

The WHY, WHAT and HOW of Assessment in Band
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WHY do you assess?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

WHAT do you assess?

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

HOW do you assess?

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Developing Effective Assessments

1. Decide upon which artistic mode of expression you will focus (Curriculum/Standards)
 - a. Performing (most common in band classes)
 - b. Creating
 - c. Responding
2. Ask the *Accomplished Learner* Question with regard to the content you wish to assess
 - a. SLOs – **S**tudent **L**earning **O**utcomes
 - a. Informs the Rubric development
3. Determine which Type of Assessment is best for your purpose
 - a. informal/formal and formative/summative
4. Create Rubric/Scoring Guide for assessment (many different forms)
 - a. the description of the activity/task
 - b. the criterion (criteria)
 - c. the scoring procedure
5. Present Rubric/Scoring guide to students PRIOR to administration
6. Decide upon which implementation strategy is best for the given Rubric/Scoring Guide
 - a. In class – “down the row” – BE STRATEGIC
 - b. Video/Audio Recorded Test (Flipgrid, GoogleVoice) (*in class or at home*)
 - c. Use of Assessment Software (*SMARTMUSIC, MUSICFIRST*)
 - d. Individual playing test in office during class (most inefficient, **unless recorded** see above)

Assessment Resources

Texts

1. Kimpton, P., Kimpton, A. (2013). *Grading for musical excellence: Making music an essential part of your grades*. Chicago, IL: GIA Publications, Inc.
2. Noë, A. (2015). *Grading & assessment in the performance-based music classroom*. Fredericksburg, VA: Amano Music, Inc.
3. Barden, W. (2009). *Performance assessment in band*. San Diego, CA: Neil A. Kjos Music Company.

Websites

1. National Core Arts Standards- <http://nationalartstandards.org>
2. NC Standards - <http://www.ncpublicschools.org/curriculum/artsed/scos/support-tools/>
3. MCA's (Model Cornerstone Assessments)- <https://nafme.org/my-classroom/standards/mcas/>
4. Google Classroom – <http://edu.google.com>
<http://thenoisyyroomdownthehall.blogspot.com/2015/12/ideas-for-google-classroom-in-band.html>
5. Google Voice – <http://google.com/voice>
6. Facebook – Band Directors Group – REPOSITORY - <http://banddirectors.posthaven.com>
Password – Grainger
7. <https://www.thehighlyeffectivebandroom.com/>
8. <http://www.iRubric.com> - rubric developer

Apps/software

1. FLIPGRID – FREE - (app and website for video recording on smartphones or website)
2. SMARTMUSIC (assessment software and website) - \$\$\$
3. MUSIC FIRST (assessment/classroom management software, website and apps)- \$\$\$
4. TONAL ENERGY – (Tuning/metronome app) - \$

Podcasts

1. *After Sectionals*, aftersectionals.com

References

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- Goolsby, T. W. (1999). Assessment in instrumental music. *Music Educator Journal*, 86(2), 31-35, 50.
- Kancianic, P. M. (2006). *Classroom assessment in United States high school band programs: Methods, purposes, and influences* (Order No. 3222315). Available from ProQuest Dissertations & Theses Global. (305301865).
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- LaCognata, J. P. (2010). *Current student assessment practices of high school band directors* (Order No. 3436343). Available from ProQuest Dissertations & Theses Full Text. (817402531).
- Noë, A. (2015). *Grading & assessment in the performance-based music classroom*. Fredericksburg, VA: Amano Music, Inc.
- Russell, J. A., & Austin, J. R. (2010). Assessment practices of secondary music teachers. *Journal of Research in Music Education*, 58(1), 37–54. doi: 10.1177/0022429409360062