

**MUED 8115 (3 credits)**  
**Assessment in Arts Education**  
**Spring 2024 Syllabus**



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Wednesdays, 4:30p–7:00p  
Ferguson Hall 157

**Instructor:** Dr. Danni Gilbert  
**Office:** Ferguson Hall 148  
**Office Hours:** By appointment via Zoom  
**Email:** gilbertd@umn.edu

**Course Description:**

*Catalog Description:* Methods for assessing unique challenges in artistic achievement: performances, products, and other artistic achievements. Assessment design. Interpretation for large-/small-scale assessments in performance, classroom, and clinical settings.

*Students served:* Graduate students in music, music education, education, and other graduate students interested in arts research.

*Prerequisites:* Graduate student in [music or music education], department consent

**Required Texts & Materials:**

1. American Psychological Association (2020). Publication manual (7th ed.). Washington, D.C.
2. Brophy, T.S. (Ed.). (2019). *The Oxford handbook of assessment policy and practice in music education* (Vol. 1). Oxford University Press. **[free online access granted through UMN Libraries with your UMN student account]**

Additional reading materials will be provided in class, on Canvas, or will be available on reserve in the library.

**Canvas:**

This course uses the Canvas Learning Management System to organize all assignments. Refer to Canvas for due dates and specific information regarding assignments.

**Communication:** All announcements, files, assignments, and other information will be placed on the course Canvas site or delivered by email to your UMN email account. Canvas course announcements and email will be the primary methods of delivering information between classes. Please check your UMN email for accuracy and ensure that your Canvas settings are set up to deliver announcements and assignment comments to your UMN email address. If any information related to assignments or classes is delivered by email or posted on Canvas, it will be assumed that you have received and read the information. Please check your email daily and respond (if necessary) promptly.

**Course Technology:**

The following technical requirements will allow you to access the Canvas site successfully, send and receive online communications, complete assigned activities, and view multimedia content. To participate fully in the course, you will need:

- Reliable, high-speed Internet access
- A supported Web browser
- Laptop, desktop or tablet with a webcam
- Microsoft Office (i.e. Word, PowerPoint)
- Optional but highly recommended: Canvas app

**Course Goals & Objectives:**

- I. Read, analyze, and discuss scholarly literature on assessment and policy practices
  - A. Assessment policy in music education
    1. Policy and philosophy
    2. International perspectives
    3. National perspectives
  - B. Measurement
    1. Theoretical foundations
      - a) Psychometric considerations for music performance assessments

- b) Validity, reliability, and fairness in music testing
    - c) Classical test theory and music testing
    - d) Item response theory and music testing
    - e) Theories and practices of sequential curriculum alignment
  - 2. Test development
    - a) Developing tests of music performance improvisation
    - b) Assessment of creative potential in music
    - c) Performance assessment and rubric design
    - d) Development of standards-based and cross-cultural assessments in music
- C. Assessment in higher education
  - 1. Assessment of preservice music educators
  - 2. Using accountability to improve student learning in higher education music programs
  - 3. Assessment in the applied studio in higher education
- D. Music teacher evaluation
  - 1. Observations of music educators for teacher evaluation
  - 2. Music teacher evaluation and student growth in music
  - 3. Measuring dispositions in preservice music educators
  - 4. Challenges to reliability and validity in the evaluation of music teaching
- II. Locate, evaluate, and organize scholarly resources on a topic of interest within assessment and policy in arts education
  - A. Improve information literacy skills
  - B. Generate an annotated bibliography
  - C. Critically review resources
- III. Design, write, and share a scholarly position paper related to assessment and policy in arts education
  - A. Written paper
    - 1. Apply APA formatting guidelines
    - 2. Improve scholarly writing skills using formal, academic language as appropriate to the area of interest
    - 3. Learn about the manuscript submission process and submit to a professional journal for publication consideration
  - B. Research poster
  - C. Spoken presentation
- IV. Develop and implement assessment tools to observe, measure, and evaluate
  - A. Rubrics
  - B. Checklists
  - C. Rating scales

