

Making the Grade:

Current
Trends
in
Music
Assessment



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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, Instituting Portfolio Assessment in Performing Ensembles, NYSSMA Winter Conference, Dec. 2, 1997.

Changes in Assessment

Conventional Assessment Alternative Assessment

- annual
 - multiple choice
 - standardized
 - teacher-centered
- authentic
 - performance-based
 - portfolio
 - self-assessment

**Both Have a Place in
Multiple Measures Assessment**

From: V. Perrone (Ed.), (1991). *Expanding Student Assessment*, Alexandria, VA: ASCD.

Forms of Authentic Assessment

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



Seating Chart

M + B -	M - B -	M + B -	M B
M ! B -	M ! B -	didn't sing at all today	M ! B -
M + B +	M B	M + B ?	M ! B !

M = melody
B = bass melody

Key:
! = excellent
+ = good
- = needs assistance
? = check again

National Standard #7: Evaluating music and music performances.

Rating Scales & Rubrics

- 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



*From: K. Dirth, *Instituting Portfolio Assessment in Performing Ensembles*, NYSSMA Winter Conference, Dec. 3, 1997. 6

Rating Scales

Playing Check #1

Playing Check #2

Should be:

- criteria-specific
- objective
- easy to use
- clear

Rhythms
Steadiness of Rhythms
Pulse

Total Points 0-45

3 mostly accurate, few imprecise rhythms
2 consistent tempo & meter; some wrong rhythms
1 portions of consistent tempo & meter
0 inconsistent tempo; no sense of meter

Total Points 0-10

A video example...



Rating Scales

Playing Check #1

Tone	0-20	<input type="checkbox"/>
Quality		
Control/Focus		
Breath Support		
Projection		
Vibrato		
Embouchure		
Posture		
Intonation	0-10	<input type="checkbox"/>
Tuning		
Tonality		
Accuracy	0-15	<input type="checkbox"/>
Notes		
Rhythms		
Steadiness of Rhythms		
Pulse		
Total Points	0-45	<input type="checkbox"/>

Playing Check #2

Tonal Accuracy & Intonation	0-5	<input type="checkbox"/>
(circle highest level achieved)		
5	accurate and precise pitch and notes	
4	imprecise pitch; accurate notes	
3	few inaccurate notes	
2	an overall sense of tonality	
1	focused tone	
Rhythmic Accuracy	0-5	<input type="checkbox"/>
(circle highest level achieved)		
5	accurate and precise tempo, meter and melodic rhythms	
4	mostly accurate; few imprecise rhythms	
3	consistent tempo & meter; some wrong rhythms	
2	portions of consistent tempo & meter	
1	inconsistent tempo; no sense of meter	
Total Points	0-10	<input type="checkbox"/>

Rubrics

Why Bother?

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

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.

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Sample Rubric: Vocal Quality

Beginning	Basic	Proficient	Advanced
Breathy; Unclear; Lacks focus; Unsupported	Inconsistent; Beginning to be centered and clear; Breath support needs improvement	Consistent breath support; Centered and clear; Beginning to be resonant	Resonant; Centered; Vibrant; Projecting

Student Writing

- Use Embedded Assessment
- Post-Performance
- Concert Reviews
- Journal Keeping



Embedded Assessment

- give to students before they begin writing
- make it specific to your assignment
- works best with older students
- allow many revisions (potentially unlimited)

