

The FMEA Assessment Project

**Timothy S. Brophy, University of Florida, Chair
FMEA Assessment Task Force**

Task Force Members

- Dr. Timothy S. Brophy, Chair, University of Florida
- Dr. Al Holcomb, Co-Chair, University of Central Florida
- Cindy Lippert-Balistreri, FMEA president, FMSEA and FEMEA past president
- Debbie Fahmie, FEMEA president
- Frank Howes, FMEA past president
- Kathleen Sanz, FMEA past president
- Kathy Cook, FOA past president
- Joe Luechauer, FMSEA president
- Jolene Crump, FVA
- James Perry, FMEA Executive Director

Why Develop a State Assessment in Music?

To improve K-12 music learning in the State of Florida by:

- Providing a vehicle for monitoring individual student growth
- Promoting growth toward the comprehensive music knowledge and skills identified in the Sunshine State Standards for Music

Why Develop a State Assessment in Music?

To improve K-12 music learning in the State of Florida by:

- 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

What We Have Accomplished

- Sequence of Development and Implementation
- Matrix of Response Types
- Criteria for Writing and Validation Team Selection
- The Initial Test Structure (grade 4)
- Fourth Grade Item Specifications
- Fourth Grade Pilot Test (May 2005)
- Eighth Grade Item Specifications and 128 items for four forms of a proposed 2006 pilot (32 questions each)

Response Types: Structured Responses

- *Short-answer and sentence completion:*
 - Items asking a question that can be answered in a single word or a short sentence.
 - Items that require students to complete a sentence or fill in a blank

Response Types: Structured Responses

- *Multiple-choice* items consist of a *stem*, often a question or incomplete sentence, that introduces the problem.
- *Alternate-choice*: Items that present two opposing options are considered to use an *alternate-choice* format. True-false items are the best-known type of alternate-choice assessment.

Response Types: Open-ended

- *Essay*: Essay questions use an open-ended response format. Students construct a lengthy response to a question or problem. Essays can be used to assess any skill that can be represented verbally.
- *Performance Assessment*: A performance assessment requires students to produce a product or demonstrate a process, solve a problem involving several steps, or carry out an activity that demonstrates proficiency with a complex skill.
- **For music**: *On-demand Performance*—obtained at the time of the assessment. *Performance Event*—a rehearsed performance developed over time

Matrix of Response Types – Strands

	Short Answer	Selected Response	Alternate Choice	Essay-Extended Response	Performance on demand	Performance Event
Skills-Techniques	x	X			X	X
Creation - Communication	X	x	X	X	X	
Cultural-Historical	x	X	X	X		Possible Performance Practice
Aesthetic-Critical Analysis	X	x	X	X	X	
Applications to Life	x	x	x	x	x	

Developing the Initial Test Structure

The following questions guided the exploration of each GLE at grade 4:

1. Is the GLE assessable?
2. Is the GLE suited for state level assessment, or is it best assessed in the classroom?
3. What is the most appropriate response type?

Where we are now

- We plan three levels of testing at grades 4, 8, and 10:
 - Level 1—Content (Responding)
 - Level 2—Performance (Performing)
 - Level 3—Composition, Improvisation, Arranging (Creating)
- In May 2005 we piloted four forms of the 4th grade Level 1 Content Knowledge test

Elementary Writing Team

- Debra Williams, Polk County
- Jessica Fredricks, Polk County
- Robert Hyatt, Alachua County
- Julie Prock, Broward County
- Mary Kay Thompson, Bay County
- Debbie Fahmie, Osceola County

Elementary Validation Team

- Carolyn Minear, Orange County
- Karen Bouton, Jackson County
- Dr. Kathleen Sanz, Pasco County

Phase 1 4th Grade Test Format

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

4th Grade Phase I Pilot Test Administration

- Spring 2005—1,583 4th grade students in 18 schools
- Pilot test data is used only for determining the effectiveness of the items

Sample Items

In this excerpt from the “Sabre Dance”, which one of the following words best describes the *tempo* used to express the feeling of excitement?

- a. Ritardando
- b. Slow
- c. Fast
- d. Accelerando

- **GLE: MU.B.2.2.2 (1): Identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicates an idea or emotion.**

Sample Items

Listen to the following example of music representing a Florida culture. Which type of Florida music do you hear?

- a. African-American
- b. Miami Salsa
- c. Florida Folk
- d. Native-American

- **Curriculum Connection: GLE: MU.C.1.2.3 (1): Identifies music that represents the history and diverse cultures of Florida.**

Sample Items

- **Instructions:** For the following items there are four short phrases written in musical notation. You will hear one of these phrases performed twice. You will hear four tempo clicks before the phrase is performed. After you hear the example, select the letter name of the notation that exactly matches what you hear. Fill in the letter name on your answer that matches your choice.

Curriculum Connection: Melodic Notation

- **GLE: MU.A.3.2.3 (2): Identifies and writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips-based triads using do, re, mi, fa, sol, la, ti, and do₁ within the diatonic scale.**

Next Steps

- The Grade 4 Phase 1 ready - spring of 2006.
- Grade 8 Phase 1 ready to pilot - spring of 2006.
 - Completed testing instrument ready - spring of 2007.
- High School Phase 1 development and piloting - spring of 2007
 - Completed test ready for the spring of 2008.