

**Westminster Choir College of Rider University
Department of Music Education**

ME 495

Assessing Music Learning



On-line

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Course Overview

This course provides pre-service music teachers with an understanding of the connections between what we teach (curriculum) and how we determine that students have learned it (assessment and evaluation). Students study various testing models in the context of music teaching and learning. The content of this course conforms to the recommendations of the Professional Teaching Standards adopted by the State of New Jersey in 2002.

Learning Goals

1. To understand what the assessment issues are, both nationally and locally.
2. To design a variety of assessments that will provide equity for all students.
3. To discuss the larger conceptions of teaching that inform how we measure the progress of our students with accuracy.
4. To articulate through experience the balance between traditional standard assessments and authentic, performance assessments that give students opportunities to demonstrate what they really know and are able to do.
5. To know the terminology educators use when discussing assessment issues.
6. To understand and be able to connect instructional strategies to assessment.
7. To understand and be able to connect standards and benchmarks to assessment.

Assessments are aligned to the Marzano *New Taxonomy of Educational Objectives*.

This course meets the Standards of the NJ State Licensing Code as follows:

Standard One: 1.1, 1.2, 3.2, 3.3

Standard Two: 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5 3.0

Standard Three: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4

Standard Four: 1.1, 1.2, 1.3, 1.4, 2.0, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7

Standard Five: 1.1, 1.2, 2.0, 3.1, 3.2, 3.3, 3.4

Standard Six: 3.6

Standard Seven: 2.0, 3.2

Standard Eight 2.0, 3.2

Standard Nine: Not applicable for this course

Standard Ten: Not applicable for this course

What to expect

Since this is a course within a professional sequence of music education courses, I expect that you will commit to the course expectations and master the course content with a professional attitude. I expect that you will stay current with the on-line lessons and that you will complete assignments as required. I expect that the work you submit will be your very best effort and will be submitted on time. In the event you elect to submit your work late, you will receive no grade higher than C+ for that assignment. In the event that you elect not to complete the work or not to master the content of the course, you may expect to repeat the course.

I expect that you will take the initiative to solve problems that may arise relative to your work in the course. I expect that your written work will conform to the principles of good writing and will be free of gender bias and show evidence of careful proof-reading and editing. In that regard, I expect that your work will be original and that all references to the work of others will be properly acknowledged and cited. In that regard, I will apply the procedures as outlined in *The Source* if there is a question of plagiarism.

I expect that you will check Blackboard regularly for announcements, assignments and other information related to the course. In compliance with University policy, I will only send e-mail to your Rider University e-mail account. Similarly, I will only accept work from you that is submitted to the digital drop box for this course on Blackboard. I will respond to your e-mails only when they are sent to our Rider University e-mail accounts.

You may expect that I will approach the course with the commitment of a professional. In that regard, you may expect that each lesson will be thoughtfully prepared and that your individual and collective learning needs will be addressed as appropriate.

What you will need

This is an on-line course. That means that you must have access to a computer and the Internet to complete the requirements. All course materials will be posted on Blackboard. Each week, new lessons will appear. Lessons will be available to you for two weeks. So, it is important that you plan regular time to access the lesson material and to complete the assignments. You will NOT use e-mail. Instead, all of your work will be deposited into the digital drop box in Blackboard. I will return material to you in the same manner. You will communicate with us through your Blackboard account and Rider e-mail accounts as well. Do not use your e-mail account to submit assignments.

Assessing the Developing Child Musician: A Guide for General Music Teachers by Timothy S. Brophy is the required text for this course. You may purchase this text at the college bookstore. It is published by GIA, copyright 2000. The ISBN number is 1-57999-090-8. This text was thoughtfully selected and I expect that you will purchase it and add it to your professional library. It will be a wonderful reference for you to have as you begin to teach. You will also need copies of all of your previous music education textbooks and psychology textbooks to use as reference. There is one assignment from *Case Studies in Music Education* by Abrahams and Head. You may use either the old or new editions of this text. Another assignment references *Teaching General Music in Grades 4-8: A Musicianship* by Regelski. I do not expect you to know the Regelski material unless you have taken or are taking the secondary methods class this year and therefore would not expect you to respond. I do expect responses from folks who have had or are taking the course that uses the Regelski text. This is true for the references to CP II, Vygotsky, McCarthy and psychology as well. All additional materials will be available to you through your Blackboard account.

