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Music 512

**Assessment Portfolio**

**Assessment Tools:**

1. **Informal Observation** – The teacher observes students during classroom activities and monitors discussions as well as personal work. This is a commonly used tool that teachers can use to make adjustments mid-lesson. After observing student behavior, the lesson can modified to fit the learning needs of the students in that specific scenario. Also, this is a good strategy to give feedback to students during their working process.
   1. In the music classroom, this is extremely common. It is best used when students are playing a piece or having discussion. The teacher observes and gives immediate feedback so that students may implement it in the future. For an ensemble, this can be correction of notes, rhythms, technical playing facilities, and general musical traits.
2. **Checklist** – Teacher makes a checklist of specific items or tasks for students to complete. As students go about their daily learning, the teacher uses the checklist to record when students achieve the items on the checklist**.** This is a great way for teachers to keep track of smaller, individual tasks such as worksheets, performance during daily activities, or participation.
   1. Checklists in the music classroom are great to keep track of when students have met certain mile markers. In the secondary classroom, the items on a checklist often include scales, exercises, etudes, etc. This is an easy way to make sure that all students have learned a skill before moving on to the next sequential concept.
3. **Rubric** – Rubrics are used by teachers as a tool to analyze student projects, performances, or assignments. Different categories of achievement are set by the teacher, and values are assigned to specific levels of varying success within each of those categories. This assessment tool allows teachers to give great feedback to students because it points to specific issues that a student may need to improve upon, or strengths that the student has.
   1. Rubrics in the music classroom are most often used to assess project-based learning. Projects of all kinds can be assessed using rubrics, but some of the most common are compositions, posters/trifolds, or music technology activities.
4. **Peer-Assessment** – Peer assessment is a way for students to interact. Involving social and communication skills within this form of assessment allows every type of learner to thrive, and spend time discovering and learning with their peers. Students are assigned a task or problem to solve, and their performance is then evaluated by their peer(s) for feedback and constructive criticism.
   1. In the music classroom peer assessment can be used to allow students within sections to talk amongst themselves for the sake of bettering their general musical skills. This can include correcting notes/fingerings, tuning issues, articulation/style discrepancies, or dynamics/phrasing.
5. **Self-Assessment** – Self assessment is a reflective assessment tool that changes a student’s viewpoint. When students are asked to assess their own work, it engages a different part of their brain and they can connect to the information on a deeper cognitive level.
   1. Self-assessment allows students to reflect upon their own playing or singing skills. One of the most common ways for this to occur is for students to record themselves performing an excerpt or piece, and then playing it back to listen for errors so that they can improve their playing of that piece.
6. **Journals** – Similar to self-assessment, this tool is a way for students to reflect on their own learning. Usually journals are used at the end of a class period or unit, and they are a summative tool that teachers can use to see what concepts students have retained the most from the lesson/unit.
   1. Music can be an emotional subject, and harnessing your emotions for the sake of playing impactful music is a large part of giving a satisfying performance. Journals allow students to reflect on how they felt about certain pieces, their playing abilities, or really anything that is on their mind. This assessment tool allows teachers to view what is going on in the students head and get a better understanding of how to teach them moving forward.
7. **Performance Assessment** – This assessment is commonly used in arts-related subjects, but it is not necessarily limited to these subjects. Performances could include tasks such as writing and performing skits, live concerts, or simply demonstrating a new skill. Performance tasks are generally used to engage a students’ higher orders of thinking for the sake of creating a product or complete a process.
   1. Performance assessments are probably the most common out of any for music teachers. Rehearsing music and performing concerts is one of the biggest and most practical assessments that can be used because it reflects students’ growth and achievement throughout an entire unit/concert block.
8. **Written Exams** – Written exams are the most stereotypical forms of assessment. These include the classic pencil and paper tests, quizzes, or assignments. It can be used as a tool to see what facts, concepts, and ideas students have retained throughout a learning process. These written exams can be given before, during, or after lessons to assess various stages of learning.
   1. In music, written exams are extremely useful for gauging student learning in regards to theory, aural skills, and history. After teaching a concept, teachers can use written exams to make sure that students understand how to implement certain musical concepts while playing/singing for the sake of bettering their performance skills.

