

Indiana University  
 Jacobs School of Music, Music Education  
*Measurement, Evaluation, and Guidance in Music – E535 4038 – Spring 2021*  
 T, TH 9:25 to 10:40, M149C  
 Zoom Meetings: <https://iu.zoom.us/j/82628690237>

**Instructor Information:**

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**Course Description:**

The course will begin with a unit dealing with foundational issues of measurement, evaluation, and guidance as related to current accountability policy trends, educational frameworks, and basic issues of curricular design. This will be followed by a presentation of fundamental approaches to interpreting quantitative data that are typical of educational measurements and traditional conceptions of reliability and validity. The third section of the course will deal with approaches for assessing students' musical learning. Lastly, approaches for grading and common standardized measures will be discussed. Assignments for this course are designed with three primary goals in mind: (a) to engage the students in thinking how measurement, evaluation, and guidance could be applicable to curricular thinking, (b) to provide opportunities to acquire fundamental skills of measurement through practice, and (c) to provide students with an opportunity to cater the course materials to their personal goals.

**Required Text/Readings:**

- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2013). *Measurement and assessment in teaching* (11th Ed.). Upper Saddle River, NJ: Pearson.
- Additional pdf readings and websites - see course schedule – will be posted on Canvas

**Recommended texts:**

- McDavid, J. C., & Hawthorne, R. L. (2006). *Program evaluation and performance measurement: An introduction to practice*. Sage.
- Fautley, M. (2010). *Assessment in music education*. London: Oxford University Press.
- Popham, J. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, California: Corwin.
- Spatz, C. (USED from Amazon @ 1 cent). *Basic statistics: Tales of distributions*.
- Thorndike, R. M., & Thorndike-Christ, T. (2010). *Measurement and evaluation in psychology and education* (8th Ed.). Pearson: Upper Saddle River, NJ.

**Objectives:**

*Upon completing this course students will be able to...*

1. Engage in informed critical discussion regarding current standards-based frameworks
2. Describe how curriculum and assessment are linked
3. Compute and interpret standardized scores
4. Interpret graphic displays of data

5. Compute and interpret basic descriptive statistics related to central tendency and variability
6. Compute and interpret basic bivariate correlational statistics
7. Describe the traditional notion of measurement reliability
8. Describe the traditional notion of measurement validity
9. Create measures of cognitive, psychomotor, and affective outcomes
10. Discuss various approaches to grading and the report of evaluative results
11. Discuss basic elements of program evaluation

### **Assessment:**

*The point breakdown of the course grade is as follows:*

20	Current Frameworks Synthesis and Reflection
75	Statistics Practice Assignments (15 points each)
150	Curricular Assessment Design Project
35	Program Evaluation Application
50	Personal Choice Paper
330	TOTAL

*Grading (in percentage):*

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Below 60
A-	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

### **Assignments**

*In addition to content, writing quality is an important criterion for each assignment – all assignments 12pt font, Times New Roman, double-spaced, 1-inch margins:*

- 1) *Current Frameworks Synthesis and Reflection:* In this paper, students will consider the notion of "backwards design" in conjunction with current Common Core, and National Standards for Music Education Frameworks and reflect on how these sources may be relevant to their personal teaching scenario. (3-page maximum, total)
- 2) *Statistics Practice Assignments:* A collection of brief exercises to familiarize students with statistical concepts – to be described in class and due dates assigned in class.
  - a. Descriptive statistics and standard scores
  - b. Descriptive statistics with SPSS
  - c. Correlation
  - d. Correlation with SPSS
  - e. Reliability and Item Analyses
- 3) *Curricular Assessment Design Project:* The purpose of this project is to reinforce the possible connections between curricular philosophy, scope, and assessment of music learning. Students will have an opportunity to describe basic curricular components from the perspective of their anticipated teaching scenario. Students will apply the principles discussed in class regarding writing educational objectives, creating test blueprints, and designing cognitive and psychomotor measures to their curricular interest. The students

will analyze quantitative data similar to that which their measures would yield and report the results using the appropriate descriptive and correlational analyses. Students will also simulate evaluating the reliability and validity of their measures.

