A&M-COMMERCE

The Accessible Assessment Enigma

Quality Day 2022

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Goals of this session

- Identify the pieces of the IER assessment puzzle; and how to know which pieces are yours
- Identify the ABCs (and Ds) of Assessment
- Prepare you to dive into your own assessment
- Question / Answer Session
- Brainwash you in the academic rigor of the music curriculum

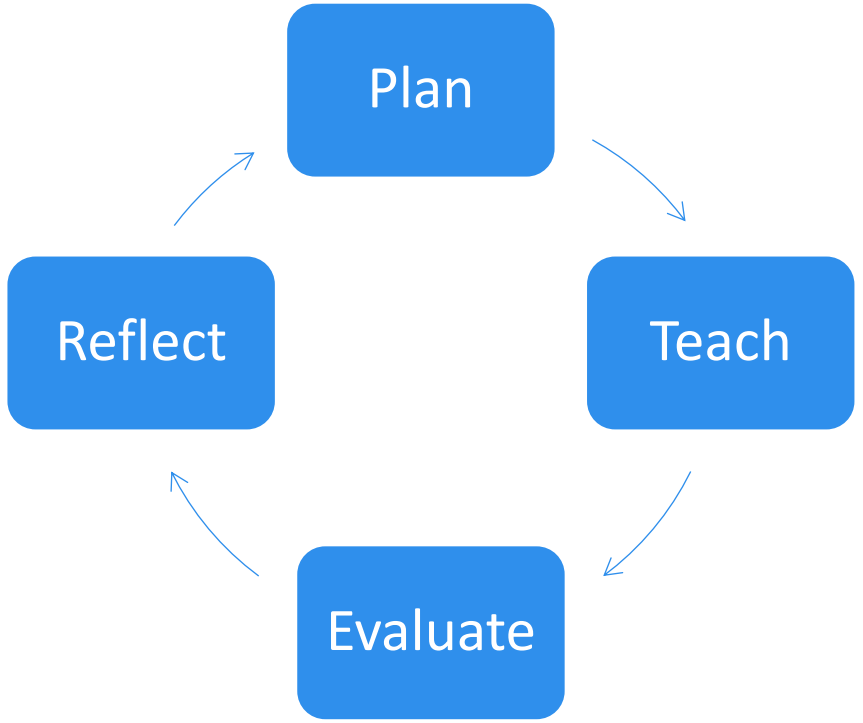
When I was your age….

- My courses
- THECB; SACS.COC; QEP; NASM; TEA; etc….
- The “Progressive Dinner” Model

Tangent: The Assessment Cycle

Micro level: In my own classes

Macro Level: As a part of the program and university-wide curriculum



A “SLO” Model for this Session

➜ **Writing Student Learning Outcomes**

- **A** = Audience (the student will)
- **B** = Behavior (verb – should be assessable or measurable)
- **C** = Condition (how the verb will be fulfilled / what students will use)
- **D** = Degree (the specific target or assessment criteria)

Students will accurately identify minor triads from aural examples in all inversions, nine out of ten times.

Students will perform standard solo repertoire for their instrument or voice type with appropriate technique and musicianship.

(Robert Mager (1962)

