

MUSIC ENSEMBLE NOVICE SUMMATIVE PERFORMANCE ASSESSMENT FOR CREATING STANDARDS

Recommended to be used with Middle or High School
Year 1 Music Students

TEACHER DIRECTIONS

The SLO Process



Purpose:

Within the last two months of the course, the instructor administers the Summative Assessment to all students who have been in the course for the Full Academic Year (FAY). All students should be included in the assessment process, but only FAY students are counted for teacher evaluation purposes. Students are to demonstrate knowledge, application, and synthesis of the Creating Standards for Music Ensemble based on the Music Ensemble Novice Rubric for Creating Standards indicators.

The Summative Score for the Creating Standards is one part of a two-part assessment used to ascertain whether the students met their individual **SLO Growth Score**. The second part of the assessment is the Summative Performance Assessment for the Performing Standards. In addition, both of these assessments are to be combined for the **SLO Achievement Score**. All music educators within the LEA should use the same rubric and performance assessment and give the same amount of time.

More information and templates for the SLO process may be found at <http://www.azed.gov/hetl/slo/>.

TEACHER ADMINISTRATION OF SUMMATIVE PERFORMANCE ASSESSMENT FOR CREATING STANDARDS

TIME FRAME: 1-2 WEEKS

1. Students are given a copy of the assessment requirements and the rubric at the beginning of the assessment time period. Students will review with their instructor the requirements of the assessment and the rubric.
2. Required components of the Summative Assessment are the draft and revised written notations in standard form of at least a two measure composition, along with the self-reflection forms (Composition Portfolio Check Sheet and the Composer's Rehearsal Notes, Self-Reflection and Revision Sheet). These should ideally be scored by at least two educators (preferably music teachers) using the accompanying Music Ensemble Novice Rubric for Creating Standards (for the purpose of inter-rater reliability). All music educators within the LEA should use the same rubric and performance assessment and give the same amount of time to administer the assessment.
3. If the teacher chooses to use a live or video recording of the composition, in addition to the written notation, these also should be scored by at least two adjudicators.
4. Scores for the Summative Assessment are to be entered into the SLO Data Template, or another LEA data collection template to determine whether the students met the SLO Growth and SLO Achievement Scores. This information is to be given to the teacher's evaluator.
5. A written test may also be administered. Multiple data points are necessary to provide the best holistic picture of the student as possible.