MUS277: Principles of Music Education Project 1 Rubric				
Categories	Performance Continuum (circle the appropriate box in each row)			
	1	2	3	4
Content <ul style="list-style-type: none"> • Body of paper presents a solid argument. • Evidence for opinions is founded on research and professional literature • Questions in assignment are adequately addressed • Personal experiences are used to provide context for the author's arguments) 	The thesis of the paper is never announced (i.e., there is no sentence like "I believe that the purpose of music in the schools is..."). Even a reader familiar with your premise and topic often wonders what you are trying to say.	The thesis of the paper (i.e., "I believe that the purpose of music in the schools is...") is not announced in the introductory paragraphs, and is only referred to obliquely throughout. Only a reader familiar with your premise and topic almost never wonders what you are trying to say.	The thesis of the paper (i.e., "I believe that the purpose of music in the schools is...") is announced but is formulated unclearly or vaguely in the introductory paragraphs. Even a reader unfamiliar with your premise and topic almost never wonders what you are trying to say.	The thesis of the paper (i.e., "I believe that the purpose of music in the schools is...") is announced and is formulated clearly and precisely in the introductory paragraphs. Even a reader unfamiliar with your premise and topic feels comfortable reading the paper.
Mechanics & Style <ul style="list-style-type: none"> • Proper margins, Page #s, Line spacings • Citations in consistent bibliographic format • Ideas presented in a logical sequence, Complete paragraphs, Development of a cogent conclusion • Correct spelling, Punctuation, Grammar, Sentence Construction, Proper word usage and appropriate vocabulary 	The style is inappropriate for a scholarly paper: it is too colloquial, too impassioned, too flowery, or too impressionistic. There are so many grammatical, syntactic, spelling, or punctuation mistakes that the reader is distracted and has difficulty focusing on the argumentation.	The style is scholarly (in general sober and factual) but the paper is dry as a result: the reader feels bored. There are several grammatical, syntactic, spelling, or punctuation mistakes, causing some distraction to the reader.	The style is scholarly (in general sober and factual) but the paper is still lively: the reader feels interested. There are few grammatical, syntactic, spelling, or punctuation mistakes; the reader can focus on the content with little distraction.	The style is scholarly (in general sober and factual) but engages the reader: the reader feels drawn in to the topic because of the writing. The writing is error-free, allowing the reader to focus entirely on the content.

The Morning After...

- focuses student listening
- guides students to attend to musical aspects of performance
- can be done in groups
- encourages comparison and contrast judgments

Ensemble Performance Ratings

Our Ensemble		Other Ensemble
<input type="checkbox"/>	Tone Quality	<input type="checkbox"/>
<input type="checkbox"/>	Tone quality is not affected adversely by pitch range.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs with resonant tone quality.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs consistently with centered tone.	<input type="checkbox"/>
<input type="checkbox"/>	Tone quality is consistently supported.	<input type="checkbox"/>
<input type="checkbox"/>	Tone quality is not thin or breathy.	<input type="checkbox"/>
<input type="checkbox"/>	Intonation	<input type="checkbox"/>
<input type="checkbox"/>	Intonation is not affected adversely by dynamics.	<input type="checkbox"/>
<input type="checkbox"/>	Pitches are performed accurately.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs with an accurate sense of tonality.	<input type="checkbox"/>
<input type="checkbox"/>	Intonation is not affected adversely by breath support.	<input type="checkbox"/>
<input type="checkbox"/>	Intonation is accurate in extreme registers of pitch.	<input type="checkbox"/>
<input type="checkbox"/>	Rhythmic Accuracy	<input type="checkbox"/>
<input type="checkbox"/>	Entrances and release are executed together.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs accurately the melodic rhythm (extensions of beat).	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs accurately the melodic rhythm (subdivisions of beat).	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs with a correct sense of meter.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs with consistent tempo.	<input type="checkbox"/>
<input type="checkbox"/>	Dynamics	<input type="checkbox"/>
<input type="checkbox"/>	Crescendos of even growth of sound.	<input type="checkbox"/>
<input type="checkbox"/>	Decrescendos of even dissipation of sound.	<input type="checkbox"/>
<input type="checkbox"/>	Dynamics are performed accurately and stylistically.	<input type="checkbox"/>
<input type="checkbox"/>	Dynamic contrast heard within music sections.	<input type="checkbox"/>
<input type="checkbox"/>	Dynamic contrast heard between music sections.	<input type="checkbox"/>
<input type="checkbox"/>	Expression	<input type="checkbox"/>
<input type="checkbox"/>	Proper style in regard to historical period or cultural tradition.	<input type="checkbox"/>
<input type="checkbox"/>	There is a sense of arsis ("lifting") and thesis ("setting") within phrases.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs with a sense of tempo rubato when appropriate.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble performs in a tempo that is stylistically and technically appropriate.	<input type="checkbox"/>
<input type="checkbox"/>	Spirited communication rather than a mechanical presentation.	<input type="checkbox"/>
<input type="checkbox"/>	Balance and Blend	<input type="checkbox"/>
<input type="checkbox"/>	Balance/blend is not affected adversely by pitch range.	<input type="checkbox"/>
<input type="checkbox"/>	Melody is heard distinctly.	<input type="checkbox"/>
<input type="checkbox"/>	Firm harmonic contribution of inner voices.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble is not dominated by one or more sections.	<input type="checkbox"/>
<input type="checkbox"/>	Ensemble is not dominated by one or more individual performers.	<input type="checkbox"/>

