Models for Formative Assessment in the Choral Classroom
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Synopsis:
This workshop focuses on formative assessment strategies and tools that will increase teaching effectiveness and student learning in the choral classroom. The session will target high expectations and pedagogical content knowledge.

Objectives:
• Clarifies what you want your students to be able to do
• Identifies the indicators for success
• Assess your student’s learning process and progress
• How will you know when your students get it?
• Do your students understand the learning concepts completely or in fragments?

Transformative Assessment provides the following:
• Improves your teaching
• Consistent feedback to and from students
• A protocol with which to critically reflect upon what is working and what is not
• Pedagogical Content Knowledge
• Introduces you to a wealth of teaching ideas and resources, while providing fresh ideas for your lessons

What is Transformative Assessment?
• Planned process
• Clearly and directly linked to instructional goals
• Embedded in the design and delivery of instruction
• Informs instruction
• Effective transformative assessment requires deep understanding of pedagogical content knowledge and sequential learning within a discipline

The ongoing process of transformative assessment helps students and teachers.

Benefits:
• Closes the gap between the learner’s current state and desired goals
• Provides feedback about learning to teachers and to students
• Informs students how to adjust their current learning tactics
• Elicits evidence of student’s understanding and learning process

• Supports differentiation by requiring various methods and strategies
• Allows successful instructional changes

**Rubrics**

Rubrics should give enough information to inform them of what they can do to improve their performance.
• What is evident and what is missing
• Criterion should include more than one indicator
• Leaving room for growth-Learning on a continuum

If the rubric does not allow room for growth, why should the student bother? Potential for progress must be visible and attainable to the student.

**EXAMPLE #1**

*Frozen & Limited Assessments*

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Advanced 11 pts</th>
<th>Proficient 10 pts</th>
<th>Basic 8 pts</th>
<th>Below Basic 6 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notated Parts</td>
<td>Accurate</td>
<td>Acceptable</td>
<td>Somewhat Accurate</td>
<td>Mostly Inaccurate</td>
</tr>
<tr>
<td>Diction</td>
<td>Exemplary</td>
<td>Acceptable</td>
<td>Improving</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Dynamics &amp; Tempo</td>
<td>Appropriate</td>
<td>Acceptable</td>
<td>Unclear</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>Breath Control &amp; Phrasing</td>
<td>Precise</td>
<td>Very Good</td>
<td>Acceptable</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Artistry &amp; Style</td>
<td>Appropriate</td>
<td>Acceptable</td>
<td>Unclear</td>
<td>Inappropriate</td>
</tr>
</tbody>
</table>

**EXAMPLE #2**

<table>
<thead>
<tr>
<th>Pitch Accuracy</th>
<th>Rhythmic Accuracy</th>
<th>Intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 all pitches accurate</td>
<td>2 all rhythms accurate</td>
<td>2 excellent tuning</td>
</tr>
<tr>
<td>1 most pitches accurate</td>
<td>1 most rhythms accurate</td>
<td>1 average tuning</td>
</tr>
<tr>
<td>0 few pitches accurate</td>
<td>0 few rhythms accurate</td>
<td>0 poor tuning</td>
</tr>
</tbody>
</table>

**References:**


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