



## ***Performance-Based Assessment in Instrumental Music Education***

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### Print Resources

- Asmus, E. P. (1999). Music assessment concepts. *Music Educators Journal*, 86 (2), p. 19-24.
- Brophy, T. S. (1997) Reporting progress with developmental profiles. *Music Educators Journal*, 84 (1), p. 24-27.
- Farrell, S. R. (1997). *Tools for powerful student evaluation: A practical source of authentic assessment strategies for music teachers*. Ft. Lauderdale, FL: Meredith Music Publications.
- Goolsby, T. W. (1999). Assessment in instrumental music. *Music Educators Journal*, 86 (2), p.31-35, 50.
- Guskey, T. R. & Bailey, J. M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin Press.
- Lindeman, C. A., Ed. (2003). *Benchmarks in action: A guide to standards-based assessment in music*. Reston, VA: MENC.
- MENC. (1996). *Performance standards for music: Strategies and benchmarks for assessing progress toward the national standards, grades preK-12*. Reston, VA: MENC.
- MENC. (2001). *Spotlight on assessment in music education*. Reston, VA: MENC.
- Winner, E., Davidson, L., & Scripp, L. (1992). *Arts PROPEL: Handbook for music*. Princeton, NJ: Educational Testing Service.

### Online Resources

- Authentic Assessment Toolbox <<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>>
- ERIC Clearinghouse on Assessment and Evaluation <<http://www.ericae.net/>>
- The George Lucas Foundation: Assessment <<http://www.glef.org/Assessment/>>
- The Nation's Report Card (National Assessment of Educational Progress/NAEP) <<http://nces.ed.gov/nationsreportcard/>>
- Ideas and Rubrics <[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/ideas\\_and\\_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html)>
- Rubric Builder <[http://landmark-project.com/classweb/tools/rubric\\_builder.php3](http://landmark-project.com/classweb/tools/rubric_builder.php3)>

There are several basic principles that teachers can apply to improve the way they assess their music students, for the purposes of both verifying musical learning and assigning grades. Often, teachers' current assessment practices can be adapted to make them more instructive to students and more indicative of musical achievement.

### **5 Purposes of Assessment**

1. *Preliminary Assessment* - an informal "feeling out" of something.
2. *Placement Assessment* - usually formal determination of prerequisite skills.
3. *Diagnostic Assessment* - informal and formal efforts before instruction to anticipate hindrances to learning and during instruction to establish underlying causes for failures to learn.
4. *Formative Assessment* - informal and formal efforts to determine adjustments to instruction.
5. *Summative Assessment* - usually formal, after instruction to certify achievement and assign grades.

### **5 Questions For Teachers to Ask Themselves**

1. What are my objectives for students?
2. Am I actually teaching what I am assessing?
3. What do I want grades to mean?
4. Are my grading practices appropriate for an *academic* subject?
5. Am I using student assessments to learn about *my* teaching and assessment?

### **5 Tips For Making Sound Assessments**

1. With every assessment, specify the knowledge or skill that it is supposed to measure (validity check).
2. If you have any reason to doubt the reliability of an assessment, find a way to *increase*: more items, more observations, more judges, etc.
3. Make observation notes to use as documentation of student performance and behavior, being sure to separate objective observations from subjective interpretations.
4. Make up checklists, rating scales, and rubrics to use for performance assessments (e.g., playing or singing tests).
5. For assessments using "holistic" scoring (e.g., essays, final projects, performances), write scoring plans that document the qualities you are looking for.

## **Quality Assessment in Music Education**

Design of Assessment Tasks

Assessment (Performance) Criteria

Preparing Assessors

Preparing Students

Reporting Results

Potential Sources of Bias and Distortion