+ M- M+ M B- B- B- B M! M! didn't sing M! B- B- at all today B- M+ M M+ M! B+ B B? B!					
M! didn't sing B- at all today  M M + B B?	18	B - +	В. В.	B ≺ ' +	ΣS
B		B -	В .	didn't sing at all today	B -
		B ≺ + +	BΖ	В? +	B

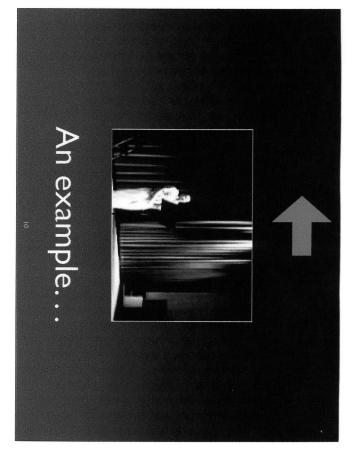


#### Create A Rubric

### What does a rubric look like?

- types include holistic (overall performance) and analytic (specific dimensions of performance); both are necessary for student assessment.
- the scale includes (preferably) 4 rating points
- the points of the scale are equidistant on a continuum
- the highest point represents exemplary performance
- descriptors are provided for each level of student performance
- descriptors are valid (meaningful) and scores are reliable (consistent)
- scores are related to actual levels of students learning
- can be used by students for self-assessment and to assess the performance of other students

Adapted from: K. Dirth, Instituting Portfolio Assessment in Performing Ensembles, NYSSMA Winter Conference, Dec. 2, 1997.



#### Create A Rubric

Why Bother?

- Helps plan activities
- Focuses your objectives
- Aids in evaluation and grading
- Improves instruction

#### Holistic Rubric

Ensemble Performance Ratings

#### Team Evaluation Form

- 5--Fulfilled all requirements with excellence. Superior to any work I/we have done in this area.
- 4--Fulfilled most requirements with excellence. As good as any work I/we have done in this area.
- 3--Fulfilled all requirements adequately. Consistent with the work I/we have done in this area.
- 2--Fulfilled most requirements adequately. Average quality of work for me/us in this area.
- 1--Fulfilled some requirements adequately. Not as good as other work I/we have done in this area.

sational Standard #6: Listening to, analyzing, and describing music sational Standard #7: Evaluating music and music performances.

#### Writing Student by Sipra Agrawal Choir Opens Season With A Bang

he 1995-96 Brighton Conneet Choir opened their season with a powerful concert Thursday night, and as an avid performer and listener of the choir over the last four years it is safe to say that the choir gave the best formance in years last night.

Introduction

brought out the song's fiery nature. The sound was <u>very good, as</u> one audience member noted; the basses could really be heard; so the underlying sound was "Dies Irae," the opening number, was just what an opener should be: direct, intense, and emotional. The attacks at the beginning of each phrase-brought out the song's fiery nature. The sound was yery-geed 18 one audience Critical evaluation of individual sections of

the ensemble

assignment age-

· make the

appropriate ask students to make musical

"Lonesome Road," the second selection, was remarkably sung in fait the choir never swerved from pitch even when sung a cappella (unaccompanied). This was a remarkable improvement particularly since as recently as a week before because the choir would go as unuch of a whole supplier off this piece. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*, the tenor soloist, sang westom could have been ab timore forceful as the back row had to straight obtain. But in the choir soloist straight obtain. But in the choir soloist straight obtain. But in the choir soloist straight of the choir soloist.

Evaluation of an individual soloist

In the middle of the program, the choir sang "Sockething Told The Wild Geese" by Sherri Porter. Though a beautiful song, it was the flow pointed the performance. The blend and count were superior, that breaths were table in the middle of phrases and cutoffs, especially on the word "see." No one

critical evaluation,

judgments

not criticism · encourage

• great

opportunity for

involving other

likes to hear the histing of at 3 for prolonged periods of time.

