Purpose:
This course provides a broad foundation in all aspects of assessment, measurement, and evaluation as it is applied in music education and research, including classic test theory, learning theory, and practical application of assessment techniques, data management, critical thinking, progress reporting, portfolio building, and assessment design in the artistic response modes.

Prerequisite Skills and Knowledge:
Students should be proficient with a calculator and able to use the computer for statistical analyses.

Required Texts:

Additional reading materials:
- National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts (1994). MENC.
- The Buros Institute of Mental Measurements, Mental Measurements Yearbook.
- Tests in Print, Various Test Reviews, 1933 to present.
- Selected Music Tests, on reserve in the library.
Course Objectives

Upon completing this course, the student will be able to
- Describe and explain the principles of measurement;
- Identify and compare frequently used standardized music aptitude tests, music achievement tests, and music performance tests;
- Evaluate in detail any given instrument constructed to measure musical responses;
- Analyze test data and interpret the results with accuracy;
- Select and explain the rationale for selecting appropriate music tests for specific purposes;
- Discuss the impact of testing on music education research and curriculum;
- Discuss the role of performance-based assessments in arts education;
- Describe the role of technology in music assessment;
- Suggest ways to construct and evaluate music portfolios;
- Construct, administer, and evaluate an original music test.

Attendance Policy

Attendance is expected at each class. Absenteeism will be handled on a case-by-case basis.

Grading

Grading Criteria:
- Assignment 1, Music Test Review 10%
- Assignment 2, Tests in Music Education 10%
- Assignment 3, Assessment Task 5%
- Midterm Exam 15%
- Research Project and Report 35%
- Final Exam 25%

The exams will require the use of a calculator or computer program.

Grading Scale:
- 94-100 = A
- 92-93 = A-
- 90-91 = B+
- 82-89 = B
- 84-85 = B-
- 82-83 = C+
- 78-81 = C
- 76-77 = C-
- 74-75 = D+
- 70-73 = D
- 68-69 = D-
- 67↓ = E

Assignments

1. Large-Scale Music Test review. Due online by 5pm, 2/5/10. Each student will study an assigned large-scale music test (these can be current standardized tests, state, or national tests) in detail and then evaluate the test as fully as possible. Thorough research on the test construction, norms, interpretation of results, etc. must be evident. A written critique of the same test should be submitted with bibliography citing articles consulted. The report will be 4-6 pages, computer generated, double spaced. You will have about 30 minutes to present this in week 6.

2. Tests in Music Education. Due online by 5pm, 3/05/10. Each student will choose an area of testing which is important or related to music education. S/he will research the current status of testing and measurement in this area and report findings to the class. The information should include the scope of tests available and descriptions about the testing instruments, citing references and use in previous research, as well as how these tests have been or might be used in the future in music education research. The written report should be at least 2 typed pages, including references.

3. Assessment Task. You will develop one assessment task suitable for public school students (see syllabus).
Major Project – due online by 5pm 4/16/10 – presentations 4/21/10

Topics for this project are due online by 5pm on February 26, 2010. IRB approval is not needed.
Each student will choose an area of testing which is not available on the market (do not develop an aptitude test!),
do the necessary background research, construct and administer a test to a sample of subjects. The student will
analyze the results of this test, interpret them carefully and in detail, and relate them to previous research results
as well as evaluation techniques. The test and its results will be presented to the class and written as a research
article in APA style. The project must include test items, test instructions or a test manual, answer forms and all
necessary audio-visual aids. Students may wish to construct tests that can be used in their own teaching situations
or to relate this project to a research topic.

Major Project Presentations – April 21, 2010
You will be given 30 minutes to present your project. You must provide a 1-2 page handout for each class member,
and prepare a PowerPoint presentation that provides an overview of: the background of your test, the test
development, the items, your results, and how you will use the results to revise and strengthen the reliability and
validity of your test.

Exams
Mid-term Exam – online, March 3, 2010
Final Exam – online, April 26, 2010

University Required Statements:

Students Requesting Accommodations due to Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of
Students Office will provide documentation to the student who must then provide this documentation to the
Instructor when requesting accommodation.