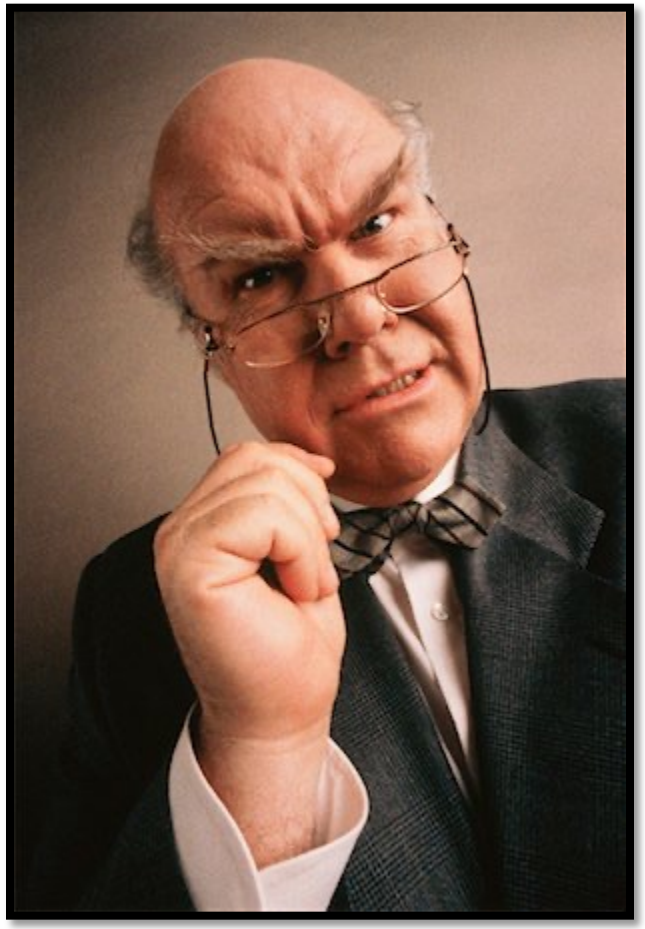
Where (and how) to begin

- **Writing or revising Student Learning Outcomes (SLO)**
  - Know
  - Understand
  - Be able to do

- **The funnel**
  - Broad to specific
  - Macro: Curriculum to course
  - Micro: Course to assignment

Some examples

- What should your students know or be able to do by the end of your class?



- Count!
- Read!
- Think!

Sidebar: A Curriculum Matrix

- **Model 1: Each class gets its own column**
  - Advantages and Disadvantages

Standards	GEN 101	GEN 102	GEN 103	GEN 104	etc…
Standard 1. Stuents will…	✓			✓	
Standard 2. Students will…			✓		
Standard 3. Students will…		✓			
Standard 4. Students will…				✓	
etc….					

Side Bar: Curriculum Matrix

➜ Model 2: All Classes in one column

- Advantages and Disadvantages

Standards	Classes	Level	Assessment
Standard 1. Stuents will…	GEN 101; GEN 102	Basic	Project, exam
Standard 2. Students will…	GEN 102; GEN 306	Basic-Intermediate	Research paper
Standard 3. Students will…	GEN 456	Advanced	Presentation
Standard 4. Students will…	GEN 112; ABC 105	Basic	Exam
etc….	etc….	etc….	etc….

Assessments
1 = Daily Assignment
2 = Quiz or Exam
3 = Proficiency
4 = Jury or Recital
5 = Peer or Lab Teaching
6 = Research or Written Assignment
7 = Performance

Levels
B = Basic
I = Intermediae
A = Advanced

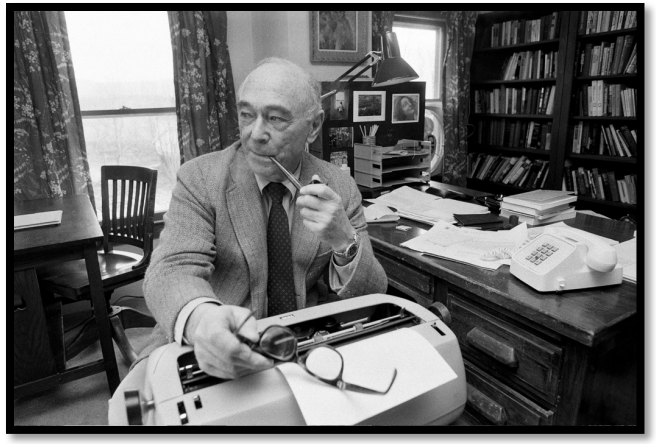
Bachelor of Arts in Music			
Standard	**Course**	**Level**	**Assessment Method**
(5) The ability to develop and defend musical judgments.	MUS 313 Fund. Of Conducting	B	1, 2, 3, 6
(1) Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.	Ensembles (100 & 300) and applied Lessons	B-I	4, 7

When there are parallel funnels….

… you will need multiple matrices.

