

TOP 5

Music

Report Card Comments

01. _____ demonstrates proficiency in (insert any musical skill or strategy).

02. _____ is still struggling with (insert any musical skill or strategy).

03. _____ actively participates in music class.

04. _____ respects instruments and other materials in music class.

05. _____ is routinely prepared for music class.

Elementary Music Report Card

Tom Hierck, Garth Larson



Elementary Music Report Card:

Creating a Scope and Sequence for elementary music report cards Alexandra L. Griffith, 2016 Research has revealed important information about what goes into the creation of meaningful elementary report cards but the report card standards listed for elementary music classes frequently focus on participation and behavior rather than musical skills and performance This project investigates the weaknesses of current elementary music report card practices and explores the application of meaningful report card components to the field of elementary music education Effective report cards reflect State and National Standards communicating the skills uniquely learned in music to administrators parents and community members The elementary music report card system created for this project for Allendale Public Schools includes a standards based matrix for kindergarten through third grade music report cards with a clear scope and sequence of musical skills from one grade level to the next Additionally it works to invest parents in the assessment process via entrance and exit surveys gauging parent perception of music report cards as well as an informative parent letter *The Practice of Assessment in Music Education* Frank Abrahams, 2010 Report Cards for Kindergarten and Elementary Grades Rowna Catherine Hansen, 1931 *Course of Study in Music for Elementary and High Schools* Pennsylvania. Department of Public Instruction, 1922 **The NAEP 1997 Arts Report Card** Hilary R. Persky, Brent A. Sandene, Janice M. Askew, 1998 The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U S schools In 1997 the National Assessment of Educational Progress NAEP conducted a national assessment in the arts at grade 8 The assessment included the areas of music theater and visual arts For each of these arts areas this Report Card describes the achievement of eighth graders within the general population and in various subgroups Taken with the information provided about instructional and institutional variables this report gives a context for evaluating the status of students learning in the arts The arts assessment was designed to measure the content specifications described in the arts framework for NAEP The arts have a unique capacity to integrate intellect emotions and physical skills in the creation of meaning Meaningful arts assessments need to be built around three arts processes creating performing and responding To capture these processes the arts assessment exercises included authentic tasks that assessed students knowledge and skills and constructed response and multiple choice questions that explore students abilities to describe analyze interpret and evaluate works of art in written form Data are reported in overall summaries for creating performing and responding in terms of student and school reported background variables Student results for theater are discussed in terms of teacher reported background variables as well The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists most students attended schools in which instruction following district or state curricula was offered in music and visual arts but not in theater or dance and most visual arts and music instruction took place in school facilities that were dedicated to that subject JH An Analysis of

Kindergarten & Elementary Report Cards D. Keith Osborn, Janie Dyson Osborn, 1989 Intensification and the Vocal Health of an Elementary General Music Teacher Mary Lynn Morrissey, 2004 **The Report Card** Andrew Clements, 2004-04 Fifth grader Nora Rowley has always hidden the fact that she is a genius but when she comes up with a plan to prove that grades are not that important things begin to get out of control *Grading for Impact* Tom Hierck, Garth Larson, 2018-04-04 Aim for a target based grading system and create stronger learning opportunities Do you wish there was more clarity when it comes to measuring student progress and learning What if there was a way to utilize grading and assessment to focus on learning rather than performance and the process rather than the product As grading assessment and reporting continue to be relevant topics of discussion this book helps you create a functional plan to elevate and advance standards based grading practices Teachers and administrators will learn how to assess grade and report against specific learning targets rather than standards as a whole to make skill acquisition the highest priority Grounded in application to provide focus and clarity this book features Real case studies of schools that have incorporated target based assessment feedback grading and reporting Practical examples to guide implementation Questions checklists illustrations and audits of practice to showcase the work in action An accessible format and layout that support both immediate implementation and long term goals Despite being a topic that generates emotion and resistance to change target based assessment builds the foundation for a learner centered system that provides clear expectations and feedback for teachers students and parents *Grading for Impact* is a simple and straightforward guide to re thinking grading based on mastery of specific skills and concepts rather than broadly written standards Real world examples of teachers struggling with and answering the old questions are included How do we grade fairly and accurately and How do we use grades as an instructional strategy Joseph Staub High School Teacher Downtown Magnets High School CA Most stakeholders agree that report cards aren't enough to show what our students are learning in school but changing the traditional grading system is a task that requires careful planning and challenging discussions *Grading for Impact* shows educators how to start and plan the discussions that will result in genuine learning experiences for students Ernie Rambo Virtual Learning Community Coordinator Nevada National Board Professional Learning Institute

Music Curriculum Writing 101 Denese Odegaard, 2009 Looks at each of the National Standards for Music Education and breaks them down into concepts that are teachable in any music classroom **New Developments in Pupil Report Cards ...** National Education Association of the United States. Department of superintendence & research division, 1934

Resources in Education, 2001-10 The Encyclopedia of Middle Grades Education (2nd ed.) Steven B. Mertens, Micki M. Caskey, Nancy Flowers, 2016-08-01 The second edition of *The Encyclopedia of Middle Grades Education* has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert

contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry Developing Standards-Based Report Cards Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children s learning and progress

Envisioning Music Teacher Education Susan Wharton Conkling, 2015-05-27 This volume will contain selected proceedings from the 2013 Symposium on Music Teacher Education sponsored by NAFME s Society for Music Teacher Education and hosted at University of North Carolina After an introduction written by SMTE Chair Doug Orzolek the initial chapter will represent the keynote address of the symposium by Karen Hammerness Director of Program Research for the Bard Master of Arts in Teaching Program Hammerness will bring her comparative work with music teacher educators in Finland and Norway to bear in her address From Inspiring Visions to Everyday Practices Exploring Vision and Practice in Music Teacher Education Hammerness s research distills into three main themes To mitigate against the fragmentation that characterizes so much of contemporary education teacher education programs must 1 promote a clear vision of teachers and teaching 2 be coherent reflecting shared understanding of teaching and learning among faculty and students 3 be built around a strong core curriculum that is deeply tied to the practices of teaching These three themes will orient the remainder of chapters in the volume which will come from invited primary presenters at the 2013 Symposium Due to selectivity of blind peer review twenty one percent accept rate these presentations represent the most rigorous research and best practices grounded in research that the music education profession has to offer **Selected Publications of the U.S. Department of Education** United States. Department of Education, 2000 **Selected Publications of the U.S. Department of Education ... Catalog**, 2000 **A Report of the Survey of the Niagara Falls School System** University of the State of New York, 1921 The National Education Goals Report , 1995 Leaflet , 1940

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