The Accessible Assessment Enigma

Quality Day 2022

Eric Branscome
Music Department Head
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

- **Plan**
- **Teach**
- **Evaluate**
- **Reflect**

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>GEN 101</th>
<th>GEN 102</th>
<th>GEN 103</th>
<th>GEN 104</th>
<th>etc...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1. Students will...</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Standard 2. Students will...</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3. Students will...</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4. Students will...</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>etc....</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Model 2: All Classes in one column

- Advantages and Disadvantages

<table>
<thead>
<tr>
<th>Standards</th>
<th>Classes</th>
<th>Level</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1. Students will...</td>
<td>GEN 101; GEN 102</td>
<td>Basic</td>
<td>Project, exam</td>
</tr>
<tr>
<td>Standard 2. Students will...</td>
<td>GEN 102; GEN 306</td>
<td>Basic-Intermediate</td>
<td>Research paper</td>
</tr>
<tr>
<td>Standard 3. Students will...</td>
<td>GEN 456</td>
<td>Advanced</td>
<td>Presentation</td>
</tr>
<tr>
<td>Standard 4. Students will...</td>
<td>GEN 112; ABC 105</td>
<td>Basic</td>
<td>Exam</td>
</tr>
<tr>
<td>etc...</td>
<td>etc...</td>
<td>etc...</td>
<td>etc...</td>
</tr>
</tbody>
</table>
### Assessments

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daily Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Quiz or Exam</td>
</tr>
<tr>
<td>3</td>
<td>Proficiency</td>
</tr>
<tr>
<td>4</td>
<td>Jury or Recital</td>
</tr>
<tr>
<td>5</td>
<td>Peer or Lab Teaching</td>
</tr>
<tr>
<td>6</td>
<td>Research or Written Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Performance</td>
</tr>
</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Basic</td>
</tr>
<tr>
<td>I</td>
<td>Intermediae</td>
</tr>
<tr>
<td>A</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### Bachelor of Arts in Music

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course</th>
<th>Level</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>The ability to develop and defend musical judgments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS 313 Fund. Of Conducting</td>
<td>B</td>
<td>1, 2, 3, 6</td>
</tr>
<tr>
<td></td>
<td>Ensembles (100 &amp; 300) and applied Lessons</td>
<td>B-I</td>
<td>4, 7</td>
</tr>
</tbody>
</table>
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?
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)
<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td>Classify</td>
<td>Apply</td>
<td>Analyze</td>
<td>Create</td>
<td>Assemble</td>
</tr>
<tr>
<td>Create</td>
<td>Demonstrate</td>
<td>Demonstrate</td>
<td>Compare</td>
<td>Demonstrate</td>
<td>Change</td>
</tr>
<tr>
<td>Define</td>
<td>Discuss</td>
<td>Determine</td>
<td>Contrast</td>
<td>Evaluate</td>
<td>Compose</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Explain</td>
<td>Develop</td>
<td>Develop</td>
<td>Maintain</td>
<td>Construct</td>
</tr>
<tr>
<td>Discuss</td>
<td>Follow</td>
<td>Devise</td>
<td>Devise</td>
<td>Maintain</td>
<td>Construct</td>
</tr>
<tr>
<td>Exhibit</td>
<td>Identify</td>
<td>Experience</td>
<td>Differentiate</td>
<td>Evaluate</td>
<td>Disassemble</td>
</tr>
<tr>
<td>Identify</td>
<td>Imitate</td>
<td>Experiment</td>
<td>Distinguish</td>
<td>Evaluate</td>
<td>Develop</td>
</tr>
<tr>
<td>Interpret</td>
<td>Investigate</td>
<td>Identify</td>
<td>Evaluate</td>
<td>Discuss</td>
<td>Play Inst.</td>
</tr>
<tr>
<td>Label</td>
<td>Listen</td>
<td>Improvise</td>
<td>Examine</td>
<td>Sing</td>
<td>Sing</td>
</tr>
<tr>
<td>List</td>
<td>Play Inst.</td>
<td>Notate</td>
<td>Explore</td>
<td>Transpose</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Reproduce</td>
<td>Perform</td>
<td>Respond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform</td>
<td>Understand</td>
<td>Play Inst.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td>Produce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read</td>
<td>Read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td>Select</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td>Sing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td>Speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compiled by Eric E. Branscome and Cody Robinson*

*Full article available at [http://www-usr.rider.edu/~vrme/v30n1/index.htm](http://www-usr.rider.edu/~vrme/v30n1/index.htm)*
The Final Piece: Assessment

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

- COUNT!!!
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?)
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 \( \frac{\text{♩}}{} = 120 \) 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)
<table>
<thead>
<tr>
<th>Did the student create a melody?</th>
<th>Yes (100 points)</th>
<th>No (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1 submits this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2 submits this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3 submits this</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of quarter and 8th notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of meter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of pentatonic scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of Music notation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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!

Eric Branscome: eric.Branscome@tamuc.edu
Time for Questions!