

Quick Assessment games and record keeping for general music

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WHO are you assessing?

Whole class? Consider checklists, +/-

Small group? Consider checklists, seating charts, numerical rubrics, +/-

Individuals? Consider progress charts, seating charts, numerical rubrics, +/-, rubric sheets, portfolios

WHAT are you assessing?

Student Learning Objectives?

State and National Standards?

Curriculum units?

Knowledge?

Concepts?

Skills?

HOW are you keeping the records?

Electronically? Use iPod/iPad/Tablet/Phone, teacher computer, computer instruction recordkeeping, Classroom dojo, is there an App for that?

Do you have a smartboard? Consider Classroom Dojo or other apps

By hand? Jotting notes, rubrics forms—needs to transfer to grade book

In a gradebook or on a class list? Handy, but also needs to be transferred

Points to consider:

Plan ahead! Making a form or rubric will save you time in the long run. You may have different forms for individuals or classes. Use what works for you. Consider color coding by grade level or by day of the week.

Use your normal lessons and class time! Keeping records on what you did and your student's accomplishments in the normal class saves valuable class time.

Some ways to use your normal class time for assessment:

- Watch who is keeping a steady beat or walking on the beat when you play a game
- Sing role with an assessable pitch pattern (sol-mi for K, Do-re-mi for 2nd or 3rd, etc.) or a rhythm pattern for the response.
- Have a conversation as you start class using your target pitches.
- Play games with an assessable skill or concept, the repetition will give many students an individual turn.
- Use signaling (secret signals) so you can quickly visually check for understanding. I don't just use thumbs up and down, but some of the Manual Alphabet (sign language) for the deaf.

- Pass the phrase—on a call and response song, EVERYONE gets one LITTLE solo and the class sings the responses; or on a 4 phrase song, individuals sing (or play) the first three phrases and the whole class does the 4th. Why do I have the whole class do a phrases? To keep the ones who have already had a turn on-task.
- Record the class a whole or individual students. Watch and/or listen to it later.
- Do quartet checks or double quartet checks in band, orchestra or choir, or in general music if you want to check the ability to hold a part, or want to give them a chance to perform with others. I have found that I cannot listen to more than 8 at a time for assessment.
- You can have students go to the practice room or perhaps hall, if you are isolated to record their excerpt for assessment.

Example of **seating chart grids**—can use graph paper, a table in a word processing program or a spreadsheet. Put each student's grid where they would sit. :

N A M E						

You can use these electronically OR on paper. Have a key list of what you were assessing on the chart. I numbered the boxes and then listed what was assessed in each box. Big boxes were used for double-digit numbers. Small boxes were used for attendance or +/-, or 1-9 assessments. I usually also organized the boxes by skill area....for example: all boxes in the column to the furthest right were used for singing. The next column was for playing instruments, etc.

You can use these for rows or risers, for sitting in a circle or for my really strange music room that had tables and chairs (and science materials). My seating chart had “C” and “L” shapes and individual tables.

Example of a **progress chart**: (cross off when accomplished, or use a numerical rubric, can also date each accomplishment OR color code with a highlighter for quarters/trimesters)

Name _____

Scales: C F Bb Eb Ab Db Gb G D A E B

- Note—my high school band never did chair challenges for chair placement. It was all on our progress chart. This included all major and minor scales and arpeggios, rhythms in sets of 10 measures from the Fussell book, terms in sets of 10 from an old Selmer music term book, and the etudes by page in the Fussell book. When the basic progress chart was finished, you did solos. These were marked off line by line and each solo was worth 5-30 points. The progress charts were also used for our band grades.

Example of a **class check list**:

Example 1: Each class has their own list. Can put date of accomplishment on class line or +/-

	Class 3A	Exceptions
Skill or standard #1	_____	_____
Skill or standard #2	_____	_____
Skill or standard #3	_____	_____

Remember that a – can be changed to a + if the student or class master the skill later!

Example 2: For multiple classes—handy for checking off which class has done which part of a lesson plan or for assessment

Skill/standard/lesson portion	Class 3A	Class 3B	Class 3C	Class 3D
Item 1	_____	_____	_____	_____
Item 2	_____	_____	_____	_____
Item 3	_____	_____	_____	_____

Example of a **checklist or record sheet for a small group**:

Skill/standard/lesson portion	Suzie	Jerome	LaTasha	Kenny	Jake
Item 1	_____	_____	_____	_____	_____
Item 2	_____	_____	_____	_____	_____
Item 3	_____	_____	_____	_____	_____
Item 4	_____	_____	_____	_____	_____

COLOR CODE!

This is helpful by grade level or subject (or instrument group for music teachers)

Use colored paper so that assessment sheets are easy to find.

If you use the same “skill chart” for the year, then at the end of the quarter/trimester run a different colored highlighter through the items assessed that period.

More assessment ideas that use class time:

Roving teacher—teacher moves around the room while students demonstrate a skill

Roving microphone—works wonders for doing part checks or pitch matching assessment for music, could also be used for reading aloud or foreign language lessons—use either an audio or a video recording device. Each student says their name and then sings/says whatever is being rehearsed at the time for 30 seconds to a minute. Then the recorder is passed to the next student. This only works for singers, unless instrumentalists put the recorder on their stand. If your students have phones with recorders and are allowed to use them, they could record themselves on their phone and then email it to you.

VIDEO tape or take digital pictures, then assess after class.

