

Assessment AS Learning

**“Done by” the student
–Sheila Scott**

Movement Checklist

Created by the 5th grade

Is the piece controlled and organized?

Is each section of the form complete?

This is serious to me?

Could you repeat the dance? Would it look the same?

Is your body engaged?

Do you have contrasts in your dance?

5th Grade Recorder Test Checklist

- _____ Left hand is on top
- _____ Dew drop is in the tone
- _____ Puppy paws (holes are covered)
- _____ Notes/pitches are accurate
- _____ Rhythm is accurate
- _____ Posture is professional
- _____ Concentration is consistent (even if I made a mistake)
- _____ Audience behavior is respectful

Checklist for a Chant/Composition

- _____ **Group determined to work and play.**

- _____ **Groups cooperated and collaborated. (sometimes friends can help)**

- _____ **Variety of ideas used in piece.**

- _____ **Willing to try new things.**

- _____ **Professional and “polished” presentation. (we’ve caught on to you)**

- _____ **Steady beat and rhythm.**

- _____ **Organized drone, melody and “other part.”**

- _____ **Accurate pitch.**

- _____ **Clear mime.**

Checklist for a Chant

_____ **Compare chants. Make a different one. Which do I like best?**

_____ **Does it have a steady beat? Can I repeat it with the same rhythm?**

_____ **Do I enjoy saying it?**

_____ **Should I consider altering the tempo?**

_____ **Should I add melody, movement or instruments?**

Student Generated Performance Rubric for 7th/8th Grade Choir

	Level 1: Ready to Perform	Level 2: Needs more rehearsing	Level 3: Not ready at all and needs support
Posture	Army posture. Confident. Standing straight, hands at sides, shoulders back, folder in front, eyes on conductor.	Shy presence. Slightly slumped, little eye contact, hands in pockets.	Body is showing that you don't care, slumped over or sitting down, hands are anywhere, falling asleep, eyes are darting around.
Facial Expression	Happy, smiling, bright eyes.	Fake smile (clown smile) or straight face.	Look bored, dull eyes.
Focus/Concentration During the Concert	Eyes on conductor, connecting with audience, positive, aware. Paying attention no matter what.	Wandering eyes, half singing, in between full focus and not, slightly distracted.	Why am I here? Don't sing at all, waving to parents, eyes all over the place. Totally distracted and distracting others. Looking bored.
Concert Etiquette—before and after	Paying attention during the warm-up. Be on time, not rushing to leave. Interested in the performance. Attention is on performers.	Whispering, getting distracted. Talking between songs. Attention is on friends.	Interrupting. Won't stop talking, very distracted. Disruptive and distracting to others. Attention is on me.
Appearance	Required concert dress. Neat hair, appropriate shoes. Engaged.	Parts of concert dress correct. Clothes a little ruffled. Hair sort of everywhere. Dress reflects a slight "attitude."	Everything is wrong. Hair messy. "I thought I was going to a movie."
Vocal Projection	Loud, clear, good diction—long vowels and clear consonants	Loud, clear.	Mumble, no projection.
Pitch	Matching Pitch	Incorrect Pitch	Yodeling badly, screaming.
Mouth Form	Two fingers of space	One finger of space	Spread mouth, mumbling, chin out

References

- Bandura, A. (1993). Perceived Self-Efficacy in Cognitive Development and Functioning. *Educational Psychologist*, 28 (2), 117.
- Biegel, Gina M. (2009). *The Stress Reduction Workbook for Teens*. Oakland, CA: Instant Help Books.
- Black, P. & William, D. (1998). Inside the Black Box Raising Standards Through Classroom Assessment. *Phi Delta Kappan*, 80 (2), 139-148.
- Brookhart, S.M. (2013). Assessing Creativity. *Educational Leadership*, 70 (5), 28-34.
- Caine, R., Caine G., McClintic C., Klimek K. (2009). *12 Brain/Mind Learning Principles in Action* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Chappuis, J., Stiggins R., Chappuis S., & Arter, J. (2012). *Classroom Assessment for Student Learning Doing It Right—Using It Well* (2nd ed.). Upper Saddle River, New Jersey: Pearson.
- Colwell, Richard (2007). Music Assessment in an Increasingly Politicized, Accountability-driven Educational Environment. In Timothy S. Brophy (Ed.), *Assessment in Music Education Integrating Curriculum, Theory, and Practice* (3-13). Chicago, IL: GIA Publications, Inc.
- Fletcher, A., & Shaw, G. (2012). How does student-directed assessment affect learning? Using Assessment as a Learning Process. *International Journal of Multiple Research Approaches*, 6 (3), 245-263. doi:10.5172/mra.2012.6.3.245
- Kirst, Michael W. (2004). Turning Points: A History of American School Governance. In Noel Epstein (Ed.), *Who's In charge Here? The Tangled Web of School Governance and Policy* (14- 42). Washington, DC: Brookings Institute Press.
- Lehman, Paul R. (2007). Getting Down to Basics. In Timothy S. Brophy (Ed.), *Assessment in Music Education Integrating Curriculum, Theory, and Practice* (17-27). Chicago, IL: GIA Publications, Inc.
- Lenson, Barry (2002). *Good Stress, Bad Stress*. New York, New York: Marlowe and Company.
- Lillard, Angeline Stoll (2005). *Montessori the Science Behind the Genius*. Oxford, New York: Oxford University Press.

National Scientific Council on the Developing Child. (2005/2014). *Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3*. Updated Edition. Retrieved from www.developingchild.harvard.edu

Odegaard, Denese (2007). Assess for Success. In Timothy S. Brophy (Ed.), *Assessment in Music Education Integrating Curriculum, Theory, and Practice* (237-248). Chicago, IL: GIA Publications, Inc.

Ornstein A., & Hunkins F. (2009). *Curriculum foundations, Principles, and Issues* (5th ed.). Boston, MA: Pearson.

Orzolek, Douglas C. (2007). Navigating the Paradox of Assessment in Music Education. In Timothy S. Brophy (Ed.), *Assessment in Music Education Integrating Curriculum, Theory, and Practice* (38-42). Chicago, IL: GIA Publications, Inc.

Partanen, Anu (2011). What Americans Keep Ignoring About Finland's School Success. *The Atlantic*,

December 29, 2011. Retrieved from <http://www.theatlantic.com/national/archive/2011/12/what-americans-keep-ignoring-about-finlands-school-success/250564/>

Scott, Sheila (2012). Rethinking the Roles of Assessment in Music Education. *Music Educator's Journal*, March, 31-35.

St. Anne's-Belfield School Website (2011). Retrieved from <http://www.stab.org/page.cfm?p=367>.

Stiggins, Rick (2008). *An Introduction to Student-Involved Assessment FOR Learning* (5th ed.). Upper Saddle River, New Jersey: Pearson.