

# Assessment Special Research Interest Group Newsletter

Website: <http://assessmentsrig.weebly.com/index.html>



National Association  
for Music Education

Timothy S. Brophy, Chair

## NAfME Biennial Conference Assessment SRIG Meeting March 30 *Teacher Evaluations: Issues of Validity and Reliability*

The Assessment SRIG will convene its biennial meeting on Friday, March 30, 2012 from 3:45pm-5:45pm at the Union Station Hotel in St. Louis, Missouri during the NAFME biennial conference. The topic of the meeting is *Teacher Evaluations: Issues of Reliability and Validity*.

Recent reforms of the teacher evaluation process require that a significant percentage of teacher evaluations must be based on student achievement. This creates a number of issues for music educators. First, there is the issue of validity of such evaluations in the absence of valid and reliable measures of student music achievement. Further complicating the validity issue is that in

some states, music teacher evaluations are being based on student achievement in non-music subjects for which there are already state assessments, such as reading and math. New initiatives for developing music teacher evaluation protocols vary widely across states, and several involve portfolio development using various data collection processes.

These evaluation processes may appear valid, but the degree to which they reflect evidence of student learning in music is sometimes unclear. Reliability issues with teacher evaluation using any process include rater training and experience, interrater differences, and rubrics that are well intended but not well written or calibrated.

In this session we will address this topic with presentations of current efforts by SRIG members in different states. **Keitha Hamann** and **Doug Orzolek** will present the current music Teacher Performance Assessment (TPA) model used in Minnesota, and **Dru Davison** will join us with an electronic presentation to share the portfolio-based evaluation model being piloted in the Memphis City Schools. **Tim Brophy (chair)** will present a paper co-authored with **Richard Colwell** that presents a brief overview of issues related to teacher evaluations based on student achievement in music. We will then conduct a research topic development session to help guide the work of the SRIG for the 2012-14 biennium.

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### Inside this issue:

<i>Chair-Elect Candidate Dr. Frederick Burrack</i>	2
<i>Chair-Elect Candidate Dr. Sarah McQuarrie</i>	3
<i>Chair-Elect Candidate Dr. Jeffrey Ward</i>	4
<i>4th ISAME April 10-13, 2013</i>	5
<i>ISME Assessment, Measurement, and Evaluation Special Interest Group</i>	6
<i>Multifocal Assessment at the Core of Arts Education Lewis Strouse, Carnegie Mellon University</i>	7

## Assessment SRIG Welcomes Incoming Chair Kelly Parkes

We welcome Kelly A. Parkes as the 2012-14 Chair of the NAFME Assessment SRIG. Kelly is currently an Assistant Professor at Virginia Tech, where she teaches graduate level music education classes, students completing internships, and supervises interns.

Her current areas of research are focused on the applied studio and the motivations, dispositions, and self-efficacies of pre-service music teachers. Some of her publications can be found with journals such as the Journal of Research in Music Education, Update: Applica-

tions of Research in Music Education, the Journal of Music Teacher Education, and Research Perspectives in Music Education. We look forward to her excellent leadership over the next two years!

Kelly's email is:

[kparkes@vt.edu](mailto:kparkes@vt.edu)



CANDIDATE FOR CHAIR-ELECT

BE SURE TO VOTE!

## Dr. Frederick Burrack *Kansas State University*



### *Statement of Platform*

With tight budgets impacting decisions made to public education and a movement to “Re-Invest in Arts Education: Winning America’s Future through Creative Schools” (President’s Committee on the Arts and Humanities), it is essential for the Assessment SRIG to engage in dialogue and research related to current assessment practices in music programs. This dialogue must include movements such as STEM and 21st Century Skills as well as expectations of the new National Standards for Music Education and the Elementary and Secondary Education Act. Intended outcomes or projects might include:

1. Descriptive studies on variety, function, and rigor of assessment practices currently implemented in music programs; research on the relationship between current assessment practice and broad learning goals of America’s educational system.
2. Articles, documents, and/or literature reviews that can assist music teachers and teacher educators in enhancing the focus of assessment practices applied in school music programs.
3. Discussions on documentation of music student learning that has relevance to policy makers as well as music educators.

### *Biography*

Dr. Burrack holds a BME from Wartburg College; MME from Northwestern University; Ph.D. from the University of Illinois. Teaching experience includes: Public school teaching 1981-2002; Ball State University 2002-2005; Kansas State University 2003-present. Currently he is Associate Professor and Chair of Graduate Studies for the Department of Music and the Director of the Office of Assessment for the university through the Provost Office. He has presented and published nationally and internationally on the topic of assessment. His research interests include student self-assessment; impact of assessment on student learning; instructional strategies used as assessment; and documenting student learning for program improvement. He is currently working with the Kansas Music Educators Association to develop state-wide professional development on music assessment practices that reflect 21st century skills and STEM areas.