- D. Portfolios
- E. Reflections
- V. Practice and improve upon professional practices expected of arts education teachers, scholars, and leaders with advanced degrees
  - A. Plan, deliver, and assess teaching segments
  - B. Prepare and practice the presentation of scholarly work
    - 1. Research poster
    - 2. Spoken presentation
    - 3. Written paper
  - C. Develop a professional portfolio of artifacts related to teaching, scholarly, and creative activity (i.e. writing, presentation, research)

**Attendance Policy:** Attendance is expected during each class session. It is the responsibility of the student to complete all missed in-class work and homework assignments in the event of an absence. Being absent from class does not excuse students from adhering to the assignment due dates listed in the course calendar. Please communicate assignment extension requests prior to the deadline. As much of this course is based on class discussion and interaction, attendance is very important for student success. In the event that circumstances prevent you from meeting the attendance expectations (i.e. prolonged illness), it may be necessary to take the course in another semester it is offered when you are better able to successfully meet the requirements.

**Student Evaluation & Assignments:**

Due dates for course assignments are listed on the course calendar; however, dates are subject to change. Due dates will be verified during class. **Assignments must be uploaded to Canvas by 4:30 PM on the day they are due.** Submitting assignments up to 48 hours past the due date will result in a reduction of points earned. Assignments will not be accepted beyond 48 hours after the due date, resulting in a loss of points. Please communicate assignment extension requests prior to the deadline. Assignments submitted during our class time will not be accepted, resulting in loss of points for the assignment. Responses should be typed and turned in to Canvas according to the format indicated. Handwritten hard copies of assignments or emailed assignments will not be accepted. Technical or other problems with Canvas, your computer, or the Internet, are not considered valid reasons for work not received or sent after the due date/time. For problems with the electronic submission of assignments through Canvas, first contact the [Twin Cities Technology Help](#). **There will be no extra-credit assignments provided to make-up for late or incomplete work after the late penalty deadline.**

| Assignment   | Point Value     |
|--|-----------------|
| 1. Draft Sections of Position Paper (10)             | 50 (5 a piece)  |
| 2. Teaching Demonstrations (2)                       | 50 (25 a piece) |
| 3. Class Discussions & Responses (10)                | 20              |
| 4. Research Poster                                   | 30              |
| 5. Spoken Position Paper Presentation                | 50              |
| 6. Final Written Position Paper & Journal Submission | 100             |
| <b>Total Points:</b>                                 | <b>300</b>      |

1. **Draft Sections of Position Paper (10):** To ensure you are meeting benchmarks throughout the semester to stay on track for completing a well-written position paper by the end of the semester, and in order to obtain regular feedback you can apply to your project, the overall position paper will be divided into multiple sections. A draft of each section will be due incrementally throughout the semester. While these sections are in draft form and do not need to be in a polished, finalized version, there does need to be demonstrable effort made towards completion of each of the sections as they are due. It is not acceptable to submit nothing, nor is it acceptable to submit work that is illegible (i.e. full of writing, grammatical, punctuation, or formatting errors). In other words, make every effort to present your best work for each draft component so you may take full advantage of all instructor feedback and peer review that will lead to a more successful finished product. [5 points apiece; 50 points total]

2. **Teaching Demonstrations (2):** [25 points apiece; 50 points total]  
Obtaining a graduate degree in arts education prepares you to be a leader and master teacher in PK-12, higher education, community, clinical, or government settings. Your responsibilities and expectations will undoubtedly include the need to skillfully plan, teach, assess, and reflect upon outcomes and processes. You will each be assigned to two different class sessions in which you will design and teach a 30-minute lesson related to a topic within educational assessment according to the chapters and subject matter covered (see syllabus schedule below). Prior to planning your lesson, review the chapter(s) related to the topic from our text. You are responsible for organizing any materials (i.e. supplemental resources, visual aids, handouts, etc.) needed during the lesson. During your lesson, aim for peer engagement with the material through related discussions, activities, or assessment of knowledge and skills. You will be responsible for video recording your lesson to use for your reflection. The video can also be added to your professional portfolio as an example of your ***teaching*** in higher education settings for future job application materials. Prior to your teaching demonstration taking place, submit an electronic, typed copy of your lesson plan or outline to Canvas by

4:30pm the day of your assigned teaching. After your lesson, view the video recording and analyze your teaching. Then, write a 250-500 word reflection that describes what went well in your lesson and what could be done differently in the future. Upload your video and written reflection to Canvas within one week of teaching your lesson. In sum, for each teaching demonstration, you will need to submit:

