

**IS THERE ANY VALUE IN
"VALUE-ADDED"
ASSESSMENT IN
ELEMENTARY GENERAL
MUSIC?**

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CONTEXT

- No Child Left Behind

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- Ohio Revised Code 3319.11, 3319.112, House Bill 555, and Amended House Bill 153 (signed into law June 2013)

NEW EVALUATION CRITERIA

- 50% teacher performance developed from
 - Professional growth plan
 - 2 30-minute observations
 - walkthroughs

NEW EVALUATION CRITERIA

- **50% teacher performance developed from**
 - Professional growth plan
 - 2 30-minute observations
 - Walkthroughs
- **50% student growth measures: How much academic progress students make between two points in time.**
 - Value-added assessment (Not applicable to music in Ohio)
 - Ohio Department of Ed. approved vendor assessments (Nope again)
 - Student learning objectives
 - Districts can determine that some math or reading scores can play a role.....shared attribution.

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data: Identify student strengths and weaknesses and review trends**

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data**
- **Student population or sample: Must be every student.**

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data**
- **Student population or sample**
- **Time period for the objective: Probably a full year for elementary general music. Maybe less with less skill-oriented objectives.**

STUDENT LEARNING OBJECTIVES

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- **Student population or sample**
- **Time period for the objective**
- **Standards with which the objective aligns:
State and national**

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data**
- **Student population or sample**
- **Time period for the objective**
- **Standards with which the objective aligns**
- **Assessments that will be used to measure student progress: Both formative and summative.**

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data**
- **Student population or sample**
- **Time period for the objective**
- **Standards with which the objective aligns**
- **Assessments that will be used to measure student progress**
- **Expected student growth: Make the goals realistic.**

STUDENT LEARNING OBJECTIVES

- **Baseline and trend data**
- **Student population or sample**
- **Time period for the objective**
- **Standards with which the objective aligns**
- **Assessments that will be used to measure student progress**
- **Expected student growth**
- **Rationale for those expectations: Why is the goal desired and reasonable?**

MICHIGAN EXAMPLES

Michigan's Arts Education Instruction and Assessment Project

MAEIA: <http://mi-arts.wikispaces.com>

Creating/Performing/Responding....just like Ohio's Music Content Standards

Process: What is necessary and what is nice?

CREATE

Create a melodic line (e.g. consequent phrase to an antecedent phrase, melodic line within a harmonic structure, extending a melodic idea) using understanding of elements of music to inform creative decisions.

PERFORM

Sing and play alone and with others a diverse repertoire of songs in both one and two parts with expression and accuracy.

PERFORM

Perform multiple levels of beat in several meters.

RESPOND

Listen to their own performances as well as those of others and critically analyze and reflect on those performances using developmentally appropriate musical terminology.

RESPOND

Critically analyze a musical work and reflect on its cultural context using developmentally appropriate terminology.

RESPOND

Make connections between musical concepts and similar concepts in other ways of thinking (disciplines).

POSSIBLE CREATE TASKS

Students are asked to compose and perform twice a melody that is based upon specific musical parameters that have been determined by the teacher.

POSSIBLE CREATE TASKS

The teacher improvises a melodic phrase and the student answers with a consequent phrase that makes musical sense in relation to the phrase performed by the teacher.

HOW TO EVALUATE

Rating Scales: What things matter most?

- Tonal
- Rhythm
- Use of vocabulary
- Ability to replicate

POSSIBLE PERFORM TASKS

**In the context of a game song,
individual students sing a verse or an
extended phrase of a familiar song in
solo.**

POSSIBLE PERFORM TASKS

Two students sing a familiar song with one student singing the melody and the other singing the chord roots or a familiar harmony part. Then, students switch parts.

POSSIBLE PERFORM TASKS

Students are asked to create and perform two simultaneous movements to accompany a performance of a familiar piece of music. One movement should correspond with the “big” beat and the other with the “little” beat.

HOW TO EVALUATE

Rating Scales: What matters most?

- Pitch accuracy/singing voice use
- Rhythm accuracy
- Ability to demonstrate musical independence
- Expression

POSSIBLE RESPOND TASKS

Students listen to a recording of their class performing a vocal/instrumental selection that they have been studying in class. Students are asked to write about that performance answering questions such as, “What do you think was good about that performance and why? What might you change or try to improve in that performance and why?”

POSSIBLE RESPOND TASKS

Students listen to a recording of their class performing a vocal/instrumental selection that they have been studying in class. Students are asked to write about that performance answering questions depending upon the focus of the study.

- Cultural context
- Formal or other types of analysis

POSSIBLE RESPOND TASKS

Students are asked to write about what improvisation is and how improvisation is used in music and in at least one other discipline.

HOW TO EVALUATE

Rating scales: What matters most?

- **Accuracy of information**
- **Correct use of and extent of vocabulary**
- **Ability to articulate idea**

HOW TO MOVE FORWARD

Maintain as positive a mindset as possible. Assessment CAN BE valuable and make us better teachers. There is value in it.

HOW TO MOVE FORWARD

- School districts have flexibility in how to implement and measure progress on student learning objectives (SLOs). Each is establishing a Student Learning Objectives review committee.
 - Can rely on old committee
 - Can establish new committee
- Music teachers **MUST** volunteer to be on these committees and be proactive on them.

HOW TO MOVE FORWARD

Be proactive with your administration

- **Enlist colleagues**
- **Develop curriculum**
- **Because no standardized tests, music teachers must develop an assessment program that is embedded in the instructional process and flows out of curriculum**

HOW TO MOVE FORWARD

Become active politically.

- **Write your political representatives.**
- **Serve when asked.**

FINAL THOUGHTS

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