### **Cast your vote!**

We encourage you to participate and vote in the 2012 Assessment SRIG election for the Chair-Elect position. You will receive an email to access your individual ballot when voting begins, and the deadline to vote is 12:00 p.m. (EST) March 15th. Results will be shared at our SRIG meeting Friday, March 30, 2012; Time: 3:45-5:45 p.m. in St Louis.

Dr. Sarah McQuarrie  
*Bridgewater State University*



*Statement of Platform*

As an elementary general music teacher I spent little time thinking about “assessment.” I had naturally imbedded activities in which I could observe and document whether or not a skill or standard was being met, but if asked about assessment specifically, I would claim I did very little. As I completed my graduate work, and slowly transitioned into high education, I have had the opportunity to observe and work with many teachers, who like me, are assessing, measuring, and evaluating in their classroom every day but are intimidated or scared by the jargon and vocabulary associated with current assessment practices. I have focused much of my academic work on the assessment practices and perceptions of the active music teacher in the hope of promoting awareness of the assessment strategies that many teachers are already using. My goal has been to help educators realize that effective assessment is imbedded into curriculums, and to find effective and efficient ways to measure and document the data gathered while assessing.

My interest in becoming more involved in the Assessment SRIG is based on my passion for promoting research that improves the pedagogical and assessment practices of all educators, and strengthens the dialog between higher education and practicing educators in the public schools. I have been greatly influenced by the passion of my colleagues who have made arts assessment their expertise and I would like to have the opportunity to assist in furthering the research and spreading the passion and knowledge that I have been so fortunate to experience.

*Biography*

Dr. Sarah H. McQuarrie currently serves as Assistant Professor of Music Education at Bridgewater State University in Bridgewater, Massachusetts. Dr. McQuarrie earned the DMA in Music Education from Shenandoah Conservatory in Winchester, Virginia, the MM in Music Education from The University of Maine, and the BA in Music Education with a concentration in piano from Castleton State College. Before transitioning to higher education full-time she taught for ten years in both urban and rural school systems. She has regularly presented on assessment and elementary methods at regional, national, and international conferences including the New England Arts Assessment Institute and the Second and Third International Symposia on Assessment in Music Education. Her research topics and articles include investigating the influence of statewide music testing on assessment practices of elementary music teachers; the relationships between training, experience, and common practice in assessment; and the relationships between classroom assessment practice and professional publication topics.

Dr. Jeffrey Ward  
*East Carolina University*



*Statement of Platform*

My research is in music assessment strategies and music teacher education and the dissemination of these strategies to pre- and in-service music educators in a practical way. One of the main functions of the Chair-Elect for the NAFME Assessment SRIG is to encourage, promote, and disseminate research and best practices in the area of music assessment. In addition to current symposia focusing on music education, the Assessment SRIG needs to sponsor research and best practice paper and workshop sessions at conferences attended by NAFME researchers and practitioners, such as the biennial NAFME conference, Music Education Week, SMTE, and state conferences. Additionally, these resources need to be available, publicized, and disseminated to the music education profession through a variety of methods to best reach researchers and practitioners: the Assessment SRIG Newsletter for presented papers, research updates, and general information; a Best Practices Blog; a Mentor Forum for pre- and in-service music educators; and through the Assessment SRIG website that is a source of research and best practices links, bibliographic resources, and research updates. The Assessment SRIG Chair-Elect must also work with research colleagues in visioning the future assessment research agenda to best meet future challenges of music teaching. Some of the emerging trends in this area are: program assessment and accreditation; paradigm shift from program content to electronic student evidences and exploring the most appropriate method of assessment, supporting higher education faculty with limited experiences in systematic assessment of student learning; and technological innovations to improve the quality of music assessment.

*Biography*

Dr. Jeffrey Ward is Assistant Professor of Music Education, Associate Director of Choral Activities, and Music Assessment Chair at East Carolina University. He received his DMA in Music Education (Conducting) from Shenandoah Conservatory, MM in Choral Conducting from East Carolina University, and BA in Music Education from Rollins College. Dr. Ward has published in national choral and music education journals and presented research throughout the United States, Germany, and China. He was awarded a research grant for his development of choral adjudication training and was the ECU-CFAC nominee for the UNC Board of Governors Excellence in Teaching Award. Dr. Ward is student activities chair for North Carolina ACDA, president of ECU Pi Kappa Lambda, reviewer for ISAME4, project leader for the Beginning Teacher ASPA of SMTE, and holds memberships in the NAFME, ISME, Choristers Guild, and Phi Mu Alpha Sinfonia.

