

Florida Music Educators' Association/ Florida School Music Association

Task Force on Music Assessment

Because the Arts are a core subject in the *No Child Left Behind Act* and accountability in core subject areas is the responsibility of the districts and professional educators, the Florida Music Educators' Association (FMEA) in conjunction with the Florida School Music Association (FSMA) has designed a means of accounting for elementary music learning for students and conducted a pilot of a Grade 4 assessment instrument. The 20-item test covers specific *Grade Level Expectations* in content knowledge, listening and analysis. Assessment of student learning in music will provide an opportunity to monitor student progress and motivate school improvement.

Although not the primary focus of this project, research¹ indicates that students who take more credits of music show better attendance and behavior than those students who take fewer credits. This project will encourage a higher quality of music performance both by instructors and students and may provide a specific means of comparing academic achievement with student achievement in high quality music programs over time.

The FMEA/FSMA Assessment project has had the ongoing support of the Florida DOE throughout its development in consultation with June Hinckley, DOE Music and Fine Arts Specialist, and Dr. Cornelia Orr, DOE Director of Assessment. FMEA/FSMA has also contracted with the University of Florida Academic Technology Center for scoring and item analysis of the tests. Selected music educators and supervisors from across the state are members of the writing and validation teams which developed the assessment items. The Task Force on Assessment, a select group, serves as the guiding body for assessment development.

Rationale for the Florida Music Assessment

In May 2001, FMEA President Carolyn Minear formed the Florida Music Assessment Task Force to address the state's needs for comprehensive assessment of Florida's Sunshine State Standards for Music. This project is founded upon the following beliefs:

- The Fine Arts are a core subject, as proclaimed in the Elementary/Secondary Education Act of 2001, commonly referred to as "No Child Left Behind."
- All Florida students should have equal opportunity to develop a broad background in all of the arts and concentrated study in one arts discipline.
- There is a depth and breadth of content reflected in the Sunshine State Standards for Music that all music students should know and be able to do
- Progress toward the Sunshine State Standards for Music must be monitored and assessed for all music students in the State of Florida.
- Assessment of student learning in music will provide an opportunity to monitor student progress and motivate school improvement.

The Task Force also described a vision for the assessment instruments that are being developed:

We envision at the elementary and secondary levels an assessment of students' individual progress toward the Florida Sunshine State Standards for music which will provide evidence of individual student growth in music and assist in the improvement of student learning and music teaching.

¹ James S. Catterall, *Involvement in the Arts and Success in Secondary School*. Washington, DC: Americans for the Arts monograph series, No. 9, 1998.

Accountability in core subject areas is the responsibility of professional educators. Because Music is a core subject area (in federal legislation), the *Florida Music Assessment* is designed to provide a means of accounting for the music learning that is happening in Florida's public schools. The specific purposes of the Florida Music Assessment are to improve K-12 music learning in the State of Florida by:

- Providing a vehicle for monitoring individual student growth within and among schools, district and the state
- Promoting growth toward the comprehensive music knowledge and skills identified in the Sunshine State Standards for Music, thus providing an opportunity to demonstrate academic accountability and credibility,
- Providing a vehicle for identifying areas to target for future professional development opportunities and
- Assisting in the promotion of equitable learning opportunities throughout the state toward the Sunshine State Standards (by identifying factors that prevent schools from offering adequate learning opportunities, e.g., instructional time, equipment, etc.)

Test Development, Structure, and Delivery

The *Arts Education Assessment Framework*² presents a three-fold model used as the framework for the 1997 National Association of Education Progress (NAEP) arts assessment. The NAEP framework is based on the roles that artists assume when engaged in artistic behaviors. For music, these roles are:

- *Performing*—when performing music, the student is the interpreter of existing music
- *Creating*—when creating music, the student improvises, composes, or arranges music
- *Responding*—when responding to music, the student assumes the role of audience member, critical listener and evaluator of musical performances, and engages in musical criticism or analysis

This framework serves as the basis for our assessment design. We are planning our comprehensive assessment in three levels, as follows:

- Phase 1—Content Knowledge, Listening, and Analysis (Responding)
- Phase 2—Individual Performance (Performing)
- Phase 3—Individual Improvisation, Composition, and Arranging (Creating)

The FMEA Assessment Task Force has developed the 4th grade Phase 1—Content Knowledge pilot test items over an extensive period of writing and review. The item development process was:

- The Task Force first examined each of the Grade 4 Florida Grade Level Expectations (GLEs) to determine their suitability for a large-scale assessment such as the Florida Music Assessment.
- Next, the Task Force wrote item specifications for each of the selected GLEs. Based on these specifications, the Writing Team (a group of six elementary music teachers from across the state) developed appropriate items for the test.
- The Validation Team then reviewed the items, suggesting edits as needed. The Assessment Task Force reviewed the Validation Team's suggestions and gave their approval for the pilot test.