Concert Review

- make the assignment age-appropriate
- ask students to make musical judgments
- encourage critical evaluation, not criticism
- great opportunity for involving other faculty

Choir Opens Season With A Bang

by Sipra Agrawal

The 1995-96 Brighton Concert 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 performance in years last night.

"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 very good, as one audience member noted: the basses could really be heard, so the underlying sound was excellent.

"Lonesome Road," the second selection, was remarkably sung in that 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 the concert, the choir would go as much as a whole step flat on this piece. *****, the tenor soloist, sang well but could have been a bit more forceful as the back row had to strain to hear. But in all fairness those who heard were pleased with *****'s sensitivity on the solo.

In the middle of the program, the choir sang "Something Told The Wild Geese" by Sherri Porter. Though a beautiful song, it was the low point of the performance. The blend and sound were superior, but breaths were taken in the middle of phrases and cutoffs, especially on the word "ice." No one likes to hear the hissing of ss's for prolonged periods of time.

The high point of the evening was the performance of "Ain'-a That Good News," a gospel tune sung a cappella. The thing that made this piece swing was the cutoffs done so perfectly together that the reverberations could be heard echoing throughout the auditorium. The sopranos 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 Thee)"--accompanied by chamber orchestra--and "Dance a Cachuca" from The Gondoliers completed the program, with senior ***** helping to set the appropriate mood by introducing each selection with program notes.

Overall, the choir can be proud of its accomplishments in establishing a name for itself on Thursday and singing such a range of musical styles with sensitivity, flexibility, and style.

Introduction

Critical evaluation of individual sections of the ensemble

Evaluation of an individual soloist

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

Summation

Journal Keeping

- stenographer's notebooks work best
- younger students need more directed writing assignments
- try to avoid the "pizza & pop" syndrome
- teacher feedback is essential

Student's comments

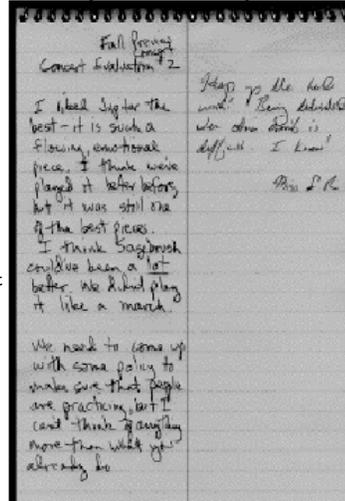
Fall Preview Concert
Concert Evaluation #2

"I liked Jupiter the best--it is such a flowing, emotional piece. I think we've played it better before, but it was still one of the best pieces. I think Sagebrush could have been a lot better. We didn't play it like a march. We need to come up with some policy to make sure that people are practicing, but I can't think of anything more than what you already do."

Teacher's response

"Keep up the hard work! Being dedicated when others aren't is difficult. I know!"

Miss R.



Portfolios

- Can collect student work over time
- Can be used to assess individual students, classes and programs
- Can document student growth





Portfolio Type

Photographic Analogy

Presentation/Product

Artist's Portfolio

Uses...

- seek admission to school
- interview for a job
- formulate summative (final) grades



Portfolio Type



Photographic Analogy

Product/Performance

Class Picture

Uses...

- collects same product from all students at same time
- ranking/sorting instrument for class measurement and evaluation



Portfolio Type



Photographic Analogy

Program

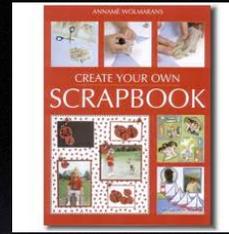
Formal Portrait

Uses...

- represents best work of a group of students over time
- allows for performance-based assessment of student progress



Portfolio Type



Photographic Analogy

Process

Scrap Book/Photo Album

Uses...

- includes early and perhaps less successful examples of student work
- creative process is clearly seen

Limitations



Questions, Comments...

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