

Summer Music Educators Workshop

Assessment

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Rio Rancho High School



Objectives

- How do we define classroom assessment?
- Compare and Contrast formative and summative assessments
- A Best practice for Formative Assessment
- Ideas for tracking student progress

Speak Up!

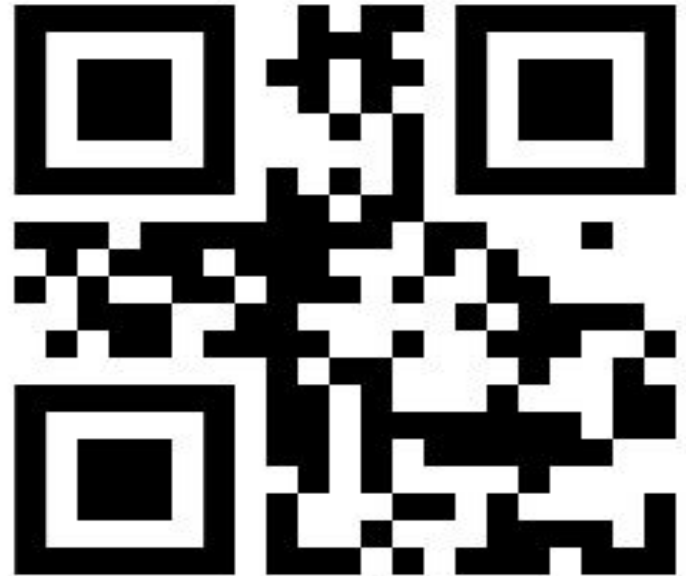
The room is filled with vast experiences, please feel free to share your expertise or ask questions at any time. We encourage an interactive dialogue.



Pop Quiz

Using the browser on your phone go to kahoot.it

Enter the code that will appear on the projection screen



Forms and Functions of Assessment

Summative Assessments

- Are a summation of work/learning
- Reflect the final work or learning at the end of the learning process
- Provide feedback at the end of the assessment
- Do not allow for changing results

Examples include

- Standardized Exams (ACT, SAT, State testing)
- Final Exams
- Music Performance Assessment
- Concert performances

Summative Assessment



Forms and Functions of Assessment

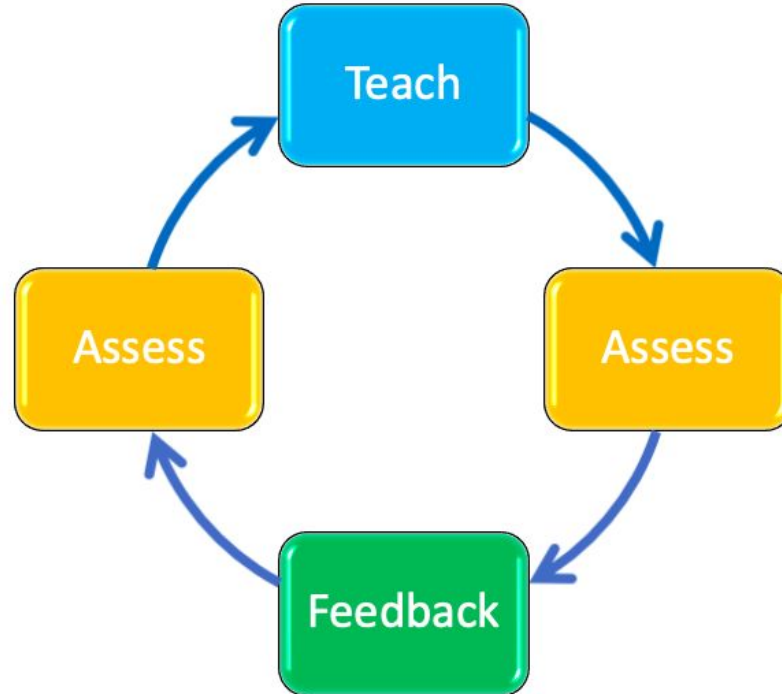
Formative Assessments

- Inform the teacher and student where they are in the instructional/learning process
- Are continuous and ongoing
- Allow students to make adjustments and improve learning
- Allow teachers to adjust instructional strategies and rehearsal goals
- Not the final outcome