The fing point of the exemine was also periods of time. It food News." a goopel time sum a coupelin. The fing the mande this piece where the properties of the special properties of the properties were the driving to be heard echoing throughout the auditorium. The sopreness were the driving force in keeping energy high as well as pitch. The piece, in a word, ROCKED. Brahms." Lass Dich Nur Nichts Nicht Dauren (Let Nothing Ever Grieve Theor."—accompanied by chamber orchestra—and "Dance a Cochenca" from The Gondoliers completed the program, with senior \*\*\*\* \*\*\*\*\*\*\*\*\* haping to set the appropriate mood by introducing each selection with program notes. Overall, the choir can be proud of its accompliatments in establishing a name for itself on Thursday and singing such a range of musical styles with

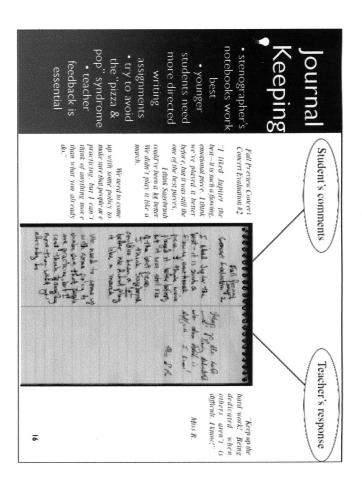
ensitivity, flexibility, and style.

4

outstanding aspects of the performance--reflects the ability to make a balanced Recognition of both les successful and criticism or judgment

> • guides students to contrast judgments Morning focuses student attend to musical comparison and can be done in After... encourages performance aspects of listening 00000 1 00000 00000 00000 00000 00000 Proper style in regard to shorder period or cultural tradition.
> There is a sense of axis or lifting," and these is "setting," within planess.
> Excentile performs with a sense of tempor halson when appropriate.
> Ensemble performs in surpay that is sticknally and technically appropriate.
> Spatised communication rather than a mechanical presentation. Ensemble performs accurately the melodic rhythm (extensions of beat).
> Ensemble performs accurately the melodic rhythm subdivisions of beat).
> Ensemble performs with a correct sense of meter.
> Ensemble performs with consistent tempo. Firm barmonic contribution of inner voices, Ensemble is not dominated by one or more sections. Ensemble is not dominated by one or more individual performance. Dynamics
>
> Crescends of even growth of sound.
>
> Deepscepths of even disabgation of sound.
>
> Dynamics are performed accuracy) and stylistically.
>
> Dynamics content heard whith music sections.
>
> Dynamic contrast heard whith music sections. Balance/blend is not affected adversely to Melody is heard distinctly to be a few to the Intentation is not affected adversely by dynamics.
> Prothes are performed accurately.
> Ensemble performs with an accurate sense of tonality intentation is not affected adversely by broath support Intentation is accurate in extreme registers of pitch. Tone quality is not affected adversely by pitch range, Ensemble performs with resonant one quality. Ensemble performs consistently with centered tone, Tone quality is not thin or breathy. Entrances and Rhythmie Accuracy and release are execute Balance and Blend sely by pitch range 00000 00000 00000 00000

	• allow many revisions (potentially unlimited)	your assignment works best with older	before they begin writing • make it	Scheme	Marking
TOTAL.	Mechanics:  *proper margins, page numbers, spacing *citations given in correct bibliographic format	Style:  *correct spelling, punctuation, and grammar  *proper usage and appropriate vocabulary	Organization:  •ideas presented in a logical sequence •complete paragraphs •development of a cogent conclusion	Content:  *covers material thoroughly shows evidence of thoughtful preparation and investigation information presented is specific and accurate	Criteria
25	SA	SAN.	SA	10	Possible Points
					Earned Points
15					Comments:



#### Types of Portfolios

Portfolio Type Photographic Analogy

Product/Performance

Class Picture

Uses...

•collects same product from all students at same

ranking/sorting instrument for class measurement and evaluation

### Types of Portfolios

Portfolio Type

Photographic Analogy

Presentation/Product

**Artist's Portfolio** 

seek admission to school

Uses...

interview for a job

·formulate summative (final) grades

#### Types of Portfolios

Portfolio Type

Photographic Analogy

Program

**Formal Portrait** 

Uses...

 represents best work of a group of students over time

 allows for performance-based assessment of student progress

#### Types of Portfolios

Portfolio Type

Photographic Analogy

Process Scrap Book/Photo Album

Jses...

•includes early and perhaps <u>less successful</u> examples of student work

·creative process is clearly seen

## Questions, Comments...

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