

Assessment in PME Ensembles

Issues in music assessment

- Objective vs Subjective
- Formative vs Summative
- Individual vs Group
- Difficulty in assessing a creative medium
- Diversity of types and styles of assessments
- Transparency in assessment
- Does assessment lead to achieving SLOs?
- Dealing with larger class sizes
- Diversity of curricula
- Lack of time
- As our culture increases focus on accountability, how do we implement effective assessments in music?

Why music assessment?

- Goolsby (1999) suggested that four types of assessment are commonly used in instrumental settings; placement, summative, diagnostic, and formative
- Formative assessments...may improve specific lessons, general content delivery, sequencing, and/or curricular focus (Denis, 2018)
- Some form of regular assessment of music programs should be adopted. The assessment should measure student learning across a range of standards representative of quality, balanced music curriculum, including not only responding to music but also creating and performing music (NAfME, 2015)
- Content-based assessment, such as evaluation of music performance or music composition, was the most effective approach to improve teaching and learning. (Russell & Austin, 2010)

One model of assessment

Rehearsal/Performance guidelines

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|--------------------------|--|
| Communication | musician is expected to notify the Director and the other members of their section <i>prior</i> to missing a rehearsal via email, phone call, or text |
| Organization | musician is expected to have their instrument, music folder, pencil, and related items necessary for a successful rehearsal |
| Preparedness | musician is expected to show improvement in his/her instrument on a daily and weekly basis. Consistent practice is the key to bettering one's musical ability |
| Engagement | musician is expected to actively participate in rehearsal at all times. This includes being attentive, listening to the Director's instructions, integrating instructions during the rehearsal, staying off devices, no "noodling," etc. |
| Leadership | musician is expected to exhibit leadership skills including answering questions, providing thoughts on how to better the music, assisting and supporting others, helping to maintain an open and respectful rehearsal, contribute to a productive rehearsal atmosphere, keep a good attitude, etc. |
| Post Performance* | musician is expected to stay the full duration of the performance, support his/her bandmates, and assist with load out of all gear associated with the performance |

An assessment portfolio

- We included “typical” diagnostic and formative assignments including:
 - detailed song forms
 - music theory exercises
 - playing tests (recorded and in class)
 - scale tests
 - written arrangements, etc.
- Adjusted throughout the year with student and admin input

Creating an assessment portfolio

What qualifies as an assessment?

Scale tests

Writing assignments

One sheets

Folder checks

Sight singing/reading

Set lists

Recording sessions

Playing tests

Arranging/compositions

Social media

Guidelines

Leading the rehearsal

Song forms

Self assessments

Questions and comments?

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