

ASSESSMENT

Special Research Interest Group

2017 Issue

I hope that you had a wonderful summer and looking forward to the start of a new academic year! This issue features about a number of projects and upcoming publications. You will also find professional updates and conference information. I hope to see you soon at future conferences and I look forward to reading and hearing of your work!

Jeffrey Ward, Chair, Assessment SRIG

CALL FOR CONTRIBUTIONS and INVITATION TO JOIN:

- The NafME Assessment SRIG publishes a newsletter annually. We accept articles, book reviews, and news items.
- Invite your colleagues to join the Assessment Special Research Interest Group. To join, they simply go to the NafME SRIG website and follow the directions: <http://community.nafme.org/home>
- Our NafME SRME SRIG Liaison is Steven M. Demorest, Professor, Music Education, Bienen School of Music, Northwestern University. He can be reached at sdemorest@northwestern.edu.

Website:

<http://assessmentsrig.weebly.com/>

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Call for Proposals

2018 Music Research and Teacher Education National Conference

March 22-24, 2018

Westin Peachtree Plaza, Atlanta, GA

Submission deadline: October 2, 2017

The biennial NAFME Music Research and Teacher Education National Conference provides a forum for music education researchers, music teacher educators, program leaders, music administrators, curriculum specialists, P-12 teachers, and graduate students in music education to encounter new, original, and high-quality research and pedagogical innovations that advance music education, thus shaping the future of the discipline and profession.

If your proposal is related to assessment, I would encourage you to list “assessment” as your primary keyword. By doing so, our SRIG will be involved in the reviewing of your proposal and could be eligible to be included as a part of our SRIG session during the conference. You can find more information for the call of proposals at <https://nafme.org/wp-content/files/2017/06/Detailed-Call-for-Proposal-2018-Biennial-FINAL-with-LOGO.docx.pdf>.

The online portal for submissions (<https://nafme.org/call-submissions-2018-music-research-teacher-education-national-conference/>) is open until October 2, 2017.

Chair Elect – Assessment SRIG

2018-2020

We are seeking nominations from Assessment SRIG members for the Assessment SRIG Chair-Elect through February 1, 2018. Please email Jeffrey Ward (Current SRIG Chair at jeff98@ksu.edu) to nominate a colleague or self-nominate. Nominees are to provide a 250-word statement of their interest in the SRIG leadership, a current biographical summary of 150 words, and a photo for the ballot. We will vote online in mid-February – early March 2018 and disseminate the results at the 2018 Music Research and Teacher Education National Conference Assessment SRIG meeting.

Duties

- Assist in organization and planning of SRIG activities.
- Prepare initiatives for the SRIG for upcoming Chair responsibilities.
- Accept the position as Chair for 2020-2022

Email Nominations to:

Jeffrey Ward

Assessment SRIG Chair

jeff98@ksu.edu

Development and Piloting of Model Cornerstone Assessments

Frederick Burrack and Kelly Parkes

The Model Cornerstone Assessments Project

A publication will soon be available through Roman and Littlefield Publishing that will provide detailed information about how the Model Cornerstone Assessments (MCAs) align with the revised National Standards for Music and the research that supports decisions for use in schools. The MCAs were created by a team of researchers from the Society for Research in Music Education (SRME) Assessment Special Research Interest Group (SRIG). These researchers were convened in 2012 to collaborate with K-12 music teachers and the music standards writing team to develop research-based assessments that could fulfill expectations for authentic and tested measures of student learning.

The book is designed to be used by school music teachers, teacher-education programs, state music associations, and education researchers. The chapters provide a background of the standards' development, a thorough description of the scholarship supporting the curriculum-embedded tasks and measures, and the methodology administered to determine validity, reliability, fairness, and usefulness of the assessments. Discoveries that resulted from the two-and-a-half year pilot in schools across the country are shared for each MCA in chapters that describe the task and measures, teacher and student experience with the assessments, what was learned from the study, and examples of curricular integration from pilot schools.