# 4th International Symposium on Assessment in Music Education

## *Music Assessment and Global Diversity: Practice, Measurement, and Policy*

The music education faculties of the National Taiwan Normal University and the University of Florida School of Music will host a Symposium on Assessment in Music Education in April 2013, on the campus of the National Taiwan Normal University in Taipei, Taiwan. The purpose of the symposium is to bring together music education professionals worldwide to share the latest research, thought, and practice in music education assessment. We invite primary and secondary school music educators, higher education professionals and music education researchers, national, state and local education officials from across the world to join us in Taipei.

Because musical cultures are diverse, music education reflects that diversity in its practice. In educational systems where music achievement and skill are measured, these measurements reflect the musical diversity of the cultures in which musical learning takes place. In many countries, laws for educational accountability and the policies that are created to operationalize these laws into practice impact access to music education and instructional delivery. In the previous three ISAME meetings, participants identified three broad areas that are of interest to music educators across the world. The Key Questions of the 4th ISAME reflect those areas.

The Key Questions for the Symposium are:

1. **Practice.** What practices are most successful in measuring student achievement and skill in music in diverse educational systems?
2. **Measurement.** In what ways are music educators measuring student achievement in diverse musical cultures? How are these measures validated and examined for reliability?
3. **Policy.** In what ways has law and policy impacted music assessment in the world's diverse educational systems?

*Music educators from across the world will convene on the campus of National Taiwan Normal University in Taipei, Taiwan to share research and practice in music education assessment, April 10-13, 2013*

### **Keynote Speakers:**

Dr. Pamela Burnard, Cambridge University, United Kingdom

Dr. Richard Colwell, Professor Emeritus, University of Illinois, USA

Dr. Yao-Ting Sung, National Taiwan Normal University, Taiwan

### **SUBMISSION GUIDELINES**

We are accepting submissions for spoken papers, poster session presentations, panel discussions, assessment practice papers, and workshops. The guidelines for each of the submission types will be available **March 15, 2012** at the symposium website, <http://conferences.dce.ufl.edu/isame/>.

Submissions must be received by **midnight on October 1, 2012**, and notifications will be made by November 15, 2012. Early submissions are encouraged.

Chairs:

- ◆ Dr. Timothy S. Brophy, University of Florida, Gainesville, USA
- ◆ Dr. Mei-Ling Lai, National Taiwan Normal University, Taipei, Taiwan
- ◆ Dr. Ming-Hui Lin, National Taiwan Normal University, Taipei, Taiwan



*The campus of National Taiwan Normal University, Taipei, Taiwan, the site of the 4th ISAME, April 10-13, 2013*



*National Taiwan Normal University Main Entrance*



*National Taiwan Normal University Administration Building at night*

## 30th Biennial ISME Conference to Convene the first Special Interest Group on Assessment, Measurement, and Evaluation

ISME delegates who attend the 30th biennial conference from July 15-20, 2012 in Thessaloniki, Greece, will find several Special Interest Groups (SIGs) present at the conference for the first time. Of interest to our NAFME SRIG members is the new Assessment, Measurement, and Evaluation SIG that will convene for the first time in Greece. The conference theme is *Music Paedeia: From Ancient Greek Philosophers Toward Global Music Communities*.

In 2009, Timothy S. Brophy responded to a call for SIG applications from the ISME Board with an application for a Special Interest Group on Assessment, Measurement, and Evaluation in Music Education. Co-applicants and SIG Advocates were Andreas Lehmann-Wermser, University of Bremen, Germany, and Ming-Jen Chuang, National Taichung University of Education, Taiwan. Twenty-five ISME delegates from 17 nations supported the application. The application was approved in early 2011.

Specifically, the purposes of the Special Interest Group are to:

- ◆ Serve as a resource for ISME members and provide a means to organize the international discourse in this area within the Society.
- ◆ Encourage the development of new knowledge and practice in assessment, measurement, and evaluation that honors and transcends cultural, racial, and socioeconomic differences.
- ◆ Provide an international venue for the dissemination of new knowledge and practice in assessment, measurement, and evaluation.
- ◆ Identify and honor both the unique and universal characteristics of approaches to assessment, measurement, and evaluation across the world's cultures and continents.
- ◆ Advance the profession worldwide by improving music teaching, music learning, and music teacher preparation through increased knowledge of the practice of assessment in music education.
- ◆ Stimulate new research in the field as an outcome of international communication and cooperation.