Test Structure

The Florida Music Assessment is grounded within item-response theory. The four forms of the 4th grade Content Knowledge pilot present a total of 80 different items. Each test is 20-items long. The test items are correlated with specific Grade Level Expectations (GLEs), and each of the four forms present correlated items in the same GLE order. The test items are recorded on CD, and each question is

² *The Arts Education Assessment Framework*, National Assessment Governing Board. Washington, DC: Council of Chief State School Officers, 1994.

read aloud and, when appropriate, followed by a musical example. Students are given 5 seconds to encode their response on the answer sheet. The 20 questions are grouped into three parts, as follows:

- Part 1—Listen, Analyze, and Select—11 questions
- Part 2—Read and Select—4 questions
- Part 3—Notation Recognition—5 questions

Test Delivery

Pilot teachers receive the following materials to guide their administration of the test:

- Individually numbered test booklets for each 4th grader in the school
- Scantron Answer sheets for the test (developed with NCS Person after FCAT models)
- A Pilot teacher administration handbook
- A Pilot test CD
- A test booklet inventory
- An evaluation form

Pilot Schools Selection

Pilot schools were selected to represent the ethnic and community diversity of Florida from a set of volunteer schools across the state. The selected group represents Caucasian, African American, and Hispanic students in urban, suburban, and rural schools. To identify school community classification, we adapted the following guidelines from the National Center for Educational Statistics³:

- *Urban*—the school lies within a large (over 250,000 residents) or midsize city (25,000 or more residents)
- *Suburban*—the school is located on the “fringe” of an urban area, or in a town of 2,500 – 24,999 persons that is not part of a large or midsize city
- *Rural*—the school lies within a non-metropolitan area, and does not meet the criteria for urban or suburban classification

Evaluation

Once administered, tests are scored at the University of Florida Academic Technology Center. Each test is evaluated psychometrically through item analysis and qualitatively through pilot teacher evaluations. The item analysis for each form includes:

1. The numbers of students taking the test form
2. Score ranges
3. Mean, median, and modal scores
4. Standard deviations and standard errors of measurement
5. Kuder-Richardson formula 20 correlations (KR_{20})
6. Item response distributions
7. Item discrimination and difficulty levels
8. Point-biserial correlations (r_{pbs})

The Assessment Task Force will review the item analyses under the guidance of Timothy S. Brophy, Chair (University of Florida). Items that require revision and rewriting are returned to the Writing Team for revision, and reviewed by the Validation Team before being resubmitted to the Assessment Task Force for final approval.

³ NCES Website: <http://nces.ed.gov/programs/coe/2004/notes/n01.asp>

Pilot teacher evaluations are both quantitative and qualitative. The quantitative evaluation is a set of questions for which the pilot teachers will select their response from a 1-7 point Likert-scale. Responses are averaged and mean responses examined. The qualitative analysis consists of four open-ended questions. These will be analyzed for common themes relating to test delivery and quality..

The following information for each student is gathered on Page 1 of the answer sheet⁴. We are not requesting all of this information for the pilot.

- Student Name, School, District
- Test Booklet Number (replaces Florida Student Number)
- District/School Number
- Test Book Form
- Section 504 (not collected for the Pilot)
- Gender
- Racial/Ethnic Background
- Date of Birth
- LEP
- School Community Classification
- Primary Exceptionality
- ESE, LEP Accommodation Types (not collected for the Pilot)
- Length of Music Period
- Frequency of Music Period

Timeline

The Grade 4 Phase 1 assessment instrument can be completed and ready for use in the spring of 2006.

The professional associations are continuing to develop the Grade 8 Phase 1 instrument and will be ready to pilot that test in the spring of 2006. A completed testing instrument will be ready for the spring of 2007.

The high school Phase 1 assessment can be developed, using the processes already established, within a twelve-month period, but given various constraints, is planned for development and piloting for the spring of 2007, with a completed test ready for the spring of 2008.

⁴ This information is modeled after the Math Scantron sheet used for the 2004 FCAT. FMA Scantron Sheets were designed and printed by NCS Pearson, Inc.

The Florida Music Educators' Association

FMEA is a not-for-profit, professional association that serves and supports music educators across Florida. FMEA promotes and publishes the Florida Music Director as well as music education research, organizes in-service programs, and broadens teachers' knowledge and interest in their profession through affiliation with colleagues. Membership in FMEA is open to music instructors from Pre-K level through college, including music supervisors.

FMEA membership is required in order for the educator's students to participate in the All-State Conference, which includes the All-State Bands, Choruses and Orchestras.

The Florida School Music Association

FSMA is a not-for-profit association of member schools that coordinates and oversees all interscholastic music activities in the state of Florida. This association sanctions the Florida Bandmaster's Association, the Florida Orchestra Association, and the Florida Vocal Association to sponsor District and State Evaluation/Music Festivals for bands, orchestras, and choruses in Florida high schools, junior high schools, and middle schools.

FSMA membership is required for schools that wish to participate in state sanctioned interscholastic music activities, which include evaluation festivals and solo-ensemble festivals.