

MUE 6747 - Assessing Music Learning

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Description:

3 cr. No prerequisite required. This course provides a broad foundation in all aspects of assessment as it is applied in music teaching, from learning theory to practical application. Assessment design, item writing, test statistics and item analysis, and rubric development are covered, and students develop assessments that can be implemented in their teaching situation.

Required Texts:

A course pack is required for this course. GIA Publications, Chicago IL, publishes the course pack. You can order the course pack via this link: <https://www.giamusic.com/store/resource/coursepack-for-summer-2018-mue-6647-pdf-dmue6647> or searched at the GIA Publications website, <http://www.giamusic.com>, under the item number D-MUE6647. Cost: \$50.00. All other readings are provided in the modules.

Course Objectives

In this course, you will:

1. Develop and articulate a personal philosophy of assessment.
2. Connect the core arts standards for music education to the assessment of music learning.
3. Identify, describe, and apply the basic concepts of assessment, measurement, and evaluation.
4. Identify, describe, and apply the theories and basic psychological constructs that underlie learning and assessment.
5. Identify, describe, and apply validity and reliability concepts to classroom assessment.
6. Write active, measureable student learning outcomes.
7. Develop and design authentic and alternative assessments through study and practical application.
8. Apply basic principles of test design to the development of test items and rubrics suitable for your teaching situation.
9. Interpret and describe basic test analysis data.
10. Analyze and interpret music assessment data qualitatively and quantitatively.

Assignments and Point Values

Assignment	Point value, individual assignment	Total Points
Three Assessment Practice Papers	80 points	240
Check for Understanding 1-8	60 points	480
Three Assessment Tasks	80 points	240
8 Discussion posts (1 initial and 2 follow-up per week)	30 points	240
Signature Assignment: Assessment Plan – for classroom teachers, 1 semester for 1 class/grade level; for studio teachers, an assessment plan for one student or class for 16 weeks (see instructions and the video)	300	300
TOTAL		1500

Assignments

All assignments are due by dates posted in the modules. Late assignments are accepted at the instructor's discretion.

Guidelines for papers:

1. Must be double-spaced, Times New Roman 12 point font.
2. *Quality*, not *quantity*, is preferred. Be concise and accurate in your writing, with correct grammar and spelling.

Discussions

Discussions are a very important part of this course and a significant assessment component, totaling 16% of your grade. The discussions will take place on the e-learning website and will be based on the questions provided in each module. The discussions provide you the opportunity to show that you have read the material, reviewed the online presentations, and understand the material well enough to respond to the questions and connect the course material to your teaching situation. Each set of discussion questions stems from and addresses concepts from the assigned reading material and the presentations. *You should address all of the questions in your posted response.* I read every post. I contribute to the dialogue when it is appropriate, but the primary exchanges should be among members of the class. The *minimum* expectation is that you make your initial post, and then post at least 2 meaningful responses.

Signature Assignment – Summative Assessment

This is a major project that consists of a philosophy of assessment, a 16-week curriculum sequence and assessment plan, and four assessment tasks. The signature assignment is worth 300 points, totaling 20% of your grade. You have the entire semester to complete this project. The assignment is described fully in the video presentation and the materials are in the Signature Assignment module that is available for the entire 8 weeks of the course. This is due **August 8, 2018**.

Grading

Each assignment is graded using a point-system rubric. The total points you earn on each assignment are added together to provide your total points earned in the course. The total points you earn will determine

the grade you receive, based on the scale listed below. We round point fractions using the following rule: down to the next lowest integer when the fraction is $< .5$; up to the next highest integer when the fraction is $\geq .5$.

Grading Scale:

1395 - 1500 = A
1350 - 1394 = A-
1305 - 1349 = B+
1260 - 1304 = B
1215 - 1259 = B-
1170 - 1214 = C+
1125 - 1169 = C
1080 - 1124 = C-
1035 - 1079 = D+
990 - 1034 = D
945 - 989 = D-
944↓ = E

University Required Statements:

Students Requesting Accommodations due to Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Weekly Course Outline