Grades

Your regular participation in this course is essential to completing the course successfully. You must keep up with the lessons and the assignments. Grades are lowered for late work and late work will be accepted only with the permission of the instructors. In addition to good grades on all assignments and your regular participation in discussions as appropriate and assigned, you must earn a B or better on the final examination and on the Personal Philosophy of Assessment paper to pass this course.

All work is to be completed on time, error free, and be your own original thought. All work taken from other sources must be appropriately cited. Your instructors will follow the policies and procedures in *The Source* in the event that work is plagiarized.

Know that your individual work is assessed in the context of who you are. This means that I hold you accountable for all of the content from courses you have already taken and hope/assume/expect/require that you will integrate and connect that information as appropriate in all of your assignments for this course.

Schedule of Classes, Topics and Assignments

(subject to change)

Calendar	Topic Assignment
January 23	<p>Read Chapter 1 - Foundations for Assessment As you read, think about how teachers might connect their learning goals, teaching strategies and curriculum objectives to assessment.</p> <p>As I read the first chapter, I thought about the following:</p> <p>Page 6 and 7 – “Music learning is facilitated when teaching aligns with appropriate musical experiences and a student’s developmental continuum.” CPME says something different. A CPME perspective would claim that music learning occurs when the students and the teacher are changed in some way. McCarthy would say that learning occurs when students “make meaning.” How do you react to all of this? Post your comments on the discussion board in Blackboard.</p> <p>Page 12 – How would Vygotsky react to the concept of situated cognition? How does his notion of learning in a social context align with situated cognition? Post your comments on the discussion board in Blackboard.</p> <p>Look at page 29 number 5. Read and react to the questions on page 30 by posting your thoughts on the discussion board in Blackboard. You are encouraged to react to the postings of your colleagues. Have your postings up on the discussion board before the next class.</p>
January 30	<p>Assignment Due Today: Look at the questions on pages 4 and 5 in Chapter 1. If there were 3 more questions (8, 9 and 10) what would/should they be? Ask and answer your questions. Deposit them into the Digital Drop Box on Blackboard for this course. Plan ahead, as your work must be in the digital drop box by</p>

	<p>5 PM on the day it is due. Allow time for it to arrive. It is comes on the next day...it is LATE!</p> <p>Reading Due Today: Chapter 2: Developing and Managing Assessment Tasks</p>
February 13	<p>Assignment Due Today: Pages 85 and 86 – Choose 1 or 2; do 6; choose 11 or 12. Post this assignment on the Discussion Board. Do not send it as hard copy in the Digital Drop Box. React on the discussion board to your colleague’s postings as well.</p> <p>Reading Due Today: Chapter 3 – Assessing the Performing Child Musician. Re-read “Playing For Pleasure” in <i>Case Studies in Music Education</i> (Abrahams and Head) – pages 61 -68 in the old edition or pages 37 – 43 in the second edition.</p>
February 20	<p>Look at assignment B on page 68 (old edition) or page 43 (2nd edition) of the Case Study text). Write the letter defending your decision; however, connect your rationale to the issues presented in Chapter 3 of the Brophy text. Make sure that your letter is in proper business format and that you explain everything clearly - Who is Emily, what is her relationship to you? What is the issue? What is your argument? Remember to connect to Chapter 3 in the Assessment text.</p> <p>Reading Due Today: Chapter 4 – Assessing the Creating Child Musician. Deposit your letter into the Digital Drop Box on Blackboard for this course. Plan ahead, as your work must be in the digital drop box by 5 PM on the day it is due. Allow time for it to arrive. It is comes on the next day...it is LATE!</p>
February 27	<p>Assignment Due Today: Pages 213 – 214 choose 1, 4 or 7. Post your work on the Discussion Board in Blackboard.</p> <p>No new reading for today. Instead, review Chapters 1 – 4. Re-read them and pay closer attention to the details. Search out some of the research. Think about your Personal Philosophy of Assessment Paper.</p>
March 6	<p>Study for the Mid Term. Think about your Personal Philosophy of Assessment Paper.</p>
March 20	<p>Mid Term Exam – Details to follow. Check Blackboard for details.</p>
March 27	<p>Reading for today – Chapter 5 – Assessing the Critically Thinking/Responding Child.</p>