- a) Lesson plan or organizational outline
- b) Video recording of 30-minute teaching demonstration
- c) Written reflection (250-500 words); self-evaluation of your teaching

Your teaching demonstration will be evaluated in 3 ways:

- Instructor feedback of your teaching through Canvas with grade (effectiveness, relevance, delivery methods, pacing, time management)
- Verbal and deliverable peer evaluation of your teaching (effectiveness, relevance, delivery methods, pacing, time management)
- Self-evaluation of your teaching through video recording and written reflection

3. **Class Discussions & Responses (10):** The textbook chapters will be divided into 10 sets of readings. You will be asked to demonstrate knowledge of these readings during class through active participation, engagement, discussion, and questions related to the content of the assigned readings. All students will begin the course with the full number of points (20); however, points will be deducted if active participation in class is not observed. [10 sets of readings, 2 points apiece; 20 points total]

4. **Research Poster:** Posters are widely used in the academic community, and most professional conferences include poster presentations in their program. Research posters summarize information or research concisely and attractively to help publicize it and generate discussion. The poster is usually a mixture of a brief text mixed with tables, graphs, pictures, and other presentation formats. At a conference, the researcher stands by the poster display while other participants can come and view the presentation and interact with the author. Using Microsoft PowerPoint, design a research poster (on a single slide) based on the work of your position paper that could be presented at a scholarly poster session in your field. **This poster does not need to be printed for the purposes of this class!** Design your poster in landscape mode using a UMN PowerPoint template (available on Canvas). Upload your poster as a PPTX or PDF file to Canvas. [30 points]

5. **Spoken Position Paper Presentation:** [50 points] A key component to scholarly and creative activity as leaders in arts education is sharing your work with others. You will

each have about 10 minutes to present your position paper project to peers in a “lightning presentation” during the last regular class session of the semester. Using Google Slides to provide visual aids, prepare the material as though you are speaking at a research conference in your discipline. Your presentation should include the following components:

- Introduction and background of your topic within assessment
- Position statement
- “Con” evidence with scholarly support
- “Pro” evidence with scholarly support
- Plan for implementation
- Conclusion
- Opportunity for Q&A from the audience

You will be responsible for video recording your presentation to use for your reflection. The video can also be added to your professional portfolio as an example of your **research** in higher education settings for future job application materials. Prior to class, submit the link to your Google Slides presentation to Canvas. After your presentation, view the video recording and analyze your presentation and public speaking skills. Then, write a 250-500 word reflection that describes what went well in your presentation and what could be done differently in the future. Upload your video and written reflection to Canvas within one week of delivering your presentation. In sum, you will need to submit:

- a) Link to your Google Slides visual material
- b) Video recording of 10-minute research presentation
- c) Written reflection (250-500 words); self-evaluation of your presenting skills

Your presentation will be evaluated in 3 ways:

- Instructor feedback of your presentation through Canvas with grade (effectiveness, relevance, delivery methods, pacing, time management)
- Deliverable peer evaluation of your presentation (effectiveness, relevance, delivery methods, pacing, time management)
- Self-evaluation of your presentation through video recording and written reflection

6. **Final Written Position Paper & Journal Submission**: Students will write a scholarly position paper, related to an area of interest within the overall topic of assessment in arts education, that is suitable for submission to a professional journal (i.e. *Arts*

*Education Policy Review*). A position paper is a type of academic, argumentative writing that supports the author's position on a topic through statistics, facts, and other pieces of well-researched, relevant evidence. The central goal of writing a position paper is not only to state and defend your position on the issue, but also to show how your stance relates to other positions. The position paper should be prepared using APA 7<sup>th</sup> edition guidelines, including the use of double-spacing, 12-point Times New Roman font, and one-inch margins. If you choose to submit your paper to a journal with different formatting guidelines, please discuss your plan with Dr. Gilbert. The paper should be approximately 3,500 words (12 double-spaced typed pages) and include the following components:

1. Title Page
2. Abstract page with keywords
3. Introduction
  - a. Background and historical tint: How did this issue come to be?
  - b. Significance of issue: Why is this important?
  - c. Current day ramifications
4. Position statement (1 sentence): *"The position taken in this paper is..."*
5. "Con" evidence with scholarly support = acknowledgment that the other side of the coin exists
6. "Pro" evidence with scholarly support = persuasive writing in favor of your position (spend more time here)
7. Restatement of position = same as #4 above
8. Plan for implementation (most important part): How are we going to get this thing done?
9. Conclusion
10. References (15-21)

Submit the completed position paper as a Word or PDF document to Canvas no later than 11:59 pm on Wednesday, May 1 (final exam). Include evidence, such as a screenshot or a PDF of an email confirmation, that you have submitted your paper to a scholarly journal for publication consideration (optional). [100 points]

### **Grading Scale:**

| Points  | Percentage | Letter Grade |
|---------|------------|--------------|
| 291-300 | 97%-100%   | A+           |
| 279-290 | 93%-96%    | A            |
| 270-278 | 90%-92%    | A-           |



|               |               |    |
|---------------|---------------|----|
| 261-269       | 87%-89%       | B+ |
| 249-260       | 83%-86%       | B  |
| 240-248       | 80%-82%       | B- |
| 231-239       | 77%-79%       | C+ |
| 219-230       | 73%-76%       | C  |
| 210-218       | 70%-72%       | C- |
| 201-209       | 67%-69%       | D+ |
| 189-200       | 63%-66%       | D  |
| 180-188       | 60%-62%       | D- |
| 179 and below | 59% and below | F  |

### **University Policies:**

**Student Conduct Code:** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to the Board of Regents Policy: [Student Conduct Code\(PDF\)](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

**Use of Personal Electronic Devices in the Classroom:** Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the [Teaching and Learning: Student Responsibilities](#) policy.

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [\*Teaching and Learning: Instructor and Unit Responsibility\*](#).

The [\*Office for Community Standards\*](#) has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.

Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [\*Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester\*](#).

**Appropriate Student Use of Class Notes and Course Materials:** Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for

taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see Administrative Policy: [Teaching and Learning: Student Responsibilities](#).

**University Grading Scales:** The University has two distinct grading scales: A-F and S-N. The A-F grading scale allows the following grades and corresponding GPA points:

|    |  |
|----|--|
| A  | 4.000 - Represents achievement that significantly exceeds expectations in the course.  |
| A- | 3.667  |
| B+ | 3.333  |
| B  | 3.000 - Represents achievement that is above the minimum expectations in the course.   |
| B- | 2.667  |
| C+ | 2.333  |
| C  | 2.000 - Represents achievement that meets the minimum expectations in the course.  |
| C- | 1.667  |
| D+ | 1.333  |
| D  | 1.000 - Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements. |
| F  | 0.000 - Represents failure in the course and no credit is earned.  |

In the S-N grading scale, a grade of S (0.00 GPA points) corresponds to Satisfactory (equivalent to a C- or better). A grade of N (0.00 GPA points) corresponds to Not Satisfactory.

For additional information, please refer to:  
<http://policy.umn.edu/education/gradingtranscripts>.

**Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential [resource on your campus](#). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see [Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [Equity, Diversity, Equal Opportunity, and Affirmative Action \(PDF\)](#).

**Disability Accommodations:** The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

If you are registered with the DRC and have a current accommodation letter please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.

If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations and/or resources, please contact the DRC on our campus (e.g., UM Twin Cities - 612.626.1333).

If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Campus DRC information:

Twin Cities - <https://diversity.umn.edu/disability/>, [drc@umn.edu](mailto:drc@umn.edu)

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

**Academic Freedom and Responsibility (for courses that involve students in research):** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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### **Tentative Course Schedule \***

If in-person classes are canceled (i.e. inclement weather), you will be notified of the instructional continuity plan for this class through a Canvas announcement.

