INSTRUCTOR: Dr. Kevin Watson

EMAIL: kwatso54@uwo.ca

OFFICE: TC 116
PHONE: 519.661.2111 x 8596
OFFICE HOURS: Online by appointment

COURSE PREREQUISITE
Permission of the department. Unless you have either the requisite for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE GOALS
In this course we will explore foundational issues of assessment, measurement, and evaluation as applied to the domain of musical learning. Music teachers make judgments regarding musical behaviors on a daily basis, and such decisions often have important and long-range consequences for students. Some authors (e.g., Boyle & Radocy, 1987) have argued that many traditional evaluation procedures in music have relied excessively on subjective information bases. The goal of this course is to help teachers to understand and apply important principles of systematic testing, measurement, and evaluation in educational decision making. Students will be encouraged to cater the course materials to their personal teaching contexts and goals.

COURSE OBJECTIVES:
Upon completing this course students will be able to...

- Engage in informed critical discussion regarding current standards-based frameworks
- Describe how curriculum and assessment are linked
- Describe the traditional notion of measurement reliability
- Describe the traditional notion of measurement validity
- Create measures of cognitive, performance-based, and affective outcomes
- Discuss various approaches to grading and the report of evaluative results
- Create an approach to portfolio assessment
COURSE MATERIALS

Required Text:


Ebook versions of this text are available for rental or purchase from the following sources:

https://www.vitalsource.com
https://www.amazon.com

Additional readings will be posted on the course site.

**OWL Course Site**

https://owl.uwo.ca

COURSE POLICIES

1. Each day all of us build our professional reputations. As such, it is expected that you will complete reading and writing assignments in a timely way, and participate fully and respectfully in online discussions. Thoughtful dialogue forms an essential component of mastering complex material. Note that you may contribute to discussions in many ways: asking questions, offering your reactions to readings, acknowledging ideas offered by colleagues and drawing others into the discussion.

2. All written submissions must be word-processed and are due on the assigned due date. Late assignments will be accepted with a grade penalty of twenty percent per day. Assignments submitted more than 30 minutes past the due time will be considered late.
EVALUATION
The grade for MU9582 will be based on the following:

Current Frameworks Synthesis and Reflection Paper: 20 points
Portfolio Construction Project: 40 points
Curricular Assessment Design Project: 80 points
Forum Postings/Quizzes: 20 points
Total: 160 points

ASSIGNMENT DESCRIPTIONS

Current Frameworks Synthesis and Reflection Paper

In this paper, students will compare and contrast the National Core Arts Standards-United States, The Ontario Arts Curriculum-Canada, and the National Curriculum in Music-England. Compare the frameworks in terms of content and performance standards as well as guidance for assessment of student learning (2 pages). Reflect on how such frameworks may impact music teacher education in general, and how selected frameworks could be relevant to your own personal teaching scenario (2 pages). (4-page total, maximum).
Due Friday January 19 @ 4:00 pm

Curricular Assessment Design Project

Students will select a course of music learning, or unit of work within a course. Students will apply the principles discussed in class readings regarding writing educational objectives, creating test blueprints, and designing cognitive and performance-based measures to create the following:

- A set of learning objectives (8 - 10)
- A 20-item test using a combination of selection-type and supply-type items, as well as two extended-response assessment tasks using the essay question format discussed in Chapter 10. The test should include: (a) complete directions, (b) test items that are appropriate for the specific learning outcomes being measured, and (c) a scoring key. Each test item should be keyed to a specific learning outcome.
- A 10-item extended-response assessment measure using the performance-based task approach described in Chapter 11. The measure should include: (a) complete directions, (b) items that are appropriate for the specific learning outcomes being measured, and (c) a scoring key. Each item should be keyed to a specific learning outcome.
- Test blueprints for both of the above measures

Students will administer the measures to 10 participants, collect quantitative data and report the results using the appropriate descriptive and correlational analyses. Students will also evaluate the reliability and validity of the measures they create. Lastly, students will reflect on the measure development process.
Learning Objectives Due Friday January 26 @ 4:00 pm
Cognitive Test & Test Blueprint Due Friday February 16 @ 4:00 pm
Performance Measure & Measure Blueprint Due Friday March 2 @ 4:00 pm
Descriptive, Correlational, Reliability, & Validity Analyses Due Thursday March 29 @ 4:00pm
Assessment Project Reflection Due Friday April 13 @ 4:00pm

Portfolio Construction Project:
Construct guidelines for a portfolio intended to display student progress in musical learning to parents during the school year. Specify the intended student grade level and domain of music learning (e.g., instrumental performance, vocal performance, music theory, composition, combination, etc.). The guidelines should specify:

- The purpose of the portfolio.
- The number and types of entries students are expected to include.
- Instructions for students regarding the inclusion of self-evaluations of the entries.
- The evaluation criteria to be employed.

Due Friday March 9 @ 4:00 pm

Forum Postings/Quizzes
For some of the course topics, I will post a question to the Forums page of our OWL course site. Each question is intended to give you an opportunity to critically reflect on the readings/topic. You will write brief responses to these assigned questions. Each response should be approximately 120 words in length. In addition, you must post a response to at least two postings by your colleagues over the course of the semester, either offering support for the author's views, or respectfully disagreeing with the author and providing evidence for your counterpoint. Responses should demonstrate knowledge of the important principles of the topic. I will also post some brief quizzes that will allow you to demonstrate your knowledge of course content.

Due Dates TBA

Grade Definitions
A+ 90-100%
A 80-89%
B 70-79%
C 60-69%
D 50-59%
F below 50% or assigned when course is dropped with academic penalty
Grading Guidelines for Written Submissions

A: Outstanding work! The assignment was submitted on time and is exceptionally well planned, clear, and thorough. It is evident that you have applied both learning from the class and your own reflections and interpretations. Grammar and spelling are flawless.

B: Good work! You have completed the task as required and there is evidence that you have applied your learning from the class. The work is clear and the grammar and spelling are quite good.

C: You have completed the assignment as required. However, there may be problems in spelling or grammar, in completeness of thinking, or in the depth of your thinking.

D: There are significant problems with the submission. The work is not clearly thought through or you have missed some key concepts and have failed to take the time to ask or get help from me to complete the work.

F: Unfortunate. The assignment was poorly executed, not turned in, or you were absent on the day of a test, etc.

UNIVERSITY POLICIES

Academic Conduct
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com, http://turnitin.uwo.ca/.

Accommodation for Medical Illness
As of May 2008, the University instituted a new policy on Accommodation for Medical Illness, www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf, which states that “in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.” Such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor (in Music, this means the Associate Dean, Undergraduate). It will be the Dean’s office that will determine if accommodation is warranted.
**Statement on Mental Health**
Students that are in emotional/mental distress should refer to Mental Health@Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**HELPFUL RESOURCES**

**Writing Tutorial Services**
Free comprehensive writing support for students and faculty.
[http://www.sdc.uwo.ca/writing/](http://www.sdc.uwo.ca/writing/)

**Writing Resources**
Great information here! Check out the writing support handouts and podcasts.

**Learning Skills Services**
SDC's Learning Skills Counsellors provide information and support to help Western students achieve academic success.
[http://www.sdc.uwo.ca/learning/](http://www.sdc.uwo.ca/learning/)

**Disability Services for Students**
[http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)

If you need individual accommodations to meet course objectives because of a documented disability, please make an appointment with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work.