Academic Honor Policy
It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do
their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold
the standards of academic honesty will result in the appropriate disciplinary action.
As a result of completing the registration form at the University of Florida, every student has signed the following
statement:
“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to
adhere to this commitment to academic honesty and understand that my failure to comply with this commitment
may result in disciplinary action up to and including expulsion from the University.”
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest
standards of honesty and integrity.
Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:
“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
# Course Calendar

**Summary:**

- **Weeks 1-4, January 5-26** – Psychometric Foundations and Classic Test Theory
- **Weeks 5-7, February 2-17** – Introduction to Item Response Theory (IRT)
- **Week 8, Feb. 24 – Presentation**
- **Week 9 – March 3 – Midterm, online**
- **Week 10 – March 8-12 - Spring Break**
- **Weeks 11-16, March 16-April 20, 2009: Assessment in Public Schools (Brophy book)**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING (online materials are on e-learning)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Testing Today&lt;br&gt;Psychometric Foundations 1</td>
<td><em>Music Assessment in an Increasingly Politicized, Accountability-Driven Educational Environment</em>, Colwell, 2007 ISAME Proceedings</td>
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<td>Week 2</td>
<td>Psychometric Foundations 2 – Correlation, Reliability, Validity&lt;br&gt;Developing Tests&lt;br&gt;Item Analysis 1</td>
<td>Boyle and Radocy, 1987, Chapter 3, 51-72&lt;br&gt;<em>The Florida Music Assessment Project</em>, Brophy, 2007 ISAME Proceedings&lt;br&gt;Item Specifications handout, online&lt;br&gt;Item Analysis handout, online</td>
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<tr>
<td>Week 3</td>
<td>Selecting and Using Standardized Tests&lt;br&gt;Derived Scores; Norms; Types of Tests&lt;br&gt;The Test Manual&lt;br&gt;Item Analysis 2</td>
<td><em>Large Scale Assessment of Music Performance</em>, Shuler, 2007 ISAME Proceedings&lt;br&gt;Boyle and Radocy, 1987, Chapter 3, 72-81&lt;br&gt;FMA Test Manuals, online&lt;br&gt;Item Analysis Exercises, online</td>
</tr>
<tr>
<td>Week 5</td>
<td>Item Response Theory – Item characteristic curves&lt;br&gt;Assignment 1, Music Test review. Due online by 5pm 2/5/10</td>
<td><em>Basics of Item Response Theory</em>, Chapters 1-2, Baker, online</td>
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| Week 6 | IRT 2: Estimating Item Parameters and The Test Characteristic Curve  
**Presentations – Assignment 1, Music Test review** | *Basics of Item Response Theory*, Chapters 3-4-5, Baker, online  
*The development of competency models: An IRT-based approach to competency assessment in general music education*, Jordan & Knigge, paper for 2009 ISAME, online |
|---|---|---|
| Week 7 | Estimating an Examinee’s Ability  
**Final project topic due online, 5pm 2-26-10** | *Basics of Item Response Theory*, Chapters 3-4-5, Baker, online  
*The development of competency models: An IRT-based approach to competency assessment in general music education*, Jordan & Knigge, paper for 2009 ISAME, online |
| Week 8 | IRT wrap-up: Comparing IRT and Classic Test Theory: Which is better for music education? | |
| Week 9 | **Online Mid Term Exam – March 3, 2010**  
**Assignment 2 due online by 5pm March 5, 2010.** | |

**Week 10 – Spring Break March 8-12, 2010**

| Week 11 | **Assessment versus Testing**  
Terms, and developing a personal philosophy of assessment; learning theory and its impact on assessment in music; authentic and alternative assessment; preparing for assessment in the classroom: targeting behaviors (concepts/skills), and developing scoring strategies (rubrics, etc.); assessable components; the national content standards for music. | *Assessing the Developing Child Musician*, Brophy, Chapters 1 and 2 |
|---|---|---|
| Week 12 | **Assessing Musical Performance and Musical Creativity**  
Techniques for designing, implementing, and scoring assessments of artistic performance; performance components; discussion of research that informs about developmental changes that affect performance.  
Assessable components for creative artistic products, task parameters, models for assessing composition and improvisation, assessment practice with video and student examples. | *Assessing the Developing Child Musician*, Brophy, Chapters 3, 4 |
| Week 13 | **Assessing Musical Response and Critical Thinking**  
Discuss and define critical thinking in music; critical thinking processes in music; reflection, metacognition, and procedural application thinking directions; finding product evidence of critical thinking processes; concept mapping; portfolio building; progress reporting to parents.  
**Assignment 3:** design one task for classroom use (your choice – performing, creating, or responding) and its rubric, due online by 5pm April 9, 2010.  
Final Projects due online by 5pm on April 16, 2010. | **Assessing the Developing Child Musician,**  
Brophy, Chapter 5 |
|---|---|---|
| Week 14 | **Portfolios and Profiles: Tying it All Together**  
Implementing a Total Assessment Program  
The student will view student music portfolios, models for alternative progress reporting to parents, and discuss task administration procedures, piloting and benchmarking tasks, steps for implementing a total assessment program | **Assessing the Developing Child Musician,**  
Brophy, Chapters 6-7 |
| Week 15 | Final Exam – April 13, 2010, Time TBA | |
| Week 16 | Present Major Projects April 20, 2010 | |