- 4) *Program Evaluation Practice*: Identify an existing or hypothetical program that you would like to build an evaluation project around (perhaps related to your ideal professional position in the future). Describe how you would apply the materials in the McDavid and Hawthorn readings to your evaluation. Specifically, (a) describe how the “general steps in conducting a program evaluation” that begins in Chapter 1 on page 25 apply to your project, (b) create a logic model flow chart, and (c) explain how qualitative evaluation methods could play a role.
- 5) *Personal Choice Synthesis Paper*: Prepare a paper according to one of the descriptions below—or some other related topic of your choice that is approved by the instructor (5-page maximum).

### ***Potential Topics for Student Choice Presentations***

#### **Survey Design**

- Synthesize the following four chapters from: Rea, L. M., & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - *An overview of the sample survey process* (chapter 1)
  - *Selecting and obtaining a representative sample* (chapter 9)
  - *Designing effective questionnaires* (chapter 2)
  - *Developing survey questions* (chapter 3)

#### **Embedded Assessment**

- Synthesize four instructor-approved articles pertaining to embedded assessment and describe how you’d apply the information you found to your future teaching setting

#### **Peer Assessment**

- Synthesize four instructor-approved articles pertaining to peer assessment and describe how you’d apply the information you found to your future teaching setting

#### **Teacher Evaluation**

- Synthesize four instructor-approved articles pertaining to and describe steps for going forward in music teacher evaluation

#### **Development of Psychological Measures**

- Synthesize four instructor-approved articles pertaining to the measurement of a psychological construct
- Describe how you’d apply the information to your future research

#### **Qualitative Data Analysis**

- Prepare an annotated bibliography of (or two equivalent instructor-approved texts):
  - LeCompte, M. D., & Schensul, J. J. *Analyzing and interpreting ethnographic data*.
  - Miles, M.B., Huberman, A.M., & Saldaña, J. *Qualitative data analysis: An expanded sourcebook*.

#### **Other?**

<i>Measurement, Evaluation, and Guidance in Music – Course Schedule – Miksza</i>			
Date	Topic	Readings	Assignment
1/19-Z	Issues and Frameworks		
1/21-Z	Issues and Frameworks	Miller, Linn, & Gronlund, <i>Educational testing and assessment: Context, Issues, and Trends</i> (chapter 1) US Department of education, <i>Our future, our teacher</i> (federal policy statement) Common Core Standards (web link) Partnership for 21 <sup>st</sup> Century Skills (web link) NAfME, <i>The national standards for music education</i> (web link) INTASC standards (web link) RISE Indiana Department of Education (web link)	1/21 – Current frameworks synthesis and reflection
1/26-A	Terms and Curricular Connections	Miller, Linn, & Gronlund, <i>The role of measurement and assessment in teaching</i> (chapter 2) Miller, Linn, & Gronlund, <i>Instructional goals and objectives: Foundations for assessment</i> (chapter 3) Miller, <i>Curriculum theory and practice</i> (article) Nashville and Davidson County government, <i>Music makes us</i> (district press release, pdf)	1/26 – Philosophical curricular orientation (part a)
1/28-A	Descriptive Statistics	Rea & Parker, <i>Descriptive statistics</i> (chapter 5) Miller, Linn, & Gronlund, <i>Elementary statistics</i> (appendix C) Online resources (see Links)	TBA – Stats Practice 1 and 2
2/2-Z	Descriptive Statistics		
2/4-Z	Descriptive Statistics	Schmidt, Baker, Hayes, & Kwan, <i>A descriptive study of public school music programs in Indiana</i> (article)	
2/9-A	Correlation	Jaeger, <i>Correlation</i> (chapter 4) Miller, Linn, & Gronlund, <i>Elementary statistics</i> (appendix C) Online resources (see Links)	TBA – Stats Practice 3 and 4
2/11-Z	Correlation		
2/16	Wellness Day	No class	
2/18-A	Validity	Miller, Linn, & Gronlund, <i>Validity</i> (chapter 4) Thorndike & Thorndike-Christ, <i>Validity EXCERPT</i> , pages 182-196	2/18 – Curricular Goals and Objectives (parts b and c)
2/23-Z		Williams, <i>A study of internal validity of the instrumental timbre preference test</i> (article)	
2/25-A	Reliability	Miller, Linn, & Gronlund, <i>Reliability and other desired characteristics</i> (chapter 5)	
3/2-Z	Reliability	Bergee, <i>Faculty interjudge reliability of music performance evaluation</i> (article)	