Insights from Educational Psychology

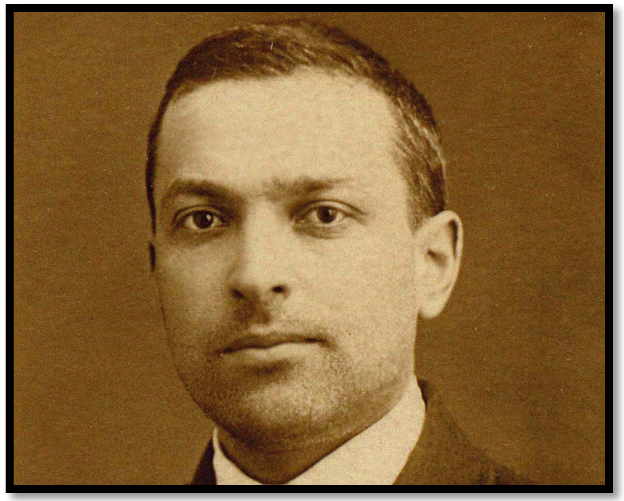
- **Jerome Bruner**
  - Scaffolding
  - Sequencing
  - Spiral Curriculum

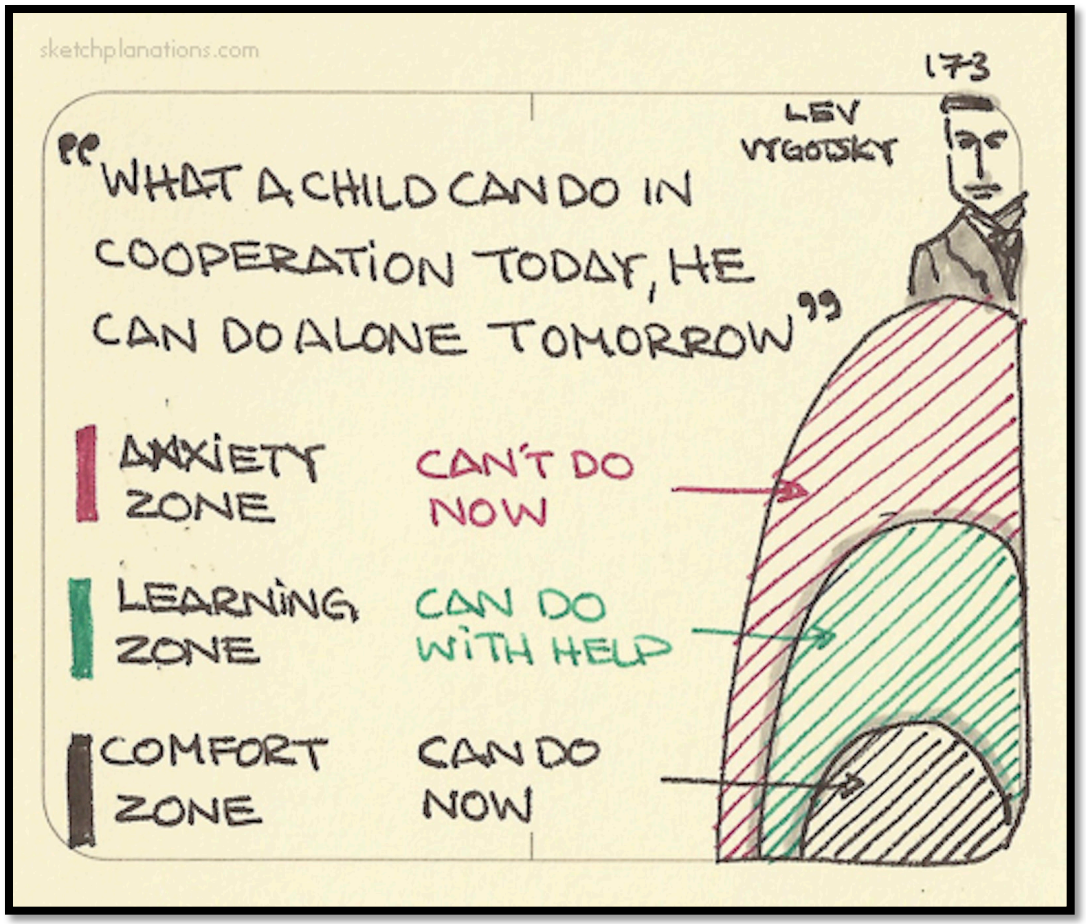


Consideration: Where does your class fall in the context of the complete curriculum?

Insights from Educational Psychology

- **Lev Vygotsky**
  - Zone of Proximal Development





Consideration: Where are your students when they begin your class? Where should they be by the end of your class?

Back to the example:

- **What should your students know or be able to do by the end of your class?**
  - Understand multiplication…
  - Explore divergent philosophies...
  - Be able to express themselves….

All about that Verb!

- Understand multiplication…
- Explore divergent philosophies...
- Be able to express themselves….