| <b>Class #</b> | <b>Date</b>  | <b>Topic(s)</b>   | <b>Related Assignment(s)</b>   |
|----------------|--|---|--|
| 1              | Wednesday,<br>January 17   | <ul style="list-style-type: none"><li>• Course introduction, Canvas and syllabus</li><li>• APA formatting and style guidelines</li><li>• Discussion of position paper format and design</li><li>• Preparing to publish your manuscript</li><li>• Identifying target audience and journal</li><li>• <i>Arts Education Policy Review</i> instructions for authors</li><li>• Brainstorm title and position statement</li></ul> | <ul style="list-style-type: none"><li>• Obtain required texts and materials</li><li>• Review syllabus and schedule</li><li>• Review Canvas course</li><li>• Complete <a href="#">Pre-Assessment Survey</a></li></ul> |
| 2              | Wednesday,<br>January 24:<br>CLASS VIA<br>ZOOM:<br><a href="https://umn.zoom">https://umn.zoom</a> | <ul style="list-style-type: none"><li>• Conducting a literature review</li><li>• Locating and citing scholarly</li></ul>  | <ul style="list-style-type: none"><li>• Position Paper Draft 1: Title and Position statement</li></ul>   |

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|   | <a href="#">.us/my/jabbazio</a><br><br><i>Dr. Gilbert at NAFME Music Program Leaders Forum/NAMM</i><br><br><i>Dr. Jessica Abbazio discusses how to find and cite resources.</i> | references <ul style="list-style-type: none"> <li>• Library and online resources</li> <li>• Critical review of resources</li> <li>• Generating an annotated bibliography</li> </ul>   |  |
| 3 | Wednesday, January 31   | <ul style="list-style-type: none"> <li>• Assessment Policy and Philosophy</li> <li>• Discussion of upcoming Teaching Demonstration assignments and professional portfolios</li> <li>• Create peer assessment deliverables (in class)</li> </ul> | <ul style="list-style-type: none"> <li>• Position Paper Draft 2: Annotated Bibliography #1 (5-7 sources)</li> <li>• <i>Class Discussions &amp; Responses (Chapters 1-3)</i></li> </ul>                                 |
| 4 | Wednesday, February 7   | International and national perspectives on assessment policy<br><br>Teaching Demonstrations:<br>1. Africa<br>2. North America<br>3. The United States   | <ul style="list-style-type: none"> <li>• Position Paper Draft 3: Annotated Bibliography #2 (5-7 additional sources/10-14 total)</li> <li>• <i>Class Discussions &amp; Responses (Chapters 4, 7, and 18)</i></li> </ul> |
| 5 | Wednesday, February 14  | International and national perspectives on assessment policy<br><br>Teaching Demonstrations:<br>1. South America &  | <ul style="list-style-type: none"> <li>• Position Paper Draft 4: Annotated Bibliography #3 (5-7 additional sources/15-21 total); References</li> <li>• <i>Class Discussion &amp; Responses (Chapters 6,</i></li> </ul> |

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|    |   | Brazil<br>2. Russia<br>3. Turkey  | 12, 13, 14)   |
| 6  | Wednesday,<br>February 21   | International and<br>national perspectives<br>on assessment policy<br><br>Teaching<br>Demonstrations:<br>1. Singapore<br>2. China<br>3. Taiwan                | <ul style="list-style-type: none"> <li>• Position Paper Draft 5:<br/>Introduction</li> <li>• <i>Class Discussion &amp; Responses (Chapters 5, 15, 16, 17)</i></li> </ul>  |
| 7  | Wednesday,<br>February 28   | International and<br>national perspectives<br>on assessment policy<br><br>Teaching<br>Demonstrations:<br>1. Italy and Germany<br>2. Australia and<br>England  | <ul style="list-style-type: none"> <li>• Position Paper Draft 6:<br/>“Con” Evidence</li> <li>• <i>Class Discussion &amp; Responses (Chapters 8, 9, 10, 11)</i></li> </ul> |
| -- | <b>Wednesday,<br/>March 6</b>   | <b>No class—Spring<br/>Break</b>  | <b>Rest and relax—required!!</b>  |
| 8  | Wednesday,<br>March 13<br><br><i>No formal class<br/>meeting today.<br/>Meet in your<br/>assigned peer<br/>review groups<br/>(on or off-campus<br/>or remotely<br/>online) to use the<br/>CRP process to<br/>share your work<br/>and provide<br/>feedback to<br/>peers.</i> | <ul style="list-style-type: none"> <li>• Peer review of<br/>position paper<br/>drafts using Liz<br/>Lerman’s<br/>Critical<br/>Response<br/>Process</li> </ul> | <ul style="list-style-type: none"> <li>• Position Paper Draft 7:<br/>“Pro” Evidence</li> </ul>  |
| 9  | Wednesday,<br>March 20  | Measurement:<br>Theoretical<br>Foundations  | <ul style="list-style-type: none"> <li>• Position Paper Draft 8:<br/>Implementation</li> <li>• <i>Class Discussion &amp;</i></li> </ul>                                   |