Week	Course objectives	Weekly Objectives	Readings/Resources	Assignments	Discussion
1 - Foundations	<ol style="list-style-type: none"> 1. Identify, describe, and explain the theories and basic psychological constructs that underlie learning and assessment. 2. Identify, describe, and explain the basic concepts of assessment, measurement, and evaluation. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Connect assessment concepts and theories to their teaching context. 2. Describe and explain assessment categories and types. 3. Identify the categories and types of assessments they use in their classrooms. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>National Core Arts Standards: A conceptual framework for arts learning</i> - NCCAS <p>From the course pack:</p> <ul style="list-style-type: none"> • <i>Assessment in a Revised Standards Environment</i> – Nierman (2018) • <i>Assessing the international principles of assessment in music education</i> – Booth et al, (2018) 	<p><i>Check for Understanding 1</i></p>	<p>Read the Nierman and Booth et al. papers for Module 1. How have the revised standards modified your teaching and assessment? Of the international principles, which ones are particularly important for you and Why?</p>
2 – Principles of Assessment and Rubric Design	<ol style="list-style-type: none"> 1. Identify, describe, and explain the basic concepts of assessment, measurement, and evaluation. 2. Identify, describe, and explain validity and reliability in assessment. 3. Write active, measurable student learning outcomes. 4. Develop and design authentic and alternative assessments through study and practical application. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify, describe, and explain measurement strategies appropriate for their teaching. 2. Identify, describe, and apply the concepts of validity and reliability in assessment contexts appropriate for their teaching. 3. Write active, measurable student learning outcomes. 4. Design effective rubrics. 	<p>From the course pack:</p> <ul style="list-style-type: none"> • <i>Assuring the Validity of Teacher-Made Assessments</i> – E. Asmus (2010) <p>From the module:</p> <ul style="list-style-type: none"> • <i>Guide for Developing Student Learning Outcomes</i> – Brophy • <i>Guide for Writing Rubrics</i> – Brophy • <i>Applying Reliability and Validity in Classroom-Based Music Assessments</i> - Brophy 	<p><i>Check for Understanding 2 – Assessment and Rubric Design</i></p> <p><i>Assessment Practice Paper 1:</i> 750-1000 words. Using a lesson/example from your own teaching, develop at least one student learning outcome and develop a rubric that measures a task that allows students to demonstrate the outcome. Include a rationale for validity and discuss how you will maximize reliability.</p>	<p>Read the Asmus paper for Module 2. How do you address the validity and reliability of your assessments?</p>

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3 - Designing Assessments of Musical Performance	<ol style="list-style-type: none"> 1. Connect the core arts standards for music education to the assessment of music learning. 2. Identify, describe, and apply the basic concepts of assessment, measurement, and evaluation. 3. Identify, describe, and apply validity and reliability in assessment. 4. Develop and design authentic and alternative assessments through study and practical application. 5. Apply basic principles of test design to the development of test items and rubrics suitable for your teaching situation. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and apply techniques for designing, implementing, and scoring assessments of artistic performance. 2. Define and describe performance assessment components. 3. Design a performance assessment appropriate for their teaching. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Assessments of Musical Performance</i> – Brophy • <i>Tracking Student Achievement in Music Performance</i> – Wesolowski <p>From http://www.nationalartsstandards.org/</p> <ul style="list-style-type: none"> • <i>Model Music Cornerstone Assessments for Performance</i> <p>One of these from the course pack:</p> <ul style="list-style-type: none"> • <i>Assessment practices of band directors</i> – LaCognata; • <i>Primary students' singing achievement</i> – Merrill • <i>Assessment in the choral classroom</i> – Robinson, et al • <i>Effect of performance rubrics on studio teachers</i> - Parkes 	<p><i>Check for Understanding 3 – Assessment of musical performance</i></p> <p><i>Assessment Task 1:</i> Using the template provided, design one performance task suitable for your teaching situation, and the rubric to assess student achievement. What is your validity rationale? How will your reliability procedures ensure consistent results?</p>	<p>Read the Wesolowski article and the Course Pack paper that best matches your teaching assignment. How do you currently assess musical performance? What measurement tools do you use, and why?</p>
4 - Designing Assessments of Musical Creativity	<ol style="list-style-type: none"> 1. Connect the core arts standards for music education to the assessment of music learning. 2. Identify, describe, and apply the basic concepts of assessment, measurement, and evaluation. 3. Identify, describe, and apply validity and reliability in assessment. 4. Develop and design authentic and alternative assessments through study and practical application. 5. Apply basic principles of test design to the development of test items and rubrics suitable for your teaching situation. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define and describe musical creativity. 2. Define and describe assessment components for creative artistic products. 3. Review and explain task parameters and models for assessing composition and improvisation. 4. Design an assessment of musical creativity appropriate for their teaching. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Assessments of Musical Creativity</i> – Brophy <p>From http://www.nationalartsstandards.org/</p> <p><i>Model Music Cornerstone Assessments for Creating</i></p> <p>From the course pack:</p> <ul style="list-style-type: none"> • <i>Standards, assessment, and creativity in American music education: Intersection of opportunities</i> – Hickey • <i>Assessing for real world learning of diverse musical creativities</i> - Burnard 	<p><i>Check for Understanding 4 – Assessment of musical creativity</i></p> <p><i>Assessment Task 2:</i> Using the criteria in rubric provided as a guide, design one creating task suitable for your teaching situation and a rubric to assess student achievement. What is your validity rationale? How will your reliability procedures ensure consistent results?</p>	<p>Read the papers by Mad Hickey and Pamela Burnard. Do you believe that you can assess the creative process, or is it only possible to assess creative products?</p>