Keep assessment sheets/seating charts etc. in a notebook. (or be able to print if you keep records electronically)

Keep it SIMPLE and keep your records. The faintest ink is better than the best memory!

GREAT GAMES for QUICK ASSESSMENTS—that also integrate to literacy or mathematics:

Double Double This This—a clapping game

CONCEPT: Compound words. **Suggested grade level:** 1-5 **MUSIC CONCEPT—Changing meter, steady beat.**

Double double this this; double double that that, double this, double that, double double this that.
GAME: Clap your own hand on every “double” clap both of your partner’s hands on “this” clap the backs of both partner’s hands with the backs of yours on every “that”.

Variation: Substitute any two-word pair for the “this and that” ie: Double Double Ice Ice, Double Double Cream Cream; Double Ice, Double Cream; Double Double Ice Cream.

“Who has the penny?” Pitch matching game that can use math

Concept: Money; Sol-mi-do **Suggested grade level:** K-2



This version above is the original and great for lower grades. I rarely use the objects mentioned in the song, but substitute little toys or trinkets and sing the song twice through. You can have the song focus on money by using a penny, dime, nickel and quarter. First, have the students practice singing the questions, and then the answers. To play the game have everyone close their eyes and cup their hands. The four objects are deposited into four students hands. They open their eyes and look in their cupped hands to see what they have. The students who do not have an object sing the questions, the student with the item sings the answer (and the teacher records their pitch matching or singing using a rubric!). Then the students who had an item give it to another after the class has closed their eyes and put their hands out again. If a child has had a turn, they can fold their hands.

For a little older class: I use the “Are you Sleeping” tune with three items. “Who has the poodle...I have the poodle; Who has the cat? I have the cat? Who has the little rooster? I have the little rooster. Bring them here, bring them here” (or show them now, show them now.)

You can also use Mr. Potato head with this tune to build the Potato Head by handing out the parts and having the students sing what part they have when they build the face.

"A" My Name is Abbie

Concept: Alliteration, Alphabet
with Middle School

Suggested grade levels: 1-4 (I have used this successfully

Traditional Folk Song

"A" my name is Ab - bie, my part - ner's name is Al - bert. We

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come from Al - a - bam - a with a bas - ket full of ap - ples.

Game: Sit in a circle and everyone sings "A" my name is, my partner's name is, and we come from. The "A" person fills in the rest. You can keep the steady beat, the meter beat or do a "patsch patsch clap clap" pattern. Then the next person does "B" and so on. You can assess the student singing their alphabet responses on their singing skills.

"Post-it note" note compositions (or Popsicle sticks)

Meeting the standards: Students will perform and write rhythm patterns. Students will arrange and create a rhythmic composition in a group. Students will analyze their patterns.

Materials: One or two post-it notes per students, pencils. (Or Popsicle sticks)

Directions: Divide class into groups of four. Each child writes a four-beat (or three-beat, depending on which meter you are teaching) rhythm pattern on the post-it note. Write a pattern you are able to perform. Students perform their patterns as a group. The group then decides how to arrange their four patterns to create a four-measure pattern. Give practice time, and then have each group perform for the class. The patterns can be performed using body percussion, hand percussion or other instruments.

Assessment: Group assessment on their performance—individual assessment on their own post-it, if they turn it in with their name on it. You could also have students identify whether anyone else in the class has the same pattern.

Pitch Matching—Doggie Doggie

Dog - gie, Dog - gie, where's your bone? Some-one stole it from your home.

Who stole the bone? _____ I stole the bone. _____

Directions on the following page:

DIRECTIONS for DOGGIE DOGGIE

The doggie sits with eyes closed in the middle of the circle holding a bone. The children in the circle sing the first line while the teacher points to a child to take the bone (I usually change “stole” to “took”). The doggie sings “Who took the bone” and the taker sings “I took the bone.” The doggie then opens their eyes and tries to guess who has the bone. The teacher assesses their singing of the sol-mi-la pattern using a rubric, and this also marks who has had a turn. Repeat!

SOL MI pitch matching on “My Little Chicks”

The musical score is written in 3/4 time with a key signature of two flats (Bb and Eb). It consists of six staves of music, each with a measure number (4, 6, 8, 10, 12) at the beginning. The lyrics are written below the notes. Asterisks (*) indicate soloist parts, and tildes (~) indicate class parts.

Staff 4: *Come back home my lit - tle chicks! ~We won't come!

Staff 6: *Why not? ~We're a - fraid!

Staff 8: *Of what? ~Of the wolf!

Staff 10: *Where's he hi - ding? ~In the woods!

Staff 12: *What's he do - ing? ~Wa - shing!

Staff 14: *What's he dry - ing his face on? ~A kit - ty cat's tail!

*= Soloist ~ = Class

Game: Have students stand in a circle. Choose one student to be the “Mother Hen” or “Father Rooster,” and another to be the wolf. The hen/rooster stands in the middle of the circle, and the wolf hides behind one of the students (or one of the “chicks.”) The hen/rooster sings all of the solo parts, and the class sings the remainder. After the class whispers “A kitty cat’s tail,” the wolf chases after the hen until he/she catches him/her. If the wolf is having a difficult time catching him/her, he/she may tag another student to help chase. Once the hen/rooster is tagged, he/she picks another wolf, and the wolf becomes the Mother Hen/ Father Rooster.