

## Evaluation

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Evaluation is recognized as a comprehensive, systematic, and purposeful process that is an integral part of teaching and learning. Evaluation procedures must be based on the course objectives and evolve from the instructional strategies implemented to realize these objectives. They must also enable a teacher to provide an accurate, reliable, and justifiable evaluation which reflects students' progress and achievement.

Evaluation of *Ensemble Performance* should be based on the following policies extracted from *The Evaluation of Students in the Classroom* (1990).

1. Student evaluation practices will be based on a philosophy of education which respects the uniqueness of each child and be conducted according to current educational theory and practice.
2. Evaluation will consist of (a) pre-instructional, (b) formative, and (c) summative activities.
3. Evaluation represents performance in relation to stated objectives from the affective, cognitive, and psychomotor domains. Objectives and evaluation procedures must be clearly stated and communicated to students.
4. Process and product objectives will be evaluated.
5. Differentiated evaluation will be employed to accommodate students with special needs.
6. For summative evaluation, grades will indicate performance in relation to the stated objectives.

Evaluation must be based on objectives which represent goals for students. These goals can then provide a basis for student evaluation.

Comprehensive evaluation requires an awareness of the strengths and weaknesses that students bring to the classroom, i.e., **pre-instructional evaluation**. Evaluation occurs also during the instructional process. **Formative evaluation** focuses upon the process as well as the products of learning. **Summative evaluation** is used to assess and report student achievement. Such evaluative data, gathered through various sources, can provide a comprehensive picture of student achievement in progress.

Because *Ensemble Performance* has clearly stated objectives relating to the affective, cognitive, and psychomotor domains, it is imperative that evaluation techniques be developed to address each domain.

A balance must be struck between product and process evaluation. When product becomes an end in itself, the balance between product and process is upset, and process is a slighted partner. When a balance has been struck between product and process, evaluation become comprehensive and complete. The extent to which students know and comprehend things, and the extent to which they can do such things as think autonomously, use prior knowledge to solve new problems and to make decisions, are considered integral in this evaluative scheme. Evaluation should consider development in the various cognitive skills required to do these things.

Evaluation methods must be provided to accommodate students with special needs and interests. Each student is unique. Specified objectives and evaluation methods may have to be adapted to meet the needs of students.

In designing summative evaluation, student grades must be based on the extent to which students have achieved the stated objectives of *Ensemble Performance* in relation to the student's point of entry. An attempt must be made to consider all relevant data that has been gathered from a variety of sources.

### **Evaluation Approaches**

Schools are responsible for total evaluation of *Ensemble Performance* courses. Evaluation of these courses can be achieved through a balance of evaluating techniques. It is recommended that a significant portion of student assessment be based on the performance component of the course. Teachers may arrive at this utilizing a number of the following approaches:

#### **1. Anecdotal records from observations and listening**

Anecdotal records must be based upon what actually is observed, since it is a description of some specific episode. A collection of such descriptions recorded over the school year provides teacher, parents, and students with a documented account of a student's progress.

Include names and dates for later reference. Maintain a system of keeping these records for reference.

#### **2. Student journals and notation books**

Students may keep journal/notation books in which they make daily entries about what they have learned. This will allow for ongoing dialogue and communication between teacher and student. It will also provide a source of evaluation data and allow for assessment of student learning, perceptions, ideas, strengths, and weaknesses.

### **3. Demonstration of performance skills**

In the course of normal rehearsing for performance, students are frequently asked to demonstrate both individually and in groups. This is part of the formative evaluation includes checklists, observation, student/teacher conferences, and anecdotal records.

### **4. Assessments of individual performances and projects**

Evaluation may be devised in that, in some cases, assessment may be of individual objectives; in other cases, it may be based on a range of objectives. The challenge is to integrate these individual assessments to provide a grade in relation to course objectives. These assessments may be gathered from a variety of sources.

### **5. Student-teacher conferences**

Conferences provide the opportunity for ongoing consultation between teacher and student. This allows for the gathering of understandings and information that may not be available through other means of evaluation.

### **6. Checklists**

The checklist is a list of specific observable behaviours that can be prepared by teachers or adapted from other sources. The checklist permits the teacher to note the presence or absence of desired attributes. These provide immediate descriptive information. They allow for on-the-spot evaluation and can be used as guides for ongoing evaluation and planning. They may be used also as a basis for discussion with students, parents, and administrators.

### **7. Rating scales**

Rating scales are similar to checklists, but they also include a measure of performance quality. As an evaluation instrument, a rating scale is useful in determining a student's strength and weakness, and in planning a suitable program. Ratings should be criterion-referenced to ensure that a student's performance is stated in relationship to specific course objectives and not in relation to other students in the class.