	<p>As I read this chapter I wondered about the definitions Brophy presents for Critical Thinking and Critical Responding. Is he missing something? Regelski in his secondary methods text talks about “action” learning. Is this critical responding? What is the difference between action and activity? What makes either “critical”? Where does feeling and emotion enter the picture? Is there a taxonomy for responding and one for feeling? Are we missing something when we limit assessment to thinking and responding? Comment thoughtfully on the discussion board in blackboard. If you have the Regelski book, go back to it and see what he is saying. If you took CP II, go back and see what McCarthy and Wink have to say about this. Where is Vygotsky or Gardner or Abrahams, Haltmeier, Schmidt or McBride on Thinking/Responding? Are there any questions Brophy DOES NOT ask or consider in this issue? What might they be? What about “No Child Left Behind”? Do the constraints of that law affect this area? Consider all of this to inform your posting.</p>
April 3	<p>Assignment Due Today: Choose one of the music education courses you are now taking (not this course) or one that you have already taken. Construct a concept map for one of the topics in that course. Then, create a rubric to assess the map. Convert your maps and rubrics to PDF files and deposit them into the digital drop box. You can download a free PDF file converter from the web. Plan ahead, as your work must be in the digital drop box by 5 PM on the day it is due. Allow time for it to arrive. It is comes on the next day...it is LATE!</p> <p>Reading Due Today: Chapter 6 – Portfolios and Profiles</p>
April 17	<p>Reading Due Today: Chapter 7: Implementing a Total Assessment Program</p> <p>Assignment Due Today: Begin to review for the final and to think about your Personal Philosophy of Assessment paper.</p>
April 24	<p>No Reading for Today from the Text. Instead look at the material posted in the course documents section of Blackboard for this course that deals with No Child Left Behind, NAEP in Music and the performance benchmarks in the National Standards for Music Education.</p>

	<p>Assignment Due Today: Design 3 good questions that might appear on a final exam for this course. Connect the questions to the Marzano Taxonomy (a copy is in the course documents section on blackboard) and the INTASC standards (also in the course documents section on blackboard). Look too, at the learning goals listed in this syllabus. How did we do? Deposit your questions into the Digital Drop Box. Plan ahead, as your work must be in the digital drop box by 5 PM on the day it is due. Allow time for it to arrive. It is comes on the next day...it is LATE!</p>
April 27	<p>Final Exam - Information and details will be posted on Blackboard in plenty of time. In addition:</p> <p>Assignment Due Today: Write a personal philosophy of assessment. Include at least 2500 words excluding the reference list. Connect in some way to CPME and/or to the research discussed in Chapter 1. Divide your essay into the following sections: Introduction and Statement of the Problem; What the research (information out there already) tells us; Your personal critique of the research; Your personal philosophy. Do NOT write an opinion/feeling paper. Your paper must be substantial in that you back up or arrive at your own ideas only after some reading and examination of the research. Show evidence that you are able to make connections to the content of your previous courses (CP I, II and Practicums) depending on what you have already taken. Recall the research tools you learned in Music Education Lab last semester. Stay AWAY from global searches on the Internet. Include in your reference ONLY those sources that are cited in your paper. Remember that your paper must show evidence that you have taken this course and mastered the content.</p>

Reference List

- Brophy, Timothy S. (2000). *Assessing the developing child musician: A guide for music teachers*. Chicago: G. I. A.
- Colwell, Richard. (1970). *The evaluation of music teaching and learning*. Englewood Cliffs: Prentice Hall.
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- Lindeman, Carolyn A. and Paul R. Lehman, eds. (2003). *Benchmarks in action: A guide to standards-based assessment in music*. Reston: Music Educators National Conference.
- McCarthy, B., & McCarthy, D. (2003). *About teaching companion: The 4MAT implementation workbook*. Wauconda, IL: About Learning.
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- Popham, W. James. (2002). *Classroom assessment: What teachers need to know*. Boston: Allyn and Bacon.
- Weber, Ellen. (1999). *Student assessment that works: A practical approach*. Boston: Allyn and Bacon.