

Assessment Strategies for Superior Band Performance

Dr. Mary Ellen Cavitt
School of Music
Texas State University
San Marcos, Texas
M.E.Cavitt@txstate.edu



- Function of Assessment
- What do we assess?
- Assessments in comparison to standards
- The effect of assessment methods on student success
- Assessment that leads to mastery of skills
- The effect of high magnitude, low frequency assessments versus low magnitude, high frequency assessments
- Planning assessments
- Setting goals
- Examples of assessment strategies and games that lead to mastery
- Teaching students to make self- and peer-assessments.
- Suggestions for teaching students to give peer feedback
- Assessment of practice skills
- Other authentic assessments
- Teaching students to talk and think about music and performances in a meaningful, confident manner.

References

- Byo, J.L. (1998). *Assessment of student performance in the ensemble setting*. University of Arizona Research Seminar, Tucson, Arizona.
- Duke, R. A. (2005). *Intelligent music teaching: Essays on the core principles of effective instruction*. Austin, Texas: Learning and Behavior Resources.
- Elliot, D. J. (1995). *Music matters: A new philosophy of music education*. New York: Oxford University Press.
- Farrell, S.R. (1997). *Tools for powerful student evaluation: A practical source of authentic assessment strategies for music teachers*. Galesville, MD: Meredith Music Publications.
- Goolsby, T.W. (1999). Assessment in instrumental music. *Music Educators Journal*, 86, 31-36.

*Presented at the Texas Music Educators Association Convention, February 14, 2008.
This session is sponsored by the Texas Music Educators Conference.*