➜ **How will you know that they understand?**

➜ **How will you document that they have explored?**

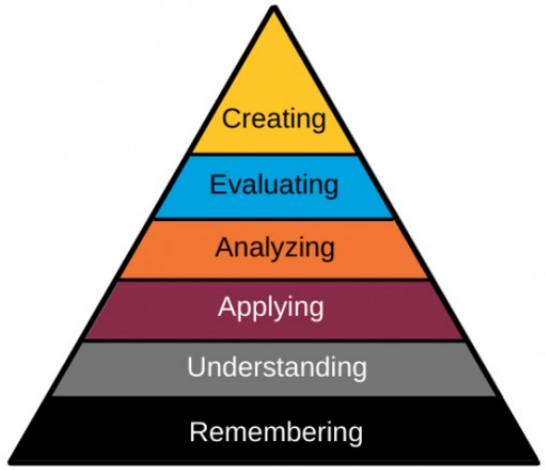
➜ **What will you have your students do to express?**

POINT: You need *assessable* verbs!

Insights from Educational Psychology

- **Benjamin Bloom**

  (revised 2001)



Remembering

To find or recall information

Define	Name
Draw	Outline
Duplicate	Recall
Identify	Recognize
Label	Select
List	Show
Match	State

Understanding

To construct meaning from written material or graphics.

Associate	Estimate
Classify	Explain
Compare	Identify
Comprehend	Indicate
Demonstrate	Interpret
Describe	Relate
Differentiate	Restate
Discuss	Select
Distinguish	Summarize
	Translate

Applying

To use information in new situations.

Calculate	Modify
Change	Organize
Classify	Plot
Compile	Practice
Compute	Present
Employ	Produce
Execute	Show
Illustrate	Solve
Implement	Use
Map	Write
Model	

Analyzing

To draw connections among ideas.

Break Down	Experiment
Categorize	Illustrate
Combine	Inspect
Compare	Outline
Connect	Predict
Contrast	Question
Debate	Research
Differentiate	Separate
Distinguish	Simplify
Examine	Subdivide

Evaluating

To value information or ideas

Appraise	Measure
Argue	Rank
Assess	Rate
Conclude	Recom-mend
Convince	Score
Estimate	Select
Evaluate	Support
Grade	Test
Investigate	
Justify	

Creating

To produce new or original work.

Compose	Formulate
Construct	Generate
Create	Produce
Criticize	Propose
Design	Revise
Develop	Rewrite
Direct	

Artsy verbs in Bloom's Taxonomy Context

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Apply	Analyze	Create	Assemble
Create	Demonstrate	Demonstrate	Compare	Demonstrate	Change
Define	Discuss	Determine	Contrast	Evaluate	Compose
Demonstrate	Explain	Develop	Develop	Maintain	Construct
Discuss	Follow	Examine	Devise		Create
Exhibit	Identify	Experience	Differentiate		Disassemble
Identify	Imitate	Experiment	Distinguish		Develop
Interpret	Investigate	Identify	Evaluate		Discuss
Label	Listen	Improvise	Examine		Play Inst.
List	Play Inst.	Notate	Explore		Sing
Name	Reproduce	Perform	Respond		Transpose
Perform	Understand	Play Inst.			
Present		Produce			
Read		Read			
Recognize		Select			
Report		Sing			
Select		Speak			
		Use			

- Compiled by Eric E. Branscome and Cody Robinson
- Full article available at http://www-usr.rider.edu/%7Evrme/v30n1/index.htm

The Final Piece: Assessment

- **What should your students know or be able to do by the end of your class?**
  - COUNT!!!

The Final Piece: Assessment

- **What should your students know or be able to do by the end of your class?**
  - COUNT!!!
  - Understand multiplication… (better!)

The Final Piece: Assessment

- **What should your students know or be able to do by the end of your class?**
  - COUNT!!!
  - Understand multiplication… (better!)
  - Calculate multiplication equations…. (even better, but what's still missing?)

The Final Piece: Assessment

- **What should your students know or be able to do by the end of your class?**
  - COUNT!!!
  - Understand multiplication equations… (better!)
  - Calculate multiplication equations…. (even better, but what's still missing?)

Students will calculate multiplication equations of 2-digit numbers by hand with 90% accuracy.

