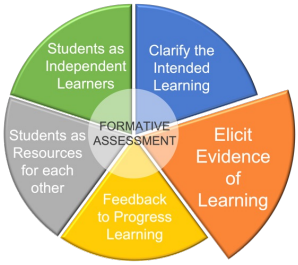


'Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

...Assessment Reform Group (2002)

Elicit Evidence of Learning

Effective questions, conversation, activities and tasks

WHAT?

In the Music classroom, questions, conversation, activities and tasks offer us the opportunity to celebrate successes, identify gaps, and/or highlight misconceptions in learning that inform our next steps for effective planning and moving the learning forward

SO WHAT might this sound like in the Music classroom?

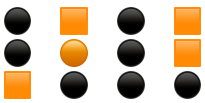
Strategies: No Shouting Up except to ask a question
Wait Time – No Hands Up – Name Calling

Q1. Tommy, what is the metre?

- Just Tommy

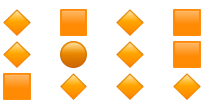
Q1. What is the metre, Tommy?

- Just Tommy
- The quickest in the class



Q1. What is the metre? - - - - - - - - - - - - - - - - - - Tommy?

- Just Tommy
- The quickest in the class
- Everyone else in the class



Check for Understanding

? Ask students *WHAT* they understood not *IF* they understood

? Get students to describe *WHY* they have created their composition in that way

? Invite students to repeat the instructions of the task or to say them aloud in their own words

Multiple Choice Questions can be used to reinforce learning and/or highlight misconceptions

Q1. What instrument is playing the melody?

- Violin
- Banjo
- Timpani

Add any further information that you know about this instrument

_____

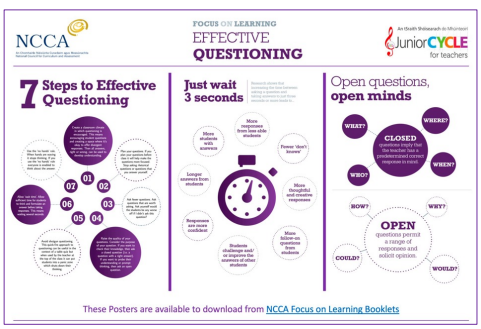
_____

_____

_____

_____

For more strategies download NCCA Focus on Learning Booklets



Share another approach that works for you in your music classroom

NOW WHAT?

- To what extent do I/we plan for effective questions linked to the learning?
- How can I/we create a classroom culture where all students participate in answering?
- What type of questions can I/we use that will encourage students to use existing understanding to create new understanding?

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