

Elizabeth Frasciello
Assignment 8

Class 1-RM	Lesson 1 Objective: Identifying (Sing vs. Talk vs. Shout vs. whisper)	Lesson 2 Objective: Composing (S. T. W. S. composition)	Lesson 3 Objective: Steady beat (S. T. W. S. beat)	Lesson 4 Objective: Steady beat (Bumble Steady beat passing)	Lesson 5 Objective: Steady beat vs. rhythm (Bumble Bee comparison)
Student:					
Nicole	3	4	4	4	3
Eva	4	4	4	4	3
KcKinley	2	3		3	3
Maya	4	4	4	4	4
Joshua	3	3	4	3	3
Shaan	3	3	3	3	3
Raina	3	3	4	4	3
Alex	3	3	4	3	3
Francesca	4	4	4	4	4
Sarah	4	4	4	3	4
Ethan	2	3	3	3	3
Aranya	3	3	3	4	3
Jason	3	4	3	3	2

No mark: absent

- 1: Student contributed extremely minimal or no participation. Unable to assess skill or knowledge.
- 2: Student participated but did not demonstrate understanding of knowledge/skill ability.
- 3: Student participated and showed progress toward understanding of knowledge/skill ability but is not yet at level of full understanding/capability.
- 4: Student participated and successfully demonstrated understanding of knowledge/ability to perform skill.
- (*)5: Student went above and beyond expectations. Student demonstrated full understanding of knowledge/ability to perform skill, helped other students, further explored material, etc.

This spreadsheet is meant to keep track of student progress based on lesson objectives. This is a way to quickly track how each student performed during each class. I chose to use one of the first grade classes at Chapin to reference for names and objective examples. This chart would monitor progress for a week of lessons. (I see each class twice a week and usually have two or three objective per class.) The assessment rubric is on a 5 point scale, however, 5 is not an easily achievable mark. This leaves a 4-point scale as the primary range. The 4-point foundation leaves no room for a middle grade. As a teacher I have to assess if they are more on the side of not understanding or closer to success.

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My cooperating teacher and I believe that all lesson objectives are being used for individual achievement assessment. Depending on the grade level, the students are being assessed on such skills/knowledge such as steady beat vs. rhythm, sol mi do identification, instrument playing, etc. In the spreadsheet above, the first grade class is being assessed on skills such as identifying and using the voice in different ways, and identifying and performing (clapping, patting, etc.) the steady beat of a song versus the rhythm.

In order to maintain a record of what I am teaching (in regards to standards) I keep a checklist of the standards for each class I teach. For every lesson I teach, I check off any of the standards met. This is effective because I can see which standards I meet frequently vs. not at all, at a glance.

Recording information such as effort and attitude, I believe, can be recorded on a weekly basis. At Chapin, we have class rosters in which each student has a large empty box next to their name. This box can be used to jot down quick notes about a student (both negative and positive, or just reminders). At the end of each week teacher can include a smiley face to display student attitude. (ex: :) - happy, excited, engaged; :/ - unamused, indifferent; :(- angry, defiant). Effort could be recorded on a scale from check minus to check plus.