

Monday, September 28, 2009

Curriculum Design

&

Assessment

Steven Light, *Elementary Music Methods*, 2009

Monday, September 28, 2009

Curriculum Design & Assessment

Core Questions

Curriculum Design & Assessment

Core Questions

- ❖ *Why* should all students study music?

Curriculum Design & Assessment

Core Questions

- ❖ **Why** should all students study music?
- ❖ **What** do we want kids to know and be able to do?

Curriculum Design & Assessment

Core Questions

- ❖ **Why** should all students study music?
- ❖ **What** do we want kids to know and be able to do?
- ❖ **When** should they learn it?

Curriculum Design & Assessment

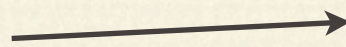
Core Questions

- ❖ **Why** should all students study music?
- ❖ **What** do we want kids to know and be able to do?
- ❖ **When** should they learn it?
- ❖ **How** do they learn it & how do we know if they've learned it?

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Why should all students
study music?

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study music?



Philosophy

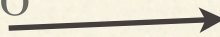
What do we want kids to
know and be able to do?

Why should all students
study music?



Philosophy

What do we want kids to
know and be able to do?



Curriculum
(Goals & Objectives)

When should they learn
it?

Why should all students
study music?



Philosophy

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Curriculum

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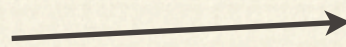
When should they learn
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**Curriculum Maps &
Grade Level Expectations**

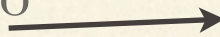
How do they learn it?

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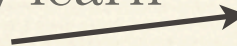
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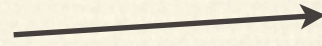
Curriculum
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**Curriculum Maps &
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How do they learn it?



Teaching
(Units & Lesson Plans)

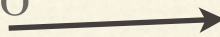
How do we know if
they've learned it?

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Philosophy

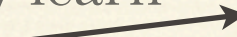
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Curriculum

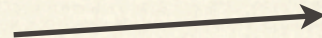
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**Curriculum Maps &
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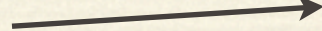
How do they learn it?



Teaching

(Units & Lesson Plans)

How do we know if
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Assessment

(Embedded~Formative~Summative)

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Philosophy



Curriculum
(Goals & Objectives)



**Curriculum Maps &
Grade Level Expectations**



Teaching
(Units & Lesson Plans)



Assessment
(Embedded~Formative~Summative)

Assessment Definitions



Assessment Definitions

“Assessment”: Textbook Definition

“The process of collecting and analyzing data for the purpose of evaluation”

“Classroom Assessment”

Old meaning: “**Interrupting learning** while students take a test so you can assign them a grade”

New meaning: “**Designing the learning PROCESS** so that you can measure or observe what students have learned” (embedded assessment in the lesson)

3 Main Approaches to Evaluation

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 - ❖ Norm referenced tests
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 - ❖ Norm referenced tests
 - ❖ Where students fall in reference to others
- ❖ Idiographic
 - ❖ Individual progress/personal development
- ❖ Standards-Based
 - ❖ Where students fall compared to a set of “benchmarks”

Individual Student Assessment

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 - ❖ Diagnosing student's strengths and areas requiring additional emphasis/help
 - ❖ Monitoring student's progress and guiding adjustments in instruction

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 - ❖ Diagnosing student's strengths and areas requiring additional emphasis/help
 - ❖ Monitoring student's progress and guiding adjustments in instruction
- ❖ Helps teacher/school assign student to suitable educational programs, by:
 - ❖ Determining whether student is qualified to enter (or leave) specialized course or program

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-- D. Royce Sadler (Australia) as cited by Lorrie Shepard in “Linking Formative Assessment to Scaffolding.” *Educational Leadership* 11/06.

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Experiment

- ❖ 7th graders discussed what would count as quality science work and how it would be evaluated

Results

- ❖ Reduced gap between highest and lowest achievers by 50%
- ❖ Increased average achievement dramatically
- ❖ Performance of weakest in experimental group approached highest in control group

White & Frederickson study in *Cognition and Instruction* (1998)

*Teachers must place a priority on
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Teachers must place a priority on assessment

1. to facilitate their own growth;
2. to ensure the quality of their instructional program; and
3. to ensure that students learn and, eventually, assume responsibility for their own learning.

Common Types of Scoring Scales

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✓ Rubrics

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- ✓ Rubrics
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 - ✓ Analytic Rubric
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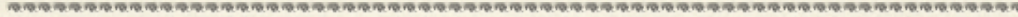
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- ✓ Comments

Rubrics



Rubrics

❖ Analytic Versus Holistic Rubrics

For a particular task you assign students, do you want to be able to assess how well the students perform on each criterion, or do you want to get a more global picture of the students' performance on the entire task?⁹ The answer to that question is likely to determine the type of rubric you choose to create or use: Analytic or holistic.