The group will host its first strand of papers and panels in Thessaloniki. The SIG convenor and advocates reviewed 25 submissions for the conference. We invite all NAFME Assessment SRIG members who attend the 2012 ISME conference to come to the AME SIG sessions and become involved in this historic event.

To learn more about the ISME conference, go to the conference [website](#).

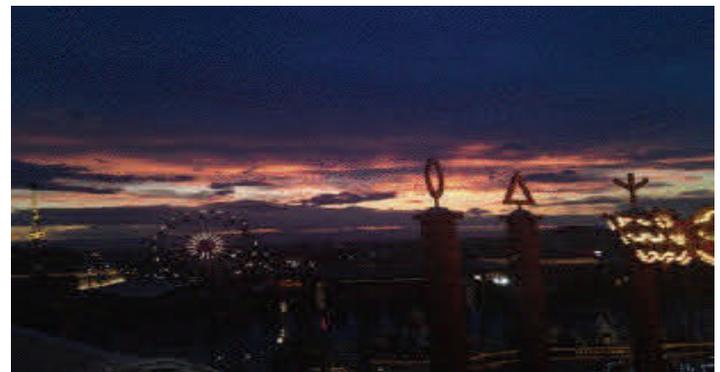
ISME AME-SIG Convenor and Advocates:

- ◆ Dr. Timothy S. Brophy, University of Florida, USA, Convenor
- ◆ Dr. Andreas Lehmann-Wermser, University of Bremen, Germany, Advocate
- ◆ Dr. Ming-Jen Chuang, National Taichung University of Education, Taiwan, Advocate



*Thessaloniki Concert Hall, the site for the 30th ISME conference*

*ISME delegates to the 30th Biennial conference in Thessaloniki, Greece, will enjoy the first series of papers and panels presented by members of the Society's new Assessment, Measurement, and Evaluation Special Interest Group*



Thessaloniki, Greece at dusk



ISME 30th biennial conference logo

# Multifocal Assessment at the Core of Arts Education

*Lewis Strouse, Carnegie Mellon University*

Many schools have embraced some combination of three education reform initiatives having a major impact on curriculum & instruction, i.e., the business-education-government collaboration known as *21<sup>st</sup> Century Skills* (<http://www.p21.org>), *Universal Design for Learning* (<http://www.udlcenter.org/aboutudl/udlguidelines>), and *Whole Child* (<http://www.ascd.org/whole-child.aspx>). These initiatives share the goal of increasing overall student achievement by growing capacities in all three domains of learning (cognitive, affective, psychomotor). The initiatives recognize students as multidimensional in interests & potentials, base their objectives in broad comprehensive curricula and instruction, and advocate the “21<sup>st</sup> century” knowledge & skills that students require to maximize their potentials and succeed in their futures, regardless of career path. These initiatives publicize, perhaps for the first time nationally, the important role that affective domain skills such as attitude, discipline, and interpersonal collaboration play in preparing students for life success. Arts courses in general, and music in particular, are especially well suited to play a vital role in this development of complete student achievement since lessons in arts courses so frequently require the simultaneous application of knowledge & skills from all three domains.

Multifocal assessment refers to a strategy of planning course assessments that develop student skills in all three learning domains by applying four major instructional protocols. These protocols include application of higher order thinking skills, right brain & left brain thinking, multiple intelligences, and the role of affective domain skills as gatekeeper to effective learning. Used collectively, the protocols enable students to comprehend, apply, and retain lesson knowledge and skills over the long term. The vehicle for assembling this comprehensive set of assessments is called “Multifocal Assessment Package” or MAP (see form below).

A MAP provides a concise view of course assessments and identifies the relationship of each assessment to attributes of the major instructional pro-

ocols. This view enables the teacher to formulate a combination of assessments that grow domain skills comprehensively. MAPs can be used as hard copy planning documents or simply as a way to guide thinking about comprehensive assessment.

Applying MAP assessment enables students to acquire confidence in their abilities through competent application of knowledge and skills. The resulting combination of competence & confidence naturally leads to successful student achievement. Furthermore, cognitive scientists involved with cognitive brain imaging confirm that lessons presented through the primary instructional protocols will develop the brain’s executive function skills via any subject. That is to say, the development of highly valued entrepreneurial thinking and problem solving is not the exclusive province of any one course or set of courses – read STEM courses. The educational literature on critical thinking and creativity shows that successful creative products result from a synthesis of broad knowledge and are produced by individuals who are educated through comprehensive curricula and assessment.

