



Music Assessment

In October, 2005, CSSU music teachers gathered for a meeting organized in reaction to Andy Smith's (Williston) review and reflection of improvement scores and data collected in various academic areas. He proposed the idea of the development and use of an assessment tool to be implemented across the CSSU music district (K-8) to identify the areas of strength and weakness within our curriculum. The data collected was **not** be used to compare programs between schools, but to identify needs, areas to be focused on during in-service time and/or steer our faculty toward workshops and other professional development opportunities.

The decision was made to assess in-tune singing of all 2nd graders in the district. A singing example performed by a few 2nd graders throughout the district was benchmarked, ten CSSU music teachers were calibrated and a rubric was created. In 2007, all 4th graders were assessed as well in the same area. The rubric is below:

1: Melody was not recognizable (With Support)	2: Melody lacked accuracy but conveyed proper direction (Building Independence)	3: Melody was nearly accurate (Meets Expectations)	4: Melody was completely accurate (Exceeds Expectations)
---	--	--	--

This assessment has been implemented at Charlotte Central School for several years. The result below is data collected from 2nd and 4th graders in the winter of 2008.

2 nd Grade	CCS		4 th Grade	CCS
Non-scorable			Non-scorable	2.1%
1's	8.3%		1's	6.4%
2's	20.8%		2's	29.8%
3's	52.1%		3's	42.6%
4's	18.8%		4's	19.1%
1's & 2's	29.2%		1's & 2's	37%
3's & 4's	70.8%		3's & 4's	63%