A = Audience (the student will)
B = Behavior (verb – should be assessable or measurable)
C = Condition (how the verb will be fulfilled / what students will use)
D = Degree (the specific target or assessment criteria)

Qualitative Assessment in a Quantitative World
(when we can't …with 90% accuracy)

- **Students will sing *La Traviata* with 90% accuracy**
- **Students will jog a mile with 90% accuracy**
- **Students will write a haiku with 90% accuracy**
- **Students will analyze Monet's *Water Lily Pond* with 90% accuracy**
- **Students will accurately choreograph a dance 3 out of 4 tries**

POINT: In your own content area, how can you change the D in the ABCD model?

Assessment Verbiage

- **Students will perform with 90% accuracy**

- ***Perform what? (VERB)***
- ***Perform it on what or using what? (CONDITION)***
- ***Perform it how well? (DEGREE)***

Assessment Verbiage

- **Students will perform with 90% accuracy?**

- **Instead:**
  - Instrumental: Students will perform an F major scale in quarter notes at ♩ = 120 bpm with correct fingerings.
  - Vocal: Students will sing a major scale with accurate solfege syllable and hand sign both ascending and descending.
    - YES, there are so many other things to assess, but what is the specific objective of this exercise?

Assessment Verbiage

- Students will discuss music of their favorite musical genres.

Assessment Verbiage

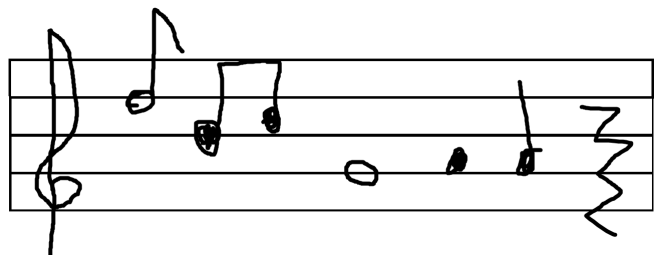
- **Students will discuss music their favorite musical genres.**
- **Instead:**
  - Students will describe their favorite musical genres using appropriate musical vocabulary in the correct context.
  - Students will compare and contrast musical genres using the elements of music in the appropriate context.

Assessment Verbiage

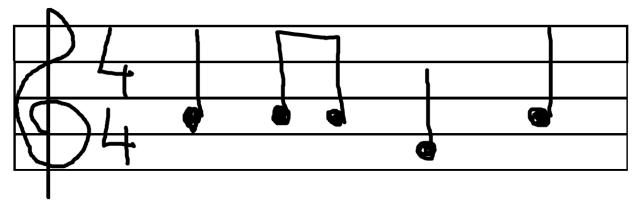
- **Students will create a melody.**

- **Before we move on, go ahead and dissect this one!**
  - How will you evaluate this? (see next slide)

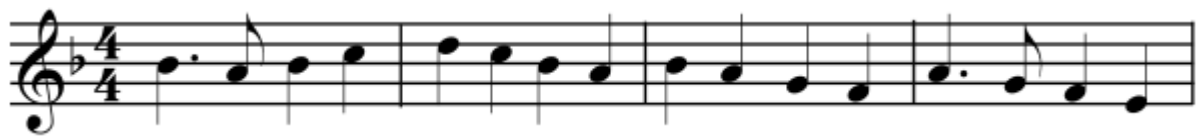
	Yes (100 points)	No (0 points)
Did the student create a melody?		