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5 - Designing Assessments of Critical Thinking in Music	<ol style="list-style-type: none"> 1. Connect the core arts standards for music education to the assessment of music learning. 2. Identify, describe, and apply the basic concepts of assessment, measurement, and evaluation. 3. Identify, describe, and apply validity and reliability in assessment. 4. Develop and design authentic and alternative assessments through study and practical application. 5. Apply basic principles of test design to the development of test items and rubrics suitable for your teaching situation. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define critical thinking in music. 2. Identify and describe critical thinking processes in music. 3. Identify and explain reflection, metacognition, and procedural application in musical thinking 4. Investigate product evidence of critical thinking processes in the assessment of music learning. 5. Design a critical thinking task appropriate for one of their classes. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Assessments of Critical Thinking in Music</i>, Brophy <p>From http://www.nationalartsstandards.org/</p> <ul style="list-style-type: none"> • <i>Model Music Cornerstone Assessments for Responding</i> <p>From the course pack:</p> <ul style="list-style-type: none"> • <i>In search of models of assessing thinking in music education</i> – Orzolek 	<p><i>Check for Understanding 5 – Designing Assessments of Critical Thinking in Music</i></p> <p><i>Assessment Task 3: Using the rubric provided, design one critical thinking task suitable for your teaching situation, and the rubric to assess student responses.</i></p>	<p>Read the Orzolek paper from the course pack. How do you teach critical thinking? How do you assess critical thinking in your current teaching situation?</p>
6 - Writing Items for Music	<ol style="list-style-type: none"> 1. Write active, measureable student learning outcomes. 2. Apply basic principles of test design to the development of test items and rubrics suitable for your teaching situation. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify, describe, explain and apply basic principles of test design to <ol style="list-style-type: none"> a. develop various item types appropriate for music, b. write item stems/answer choices for selected response items, and c. write short answer and extended response items. 2. Describe, explain, and apply the concepts of item difficulty and cognitive complexity. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Assessments for Music Classrooms</i> – Brophy, pp. 1-2 • <i>Checklist for Selected Response Items</i> • <i>List of Item Stem Templates</i> • <i>Characteristics of Items at Each Cognitive Level</i> 	<p><i>Check for Understanding 6 – Writing Items for Music</i></p> <p><i>Assessment Practice Paper 2: Write a test for your students that includes at least 10 selected response items, four short answer items and two extended response items for a topic that you teach, and develop a rubric for measuring at least one of the extended response items. Predict the difficulty and cognitive complexity levels for each, provide your rationale for your predictions.</i></p>	<p>To what extent do you use music quizzes and tests? What is the value of quizzes and tests to your assessment of student music learning?</p>

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7 - Longitudinal Assessment of Student Music Learning	<ol style="list-style-type: none"> 1. Identify, describe, and explain the basic concepts of assessment, measurement, and evaluation. 2. Interpret and describe basic test analysis data. 3. Analyze and interpret music assessment data qualitatively and quantitatively. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the role of music portfolios in music assessment and their feasibility for use in the student's teaching context. 2. Identify, describe, and explain pre- and post-test procedures. 3. Calculate a basic correlation coefficient and interpret it. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Portfolios for Music Assessment</i>, Brophy • <i>Assessment and Measurement Terminology</i> • <i>Measures of Central Tendency Formula page</i> • <i>Summary of Item Analysis Procedures</i> • <i>Formulae for Reliability Studies</i> 	<p>Check for Understanding 7 – <i>Longitudinal Assessment of Student Music Learning Assessment Practice Paper 3</i>: 750-1000 words. Read <i>Designing Portfolios for Music Assessment</i> chapter. Are music portfolios feasible and manageable in your situation? Why or why not? What influences your choice of whether or not to develop individual portfolios for your students (such as school district policy or your philosophy of music education)?</p> <p>Signature Assignment due August 8, 2018</p>	<p>How might you use longitudinal assessment procedures to improve your assessment of student music learning?</p>
8 –Analysis and Interpretation of Music Assessment Data	<ol style="list-style-type: none"> 1. Identify, describe, and apply the basic concepts of assessment, measurement, and evaluation. 2. Identify, describe, and apply validity and reliability in assessment. 3. Analyze and interpret music assessment data qualitatively and quantitatively. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Calculate descriptive statistics – mean, median, mode, variance, and standard deviation 2. Calculate and interpret item difficulty and discrimination. 3. Complete a basic reliability analysis. 4. Interpret basic item analysis data. 	<p>From the module:</p> <ul style="list-style-type: none"> • <i>Designing Assessments for Music Classrooms</i> – Brophy, pp. 3-8 • <i>Assessment and Measurement Terminology</i> • <i>Measures of Central Tendency Formula page</i> • <i>Summary of Item Analysis Procedures</i> • <i>Formulae for Reliability Studies</i> 	<p>Check for Understanding 8 – <i>Analysis and Interpretation of Music Assessment Data</i></p> <p>Signature Assignment due August 8, 2018</p>	<p>To what degree would analyzing your assessment data inform or transform your teaching?</p>