Developmental student learning across grade levels and among strands of music courses in a program is explored, along with validity and reliability data that can be used by teachers to make decisions on curricular integration of the MCAs and to support their decisions in communication with administration and curricular stakeholders. The final versions of the MCAs, along with illustrative examples of student work at each achievement level and statistical tables via external web links.

The MCAs are designed for music students to apply relevant knowledge and skills while demonstrating learning in the standards that define the artistic processes. The intent is for students to engage in tasks authentic to a school's curriculum while honoring the intent of the Performance Standards. The Model Cornerstone Assessments were intentionally designed to embody valuable learning goals and accomplishments with increasing sophistication across the grades and types of music courses. The scoring devices provide teachers with a means to collect and evaluate the student work that illustrates the nature and quality of student achievement envisioned in the standards. On the contrary, it is also important to recognize that they are not designed to evaluate the overall quality of a music program, to compare students' content knowledge/skill attainment between school districts, or to determine the instructional quality of a music teacher.

The structure for all MCAs provides a framework into which teachers integrate their school's curriculum to match the unique learning goals of any traditional or specialized music class using common learning expectations of process and rubrics. Adaptable assessment tasks in the MCAs allow students to demonstrate the quality of learning associated with scoring rubrics designed to measure

student learning defined by the criteria in the performance standards. If administered with integrity by practicing teachers, the MCAs are documented as valid measures of student achievement of the performance standards and can reliably illustrate student learning of students as they move throughout a music program. Dr. Frederick Burrack (Kansas State University) and Dr. Kelly Parkes (Teachers College, Columbia University) co-edit the book with chapters contributed by:

Dr. Ann Clements (Penn State University)
Dr. Patricia Riley (University of Vermont)
Dr. Bret Smith (Central Washington University)
Dr. Glenn Nierman (University of Nebraska-Lincoln)
Dr. Alan Holcombe (Rider University)
Dr. Phillip Payne (Kansas State University)
Dr. Daniel Johnson (University of North Carolina-Wilmington)
Dr. Wendy Matthews (Wayne State University)
Denise Odegaard (Fargo Public Schools)
Dr. Michael Ruybalid (Southeastern Louisiana University)
Dr. Mary Kate Newell (Temple University)
Dr. Jeffrey Ward (Kansas State University)

Context Matters: The 6th International Symposium on Assessment in Music Education

Timothy J. Brophy, University of Florida



From April 18-21, 2017, participants from 23 countries convened for ISAME6 on the campus of Birmingham City University in Birmingham, England. There were over 90 presentations, and keynote addresses by John Holmes from the Associated Board of Royal Schools of Music (ABRSM, London) and Glenn Nierman, immediate past president of NAFME. On the second morning of the symposium, a panel of music educators representing North America, South America, Africa, Asia, Australia, and Europe discussed a set of eight proposed international principles of assessment developed by symposium chairs Martin Fautley and Tim Brophy, followed by participant focus groups led by the panelists to discuss the principles further. The focus group discussion summary will be published as one of the 38 selected papers from the symposium. The selected papers publication, the sixth in the series since the symposia began, should be in print in summer 2018 and available from GIA Publications, Inc., Chicago, IL. Past ISAME symposium published by GIA can be ordered from http://www.giamusic.com/music_education/

Mark your calendars: ISAME7 returns to the University of Florida in 2019

The 7th International Symposium on Assessment in Music Education will take place at the University of Florida Hilton Hotel and Conference Center in Gainesville, Florida, from March 19-22, 2019. The website and submission guidelines will be posted by early January 2018. Watch for notification of further details. Plan now to attend!

**Publication: The Oxford University Press Handbook on Assessment Policy and Practice in Music Education, Timothy S. Brophy, Editor**

Scheduled to be released in mid-2018, this two-volume handbook is a collection of 75 chapters from 106 experts from across the world is the first of its kind for music education. The topics covered include assessment policy, measurement, higher music education, teacher evaluation, classroom assessment, technology in music assessment, and more. This will be available both online and in print. Watch for more details from Oxford.

*For comments, suggestions, or future submissions to this newsletter, please contact the
Chair or Chair Elect of the SRME Assessment SRIG*

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