Student 1 submits this



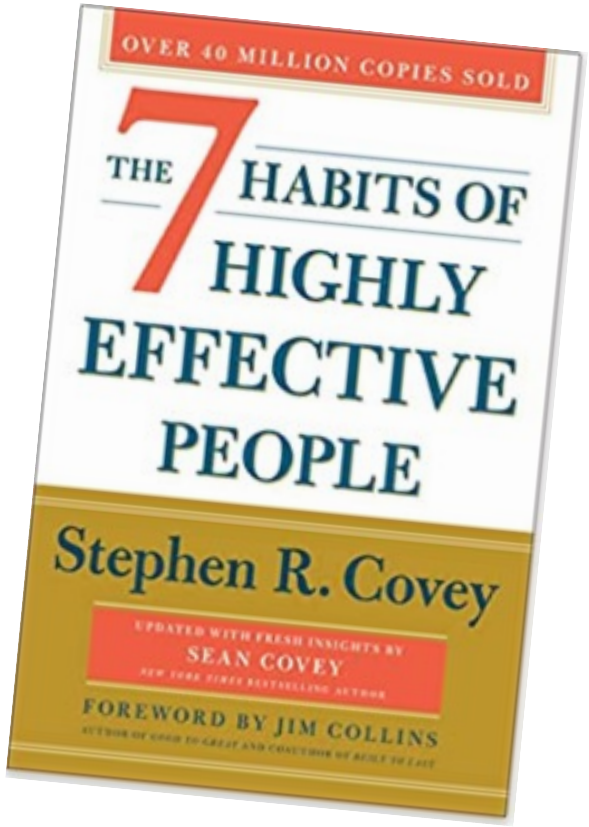
Student 2 submits this



Student 3 submits this

Qualitative Assessment: Let's Rubricize!

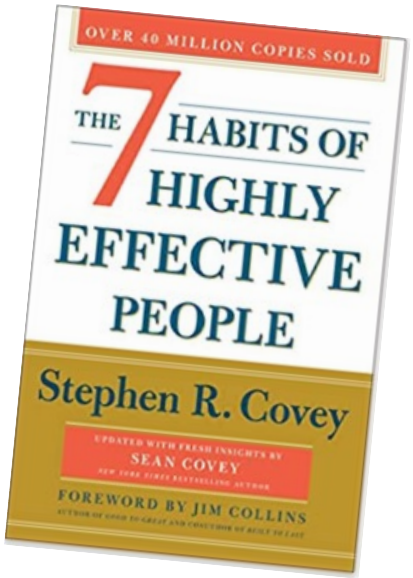
- **When you plan the assignment, begin with the end in mind.**
  - By what criteria will you assess it?



From the musical example….

- Starting point: Students will create a melody.

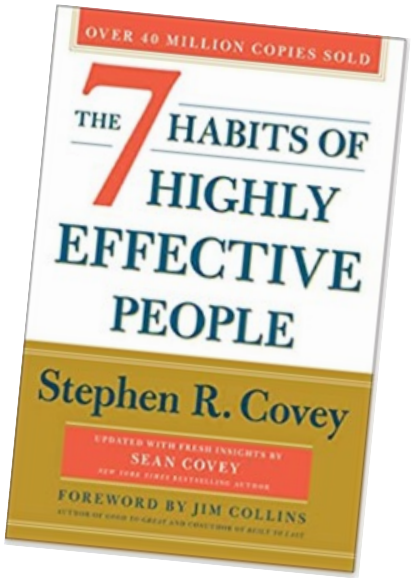
- Ending point: Students will create a four-measure pentatonic melody in common time using quarter and 8th notes in standard notation.



From the musical example….

- Starting point: Students will create a melody.

- Ending point: Students will create a {four-measure} {pentatonic} melody {in common time} {using quarter and 8th notes} {in standard notation}.



From the musical example…

- **Students will create a four-measure pentatonic melody in common time using quarter and 8th notes in standard notation.**

	Always	Usually	Sometimes	Rarely	Never
Appropriate use of quarter and 8th notes					
Appropriate use of meter					
Appropriate use of pentatonic scale					
Appropriate use of Music notation					

To rubricize….

- **Select your criteria**
- **Select your levels (points)**

- **Common verbiage / levels:**
  - Always / Usually / Sometimes / Rarely / Never
  - All / Most / Some / Few / None

- **Resources:**
  - D2L Rubrics
  - Rcampus Rubric Gallery www.rcampus.com

Now you can Quantify the Qualitative!

- **NO:** Students will write a melody with 80% accuracy.

- **YES:** Students will create a four-measure pentatonic melody in common time using quarter and 8th notes in standard notation.

- **Reporting to IER:** 80% or more of students will earn Exceeds Expectations on the Melody Assignment

- **Even Better:**
  - 80% or more of students will earn exceeds expectations on the pentatonic domain of the Melody Assignment rubric
  - 80% or more of students will earn exceeds expectations on the time-signature domain of the Melody Assignment rubric

Conclusion

- Identify where your classes fit in the ‘funnel’ of your department.
- Use a curriculum matrix to identify prescribed standards for your classes.
- Write and implement assessable student learning outcomes for your courses.
- Document assessment results for your department’s assessment processes.
- (if needed) quantify the qualitative aspects of your curriculum.
- Understand that you can’t write a melody with 90% accuracy!

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Time for Questions!