Developing MAP assessments is facilitated by recognizing that students achieve expertise with course knowledge & skills most easily and effectively by engaging in authentic work, documented by authentic assessments, i.e., school work representing real life applications such as chamber ensemble performance, producing & presenting a music technology project, a song writing assignment. Authentic assignments and projects, in any course, naturally require a synthesis of interdisciplinary knowledge & skills, engage all three learning domains, and should form the basis for as many lessons, projects, and assessments as possible.

To use the MAP form shown on page 8, the teacher enters the name of the assessment and, considering the knowledge & skill content required to complete the assessment, enters abbreviations representing dominant attributes of the assessment related to each instructional protocol (see Description of MAP Terms that follow).

## MAP Description of Terms

**Assessment Component.** Enter a name that best describes the assessment, e.g., Daily In-class Performance, Practice Log.

**Class.** ‘Class’ refers to the nature of the assessment. Assessments are classified in one of three classes, each distinguished by grade weight and formative or summative nature. Courses should include assessments from each class.

**Class A Assessments** Informal, completed in-class or outside-class, carry minor grade weight. Used to focus students on applying new information & skills, e.g., Online Quizzes, Practice Logs.

**Class B Assessments** Formal in nature, usually completed in class, carry major grade weight, used to measure grasp of basic knowledge and skills, e.g., Unit Test, Playing Test.

**Class C Assessments** Formal in-school or outside-school projects, carry major grade weight, require an extended time commitment, and measure students’ abilities to synthesize a broad range of knowledge & skills, e.g., Small Ensemble Performance, Composition.

**Learning Domain.** Cognitive, affective, psychomotor.

**Brain Process.** Left brain (LB), right brain (RB), whole brain (WB) thinking processes.

**HOTS.** The six levels of higher order thinking skill defined in the Bloom *Taxonomy of Cognitive Objectives*. Select the ‘highest’ or dominant levels.

**Multiple Intelligences (MI).** MIs refer to the intelligences identified by Howard Gardner. Enter only the dominant MI(s) related to the assessment.

## Multifocal Assessment, continued

*Grade Weight.* Enter the percentage to which the assessment influences the final course grade calculation, e.g., Playing Tests (50%).

*Grading Method.* Enter the grading method used for the assessment: “%” for percentage grading of objective tests or “R” for rubric.

For experienced teachers who have fine tuned their approach to assessment, using MAPs may not cause a change in

assessment strategy, but including a MAP document as part of their professional development portfolio would highlight the complex of learning that their assessment strategies accomplish and thus serve as an advocacy tool by documenting nationally recognized standards of instruction.

For pre-service teachers, MAPs provide an organized way to think about and plan assessments, and when responding to a question about their approach to assessment during a job interview, they can present a structured approach that demonstrates forethought and comfort

with the assessment process.

*Dr. Lewis Strouse is chair of the music education division at Carnegie Mellon University in Pittsburgh, PA. He may be reached at <strouse@andrew.cmu.edu>.*

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### MULTIFOCAL ASSESSMENT PACKAGE

Grade \_\_\_\_\_ Course \_\_\_\_\_ Semester/Year \_\_\_\_\_

Assessment Component	Class (A,B,C)	Primary Instructional Strategies				Grade Weight (%)	Grading Method (% or Rubric)
		Learning Domain (Cog, Aff, Phy)	Brain Process (LB, RB, WB)	HOTS (Bloom 1-6)	Multiple Intelligences (Mus, B-K, L-M, Ling, Spa, Interp, Intrap, Nat.)		

## Call for Contributions and Invitation to Join

- ◆ The NafME Assessment SRIG publishes a newsletter twice yearly when contributions warrant, in March and in October. We accept articles, book reviews, and news items up to 1,000 words in length. Due dates: **February 1** for the March issue; **September 1** for the October issue. Contributions for the newsletter are welcome at any time.
- ◆ Invite your colleagues to join the Assessment Special Research Group. To join, they simply go to the [NafME SRIG web-site](#) and follow the directions on that web page.
- ◆ Our NafME SRME SRIG Liaison is Marie McCarthy, School of Music, Theatre & Dance. University of Michigan, 1100 Baits Drive, Ann Arbor, MI 48109, Ph: (734) 647-0557 . She can be reached via email at [mfmcc@umich.edu](mailto:mfmcc@umich.edu).