		Schmidt, <i>Reliability of untrained observers' evaluations of applied music instruction</i> (article)	
3/4-A	Interpreting Test Scores	Miller, Linn, & Gronlund, <i>Interpreting test scores and norms</i> (chapter 19) Miller, Linn, & Gronlund, <i>Item analysis EXCERPT</i> , pages 351-365	TBA – Stats Practice 5
3/9-Z	Interpreting Test Scores	Baker, <i>The item characteristic curve</i> (pdf)	
3/11-A	Planning for Assessment	Miller, Linn, & Gronlund, <i>Planning classroom tests and assessments</i> (chapter 6)	
3/16-A	Measuring Cognitive Outcomes	Miller, Linn, & Gronlund, <i>Measuring complex achievement</i> (chapters 7 and 8)	
3/18-Z	Measuring Cognitive Outcomes	Miller, Linn, & Gronlund, <i>Measuring complex achievement</i> (chapters 9 and 10)	
3/23-A	Measuring Performance Outcomes	Miller, Linn, & Gronlund, <i>Measuring complex achievement: Performance-based assessments</i> (chapter 11) Zdzinski & Barnes, <i>Development and validation of a string performance rating scale</i> (article)	3/23 – Cognitive test, test blueprint, answer key (part d, i, 1-3)
3/25-A	Measuring Performance Outcomes	McPherson & Schubert, <i>Measuring performance enhancement in music</i> (pdf)	
3/30-Z	Measuring Performance Outcomes	Bakeman & Quera, <i>Behavioral observation</i> (pdf)	
4/1-A	Measuring Attitudes	Thorndike & Thorndike-Christ, <i>Attitudes and rating scales</i> (chapter 11)	4/1 – Psychomotor test, test blueprint (part d, ii, 1-2)
4/6-Z	Measuring Attitudes	Zentner & Eerola, <i>Self-report measures and models</i> (pdf) Austin & Reinhardt, <i>Philosophy and advocacy</i> (article)	
4/8-A	Portfolio Assessment	Miller, Linn, & Gronlund, <i>Portfolios</i> (chapter 12) Brandt, <i>On assessment in the arts</i> (article) Mills, <i>Capturing student progress through portfolios in the music classroom</i> (article)	
4/13-Z	Grading Systems	Miller, Linn, & Gronlund, <i>Grading and reporting</i> (chapter 15) Russell & Austin, <i>Assessment practices of secondary music teachers</i> (article)	4/13 – Reporting of descriptive data; Reporting of correlational data (parts e and f)
4/15-A	Teacher Evaluation	NAfME Teacher Evaluation Statement ( <a href="https://nafme.org/about/position-statements/teacher-evaluation-position-statement/teacher-evaluation/">https://nafme.org/about/position-statements/teacher-evaluation-position-statement/teacher-evaluation/</a> ) SMTE Teacher Evaluation Resources ( <a href="https://smte.us/teacher-evaluation/">https://smte.us/teacher-evaluation/</a> )	
4/20-A	Program Evaluation	McDavid & Hawthorn, <i>Key concepts and issues in program evaluation and performance measurement</i> (chapter 1) McDavid & Hawthorn, <i>Understanding and applying program logic models</i> (chapter 2)	
4/22	Wellness Day	No class	
4/25-Z	Program Evaluation	McDavid & Hawthorn, <i>Research designs in program evaluation</i> (chapter 3) McDavid & Hawthorn, <i>Applying qualitative evaluation methods</i> (chapter 5)	

4/29-Z	Program Evaluation		4/29 – Program Evaluation Practice
Choice Paper Due 5/6			

Note. A = asynchronous, Z = Zoom

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**Academic Misconduct.** Refer to the Code of Student Rights, Responsibilities and Conduct: <http://studentcode.iu.edu/>.

**Bias-based incident reports** can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email [biasincident@indiana.edu](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto:incident@indiana.edu); 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

**Counseling and Psychological Services.** <http://healthcenter.indiana.edu/counseling/index.shtml>.

**Disability Services for Students (DSS).** For information about support services or accommodations available to students with disabilities and for the procedures to be followed by students and instructors, please visit: <https://studentaffairs.indiana.edu/disability-services-students/>.

**Students needing additional financial or other assistance.** <https://studentaffairs.indiana.edu/student-advocates/>.

As your instructor, one of my responsibilities is to create a positive learning environment for all students. **Title IX and IU's Sexual Misconduct Policy** prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services) Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services) IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.