Examples include

- Questioning
- Check for understanding
- Good rehearsal technique

Formative Assessment



Formative v. Summative Assessments

Formative Assessments

Why:

- Improve instruction
- Provide Student Feedback

When:

- Continuously throughout lesson/rehearsal

Student Use:

- Gauge for areas of improvement

Teacher Use:

- Check understanding

Summative Assessments

Why:

- Measure student competency

When:

- Used at the end of a lesson/unit/concert cycle

Student Use:

- Gauge progress towards goals and benchmarks

Teacher Use:

- Grading
- Promotion

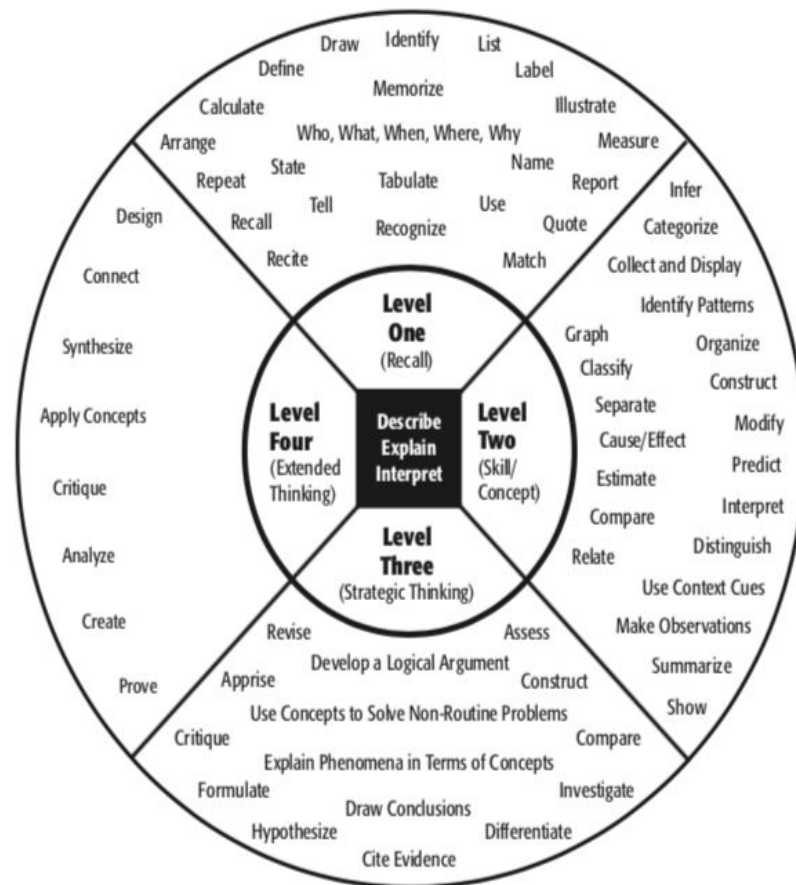
One step to improve
the Formative
Assessment cycle in
Rehearsal

**Ask Engaging
Questions!**



Depth of Knowledge

Depth of Knowledge (DOK) Levels



What to Assess?

- **How do we decide what to assess?**
- **What is it that we want our students to know and be able to do?**
- **Design assessments so that they align with the educational objectives.**

Assessment Tools

- **What are some of the assessment tools that you use in your classroom?**

Tracking Progress

What are some of the tools that you use to track student progress in your classroom?

What other resources are available for assessment?

Assessment can be fun!

Task 1: Form a circle with your team members making sure that you can see the screen in the front of the room.

Task 2: Choose two people to act as your team captain and team secretary.

Task 3: Decide on a team name. Your team name should be two words, be alliterative, and include the last name of a composer (e.g. Mozart's Marvels). The secretary should write the team name on the whiteboard and hold it up when all three tasks are complete.

Your team will receive bonus points for efficiency!

Thank you and have
an amazing year
making music!

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