**Implementation of Assessment Tools:**

1. **Informal Observation**
   1. Validity/Reliability: In order for this assessment to work properly, teachers must be sure to provide both positive and negative feedback. If teachers provide strictly negative feedback during informal observations, students lose confidence and then can face performance issues based on their lack of confidence. Also, it is the responsibility of the teacher to give students valuable feedback, otherwise the assessment will lose validity in the eyes of the students.
   2. Analysis & Adjustment: This assessment tool is based upon observing students and giving them immediate feedback. So, as long as the teacher gives quality feedback to the students, they can then take those concepts and implement them in their future musical endeavors.
2. **Checklist**
   1. Validity/Reliability: Teachers should let the students know ahead of time what the items are on the checklist. This allows the students to set goals and aim their performance towards certain abilities and skills as deemed important by the teacher. Being transparent as to what the students should be accomplishing is the key to this assessment tool.
   2. Analysis & Adjustment: Practice for students should be focused on concepts that they are less successful on. Using checklists allows students to see when they should keep working on a certain concept or when they should move on and start to work on something new.
3. **Rubric**
   1. Validity/Reliability: Giving varied feedback based on different categories of learning allows teachers to show very specific criticisms or praises in each area of the students’ learning. When assigning values in any category, make sure to give proper reasoning and show the students why they received a specific score.
   2. Analysis & Adjustment: By providing very specific scores for each category, students know exactly where to focus their future efforts. This is practical for teachers to steer students in the direction that they want them to work more on.
4. **Peer Assessment**
   1. Validity/Reliability: This is largely based on the ability of the students to give their peers good feedback. Teachers should observe students as they analyze each other’s work and make sure that the feedback being given is correct and productive for learning.
   2. Analysis & Adjustment: The teacher should be involved in the process of peer assessment. It is vital to make sure that students aren’t giving incorrect information to each other, otherwise bad habits can start to form. As students work together towards a common goal, the teacher is somewhat of a moderator in the sense that they are there to observe and allow the students to do as much of the work on their own as possible.
5. **Self-Assessment**
   1. Validity/Reliability: In order for this assessment to work properly, the students must be actively engaged in analyzing their own work. So, going into the activity where the student is assessing themselves, the teacher has to make sure that the student has bought into the activity at hand. By providing interesting and engaging lessons, the teacher can help ensure that the students will have the motivation and inspiration to truly reflect on their own work.
   2. Analysis & Adjustment: Students reflecting upon their own work not only allows them to get feedback after viewing their own performance, but it also enhances their understanding of musical concepts. It puts a different perspective in the mind of the student which allows them to be more efficient in future adventures that require self-reflection.
6. **Journals**
   1. Validity/Reliability: In the same vein as self-assessment, the success of journals depends largely on the motivation of the students. If the students have bought into the activities and lessons that have been done in class, they will be more willing to write quality, summative reflections at the conclusion. Also, journals should be kept 100% confidential to anyone other than the teacher and the student who wrote it. By keeping secret the journal logs, the teacher can help to foster an atmosphere where students feel comfortable writing about their feelings/learnings.
   2. Analysis & Adjustment: Journals should only be graded as completion grades. If a teacher takes off points for a reflection from a student that was completely authentic and meaningful then that student will feel discouraged towards future work in that class. The teacher should read over the students’ journals and use their individual learning logs/ account of feelings to gear future lessons towards student interest and areas of needed improvement.
7. **Performance Assessment**
   1. Validity/Reliability: Performance assessments can often require students to go out of their comfort zones. When students are required to perform tasks in front of their peers or other family/friends they can feel nervous and uneasy. So, it is the responsibility of the teacher to be proactive in creating a classroom environment where students feel comfortable trying new things.
   2. Analysis & Adjustment: Students performing a task is a demonstration of how well they can implement ideas that they have learned into physical practice. This tool is primarily used at the end of an entire unit or lesson, so it works well as a summative report of how well students can create (highest order of thinking) based upon the concepts they have learned. Post-performance, the teacher can then analyze what concepts were demonstrated well and adjust future lessons to fit student needs.
8. **Written Exams**
   1. Validity/Reliability: Written exams have a tendency to seem mundane and often unfair to students. The most important aspect to consider with written exams is how the questions are presented. The questions have to be worded in a way that will trigger recall for the students, and they should never be worded to try and trick a student. The goal is to see what ideas the students remember and assess their critical thinking skills, not play the game of guess what the teacher is thinking.
   2. Analysis & Adjustment: After a written exam is given, the teacher can analyze the results of all of the students and compile those results into a summative report that explains which types of questions students tended to miss the most and which questions maybe should have been changed or thrown out. If all or almost all of a class misses a question (or questions) over a certain subject, that is usually reflective of the fact that they needed more time to review or learn that topic before moving on. The teacher should take these questions into account and adjust grades fairly to make sure students are being accurately representative of their knowledge base.

**Examples of Each Assessment Tool:**

1. **Informal Observation-** Observation of rehearsals, discussions, student practice, and all classroom discourse. Informal observation includes any time when the teacher is observing the students at work.
2. **Checklist-** Checklist of scales learned, practice logs, book exercises completed, playing tests completed, rhythm reading exercises, aural skills or music theory activities, and participation are all great examples of uses for checklists.
3. **Rubric-** Rubrics can be used to grade papers, projects, presentations, posters, powerpoints, multimedia projects, or other student assignments.
4. **Peer Assessment-** Examples include think pair share, group discussion, peer review workshops, or any type of group project where students collaborate to analyze their own work and make adjustments.
5. **Self-Assessment-** Examples of self-assessment include students utilizing any of the above assessment techniques or others that aren’t listed here for the sake of grading their own work.
6. **Journals-** Journals are pretty specific, but there are a few different kinds. The main types of journals are learning logs, entrance/exit tickets, writing articles, or writing classic journal or “diary” entries.
7. **Performance Assessment-** Concerts, presentations, playing tests, in class performances for peers, skits, composing and performing a song, or any physical demonstration of a newly learned skill.
8. **Written Exams-** Quizzes, tests, worksheets, pre-tests, or any type of written assessment that uses questions to assess student learning.