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|----|---------------------|--|---|
|    |                     | <p>Teaching Demonstrations:</p> <ol style="list-style-type: none"> <li>1. Psychometric considerations for music performance assessments</li> <li>2. Validity, reliability, and fairness in music testing</li> </ol>  | <p><i>Responses (Chapters 19, 20)</i></p>   |
| 10 | Wednesday, March 27 | <ul style="list-style-type: none"> <li>• Discussion of Research Poster Assignment</li> <li>• Measurement: Theoretical Foundations</li> </ul> <p>Teaching Demonstrations:</p> <ol style="list-style-type: none"> <li>1. Classical Test/ Item Response Theory &amp; Music Testing</li> <li>2. Theories &amp; Practices of Sequential Curriculum Alignment</li> </ol> | <ul style="list-style-type: none"> <li>• Position Paper Draft 9: Conclusion</li> <li>• <i>Class Discussion &amp; Responses (Chapters 21, 22, 23)</i></li> </ul> |
| 11 | Wednesday, April 3  | <ul style="list-style-type: none"> <li>• Measurement: Test Development</li> </ul> <p>Teaching Demonstrations:</p> <ol style="list-style-type: none"> <li>1. Music tests and their uses; testing improvisation</li> <li>2. Assessing creative potential; rubric design</li> <li>3. Standards-based assessment; cross-cultural assessment</li> </ol>                 | <ul style="list-style-type: none"> <li>• <i>Class Discussion &amp; Responses (Chapters 24-29)</i></li> </ul>  |

|    |                     |   |  |
|----|---------------------|---|--|
| 12 | Wednesday, April 10 | <ul style="list-style-type: none"> <li>• Discussion of Spoken Position Paper Presentations</li> <li>• Assessment in Higher Music Education</li> <li>• Publishing Ethics (see <i>AEPR</i> instructions for authors)</li> </ul> <p>Teaching Demonstrations:</p> <p>1. Music assessment in higher education; assessment of pre-service music educators</p> <p>2. Accountability; assessment in applied studios</p> | <ul style="list-style-type: none"> <li>• Position Paper Draft 10: Abstract and Keywords</li> <li>• <i>Class Discussion &amp; Responses (Chapters 30-33)</i></li> </ul> |
| 13 | Wednesday, April 17 | <ul style="list-style-type: none"> <li>• Submitting your manuscript to a scholarly journal</li> <li>• Writing the cover letter to the editor</li> <li>• ORCID</li> <li>• Course wrap-up and evaluations</li> <li>• Music Teacher Evaluation</li> </ul> <p>Teaching Demonstrations:</p> <p>1. Observations of music educators; teacher evaluation and student growth</p> <p>2. Measuring dispositions;</p>       | <ul style="list-style-type: none"> <li>• Research Poster</li> <li>• <i>Class Discussion &amp; Responses (Chapters 34-38)</i></li> </ul>                                |

|    |  | challenges to reliability and validity  |  |
|----|--|---|--|
| 14 | Wednesday, April 24  | <ul style="list-style-type: none"> <li>Spoken position paper presentations</li> </ul> | <ul style="list-style-type: none"> <li>Spoken position paper presentation slides (link to Google Slides)</li> <li>Complete <a href="#">Post-Assessment Survey</a></li> </ul>                           |
| 15 | Wednesday, May 1<br><br><i>Class will not meet for the final exam. Your final paper and presentation reflection are due by 11:59p.</i> | <ul style="list-style-type: none"> <li>Final exam, written position paper</li> </ul>  | <ul style="list-style-type: none"> <li>Final written position paper (due to Canvas by 11:59 pm)</li> <li><i>Journal submission confirmation (optional)</i></li> <li>Presentation reflection</li> </ul> |

*\*Calendar is subject to change.*