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 EPSE 310-001
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Self-Assessment Rubric

	Master-Craftsman 4	Craftsman 3	Apprentice 2	Novice 1
Preparedness	Student always comes to class prepared with all materials.	Student comes to class mostly prepared with materials ready for the beginning of class, but occasionally forgets materials, music, homework or instrument.	Student has some of the materials ready at the beginning of class, but often is missing parts of materials, music, homework or their instrument.	Rarely prepared with materials, music, homework or instrument at the beginning of class.
Participation	Active and positive participation every class.	Active participation in class on a regular basis.	Occasional and inconsistent participation in-class.	Rarely or never participates in class.
Attendance	Student attends all classes.	Student attends class consistently; rarely misses class.	Student attends class on a semi-regular basis.	Student is rarely present in class.
Initiative and Classroom Society	Students takes initiative every class and actively contributes to creating a safe and welcoming environment.	Student regularly takes initiative without being told and actively contributes to creating a safe and welcoming classroom on a regular basis.	Student occasionally takes initiative without being told and sometimes attempts to contribute to creating a safe and welcoming classroom.	Student does not take initiative and contribute to creating a safe and welcoming classroom.
Personal Home Practice	Practices everyday.	Actively engages in home practice most days on a regular basis.	Exhibits occasional and inconsistent practice habits.	Rarely or never practices music or instrument.
In-Class/Group Contributions	Actively participates and contributes to the class and group work every class.	Actively participates and contributes to the class or group work on a regular basis.	Sometimes attempts to contribute to the class or group work.	Does not contribute to the class or in group work at all.
Classroom Behaviour	Classroom behaviour is always classroom appropriate.	Displays appropriate classroom behaviour on a consistent basis; disruptions are rare.	Behaviour is sometimes disruptive to the class.	Displays disruptive and inappropriate classroom behaviour on a regular basis.
Interpersonal Communication Skills	Student engages with all students and the teacher every class.	Student consistently engages with other students and the teacher.	Student sometimes attempts to engage with other students and the teacher.	Student does not engage with other students or the teacher.

Individual Reflection

1. List 2 strengths and explain how you can use them to contribute positively to the class:

Score: ___/2

2. What are two weakness or areas you wish to improve on during this unit and how you will try to improve: (1 mark given for each weakness, 1 mark given for each solution)

Score: ___/2

3. An an ensemble, what musical aspects would you like the group to work towards achieving? State at least two and give a short explanation.

Score: ___/2

4. What are things you are excited about learning during this unit? What aspects are you worried about? (state at least one of each)

Score: ___/2

5. Which pieces (if you could pick) would you like to play during this unit? (Please list them)

Score: ___/1

6. As a class, what is one thing that we really do well in your opinion?

Score: ___/1

Bonus Question: (+2 marks)

What improvements would you like to see in the program? In what ways can I positively change or adapt my teaching in order to better help the class? (Please be honest!)

Tool Description

Type of Tool: Rubric and short self-reflection

Length of Tool: One page that will take approximately 10-20 minutes to complete

Item Format: Rubric that the students circle the appropriate category and short answer/ explanation form that the students fill out (survey)

Level and Grade: For secondary music, grades 8-10 classes (strings, choir, band, and guitar)

Discipline and/or Subject: Music, specifically for beginner to intermediate strings, choir, band or guitar classes

Intended Curriculum: Self-assessment for attitude and participation in class. It is designed to be applied for cross curriculum.

Learning Outcomes:

- Aligned with B.C. Music 8-10 PLO's
- 1. "Awareness of the role of the individual voice within the ensemble"
- 2. "Appropriate personal and group expectations and etiquette"

Primary Purpose:

- Assessment for Learning (Formative self-assessment, and for teacher instruction purposes)
- Assessment as Learning (Formative self-reflection)
- To develop awareness of the role they play as an individual in the ensemble and how their actions affect the group
- Setting clear personal and group expectations in the classroom

Timing and Administration:

- Will be administered to the students twice. They will fill it out the first day of the unit or theme as a formative assessment. The teacher will then use the information gathered to inform their teaching practices for the unit. At the end of the unit, students will fill it out again, and it will be a summative assessment of their improvement from the beginning of the unit.

Function of Results:

- Firstly, to inform teaching practices for the unit
- Secondly, to give the students a clear set of expectations to follow for the unit in order for improvement and success

Frame of Reference:

- Student-referenced

Marking/Scoring Scheme:

- First time, it is strictly used as a formative assessment.
- Second time, summative assessment that accounts for 15% of the student's overall grade

Accommodations:

- Student's will be given ample time to fill out the rubric and survey
- Alternate arrangements for student's with special needs, IEP's, disabilities or other needs will be arranged as necessary

Relationship to Other Assessments:

- Based on the PLO's to be covered in the music class
- Based on their participation, behaviour, habits and initiative necessary to become individual musicians and to contribute to the ensemble
- It is used as a reflection of the work they have put in and works as a tool for self-improvement

Development:

- Designed based on music PLO's
- Integrates self-assessment and self-awareness
- Factors in elements of social emotional learning practices necessary for learning to occur in the classroom

Sources:

<http://www46.homepage.villanova.edu/john.immerwahr/TP101/lects/participation%20matrix0001.pdf>

<http://www.dacha.com/wp-content/uploads/2010/09/GenericRubric.png> (template with headings)

http://nestersteachingblog.files.wordpress.com/2010/08/handout_participation-collegiality-conduct-rubric.pdf (teacher feedback)

http://daviss.people.cofc.edu/people.cofc.edu/~daviss/EDEE610_files/Class%20Participation%20Rubric%20and%20Guide.pdf (positively or negatively affect your grade list)

<http://www.cmu.edu/teaching/assessment>

Critical Analysis

1. Benefits and/or drawbacks of using this tool:

Benefits of using this particular tool include being able to use this tool for both assessment for learning and assessment as learning. At the beginning of the unit when the students fill it out for the first time, it clearly lays out the teacher's expectations, goals for both the individual and the group. The students can use it to 1. Determine where they stand in the class, and find out what their strengths and weaknesses are at that particular moment and have their voices heard. 2. It serves as an opportunity for them to know what needs to be improved over the course of the unit, and see how far they've come at the end of the unit by working on the aspects laid out in the rubric and self-reflection form. In addition, I get to know my students, and what they want to see happen. It's also useful for the teacher to determine where the class is as a whole, which

individuals need what to help them achieve their goals while laying out ground rules for avoiding chaos in the classroom.

In regards to drawbacks, this form is not very specific and is very general. I can see students wanting to know exacting what would count as taking initiative, what counts as participation and "What if I don't like the guy sitting beside me? Am I going to lose marks because I don't talk to him?" I also worry about the reliability and validity in regards to the self-reflection form. How can I possibly know if they're being honest? In essences, this would have to be used as an introductory form at the beginning of the year and setting up the classroom expectations and guidelines will take much more classroom discussion that just handing the students a form to read and fill out.

2. Threats to the quality: (validity, reliability, fairness)

In regards to fairness, it's fair that each student has an equal opportunity to demonstrate their learning and achievement. The expectations for the class are clear and concise and reflect values that are appropriate to the students, teacher and classroom. The students also have an opportunity for improving their own learning, taking initiative because they know what's expected ahead of time and will re-submit the form a second time at the end of the unit that demonstrates their learning.

However, I worry about the reliability with this form. Firstly, I cannot possibly tell if the students are just making things up to fill out the form, which decreases both the reliability and validity of the tool. In addition, it's unfair to ask my ELL students to comprehensibly fill it out depending on their level of English, comprehension, grammar and writing skills. In regards to reliability, it's also difficult to monitor whether or not the students are actually taking in these concepts and learning how to apply them. What would happen if I gave the students this form, and had them fill it out. I sincerely doubt they would all become good citizens and active members of the class because the rubric told them so without teacher interference. Which means that the consistency of this tool depends greatly on the the teacher implementing and reinforcing the "good" habits on the rubric.

3. Inferences made that student learning is of high quality:

Firstly, all students have access to this rubric, and will be given feedback on their rubric and self-reflection forms. In addition, I have tried to design the reflection form to really delve into concepts such as their own strengths and weakness to encourage self-awareness, self-growth and development of themselves as individuals and part of the group through the use of higher-order cognitive questions on the self-reflection form. The rubric includes aspects of critical abilities they will need not only in the classroom, but out in the real world, such as participation, interpersonal communication, appropriate behaviour, initiative and the importance of attendance. In addition, I have designed this so that the underlying concepts can be learned and taught. For example, they have access to the expectations, and concepts that are necessary for success because they're directly on their rubric from the beginning of the class. I have also worked in aspects of fairness, validity and reliability (clear expectations, guidelines, teacher-student communication) while providing a second chance to re-evaluate both their learning and the teacher's instruction at the end of the unit. It also covers specifics from the secondary music 8-10 B.C. PLO's.

4. How could you improve the design of this tool?

I would have tried to make this rubric more course specific in order to make it more relevant to the student's course material (ex. including aspects of rhythm, articulation, tone, phrasing, dynamics etc). I also would have added more specifics about what constitutes participation, teamwork, initiative, but I also felt that it really depends on the classroom atmosphere that you're working with. I also would have liked to add more direct questions on the self-reflection form, but I wanted to keep it to a manageable amount for 8-10th graders coming into the program learning the "ropes" so to speak.

5. Recommendations for other teachers using this tool:

I would suggest to teachers to tailor the rubric to their own expectations. It's a starting point of what the expectations are for both the students and teachers, but the discussion should carry on past the rubric and form. Talking about the concepts throughout the year is crucial to their development and will help the students to improve and gauge their own learning. Perhaps even have the students take this assignment home so that they can complete it more thoroughly with more detail is also an option. I would also like to see the students take it home to their parents to sign as a "contract," but that again requires more specifics but it doable.