



Music Ed Insights



Key Insights to take with you from... **Beyond Measure: Updating Your Music Classroom Grading with Chris Gleason**

“UnGrading” Your Classroom - The Seven Paradigm Shifts

Shift 1: Grading Is Not Necessary For Learning
But Feedback Is

Shift 2: Assessment vs Evaluation

- Assess - gather information
- Evaluate - examine & analyze information
- Act - do something with it. This does not require that it be labeled, compared, or ranked. In fact, it may not even need to be “reported”

Shift 3: Starting With Why: Creating Purpose

- To make instructional decisions
- To provide an opportunity for students to develop critical thinking skills and musical independence
- To provide meaningful feedback to the student
- To show the effectiveness of instruction and curriculum
- To collect evidence for stakeholders
- To answer questions

Shift 4: Who does the assessing?

- Teacher
- Student Self-Assessment
- Peers

Shift 5: It Begins With Quality Teaching and Curriculum

- Music Selection - Interrogate our curriculum/literature choices
- Analysis - Uncover deep meaning and rich concepts to teach
- Outcomes or Aim - a long-term focus that is rich, multi-layered, significant, and is naturally derived from a specific piece of music and what students need
- Strategies - This is “how” we get to the destination

Shift 6: When To Assess?

- Summative (linked to your outcomes)
- Formative (every strategy IS an assessment)
- Diagnostic (the assessment most often neglected)

Shift 7: How To Assess?

- Pay attention
- Ask questions
- Ask more questions AND better ones!
- Allow students agency to demonstrate understanding in different ways that authentically highlight their assets
- Provide Autonomy, Mastery and Purpose