❖ Analytic rubric

Most rubrics are analytic rubrics. An analytic rubric articulates levels of performance for each criterion so the teacher can assess student performance on each criterion.

❖ Holistic rubric

In contrast, a holistic rubric does not list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole. For example, the analytic research rubric above can be turned into a holistic rubric:

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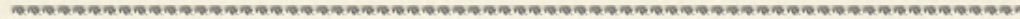
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Analytic Rubric



Research Rubric

Criteria		1	2	3
Number of Sources	x1	1-4	5-9	10-12
Historical Accuracy	x3	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	x1	Can not tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources info was drawn from
Bibliography	x1	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Holistic Rubric

3 - Excellent Researcher

- * included 10-12 sources
- * no apparent historical inaccuracies
- * can easily tell which sources information was drawn from
- * all relevant information is included

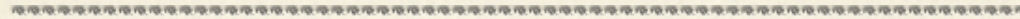
2 - Good Researcher

- * included 5-9 sources
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1 - Poor Researcher

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Analytic Rubric



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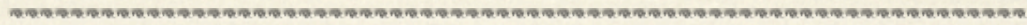
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Rating Scale



Criteria		Poor (1)	Good (2)	Excellent (3)
Number of Sources	x1			
Historical Accuracy	x3			
Organization	x1			
Bibliography	x1			

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Parts of a Rubric

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❖ **Criteria**

- ❖ What you are assessing

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- ❖ **Rating**
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Criteria	Descriptors ~ Levels of performance ~ Rating Scales
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❖ **Levels of Performance**

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❖ *How many descriptors?*

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Criteria	Descriptors ~ Levels of performance ~ Rating Scales		
Notes	1	2	3
Rhythm	difficult hearing a steady beat, many incorrect rhythms	Good beat, only 2 or 3 rhythmic mistakes	Steady beat Rhythms accurate

Examples

	9.5-10	8.5-9	7.5-8	6-7
Notes <i>Stickings</i>	All notes correct <i>Stickings are correct</i>	Most notes correct <i>Most stickings correct</i>	Key signature notes missed <i>Sticking OK Alternating needs work</i>	Needs more work
Rhythm	Required rhythm used	Required rhythm but with a few hesitations	Good attempt but needs to be more fluid	Needs more work
Tempo	Faster than required <i>Open-closed-open very well done</i>	As fast as required <i>Open-closed-open good</i>	Slow but getting there <i>Hesitations disrupt the flow</i>	Quite slow Needs more work
Range <i>Technique tone/volume</i>	Full range very fluid <i>Very good control</i>	Most of range good <i>Good control</i>	1 octave good rest needs work <i>Work on hand/wrist position</i>	Needs more work
Memorization	Completely memorized	Mostly memorized	Lapses in memorization	Needs more work
Comments				

Examples

	QTR 1	QTR 2	QTR 3	QTR 4
PREPARATION FOR CLASS AND LESSONS (PRACTICE)	87			
NOTE READING (reading/playing melody; stickings/rudiments)	95			
RHYTHM READING (reading/playing rhythms; steady tempo)	95			
TONE AND TUNING (tone production/expressiveness/knowledge of terms)	92			
TECHNIQUE (fingering, sticking, speed/accuracy; playing position, etc.)	92			
SUB TOTAL	92.2			
TESTS AND QUIZZES (25% OF GRADE)	92			
EXTRA CREDIT (Extra playing, Auditions, Festivals, Office work, etc.)	3			
NEGATIVE CREDIT (Missed lessons, rehearsals)	5			
TOTAL	90			
LETTER GRADE	A-			

Challenges to Classroom Assessment

~ *or* ~

The Top 10 Reasons Teachers Don't Assess

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~ *or* ~

The Top 10 Reasons Teachers Don't Assess

1. misconceptions about assessment

Challenges to Classroom Assessment

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9. limited skill in scoring scale (rubric) development

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7. lack of strategies or technology for record-keeping
8. lack of technology or other resources for preserving student work
9. limited skill in scoring scale (rubric) development
10. unclear "vision" of quality student work

Authentic Assessment Toolbox

created by Jon Mueller

What is Authentic Assessment?

Why Do It?

How Do You Do It?

Home

Standards

Tasks

Rubrics

Portfolios

Examples

Glossary



Welcome

to the **Authentic Assessment Toolbox**, a how-to text on creating authentic tasks, rubrics and standards for measuring and improving student learning. Inside, you will find **chapters** on

What is it?

A good place to start -- In this chapter I identify the characteristics, strengths and limitations of authentic assessment; compare and contrast it with traditional (test-based) assessment.

Why do it?

Why has authentic assessment become more popular in recent years? When can it best serve assessment needs?

How Do You Do It?

After a brief overview, follow a detailed, four-step process for creating an authentic assessment.

Steven Light
Professor of Music Education, Johnson State College
with information from a presentation by Scott Schuler