



# Using Outcome Scaling in Teacher Education

A collaborative effort between the  
Neag School of Education and Marist College



## Data Collection Form 1: Overview

**Directions:** Please provide your name, the name of your student teacher, the grade level and content area you teach, and detailed descriptions of each outcome, the reason you selected each outcome, and its connection to the student teacher's responsibilities.

<b>Name</b> Craig Waterman	<b>Description of Outcome One</b> One of the general requirements of membership in the upperclassmen instrumental ensemble (Symphonic Band) is to audition-- including performance, from memory, of several Major scales. Throughout the semester, we work as an ensemble to master many of the major scales. Not only does this increase the student's technique on their own instrument, it also increases their proficiency by learning the scales that their music is based around. Students will be assessed on the performance of assigned scales individually. They will have the opportunity to perform in front of the class or after school, after class, or during lunch.
<b>Student Teacher</b> Glen Davenport	<b>Description of Outcome Two</b> Outcome Two was set for the Music Theory class. This class is made up of both music department students (students who have taken music courses before) and those who have never played or read music. The purpose of the course is to teach basic music reading as well as music composition. By this point in the semester the students have been introduced to chord progressions and basic melody writing. They have spent approximately two weeks learning these techniques and have begun to write their first original compositions. This outcome is assessed based on a rubric for this composition assignment. Students could earn an "A" for including the steps outlined in the "Most Likely Outcome" column. Students could earn extra credit for doing more than expected.
<b>Grade Level</b> High School	<b>Description of Outcome Three</b> This outcome is for the upper-level performing ensemble (Symphonic Band). A significant portion of the student teaching experience is to conduct the ensemble both in rehearsals and in a performance setting. This piece is ultimately going to be performed during our "Pops Concert" at the end of the year. The assessment of this goal will be an informal assessment during the ensemble block.
<b>Subject Area</b> Music—Band and Music Theory	



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## Data Collection Form 2: Outcome Scale

Directions: Please complete the Outcome Scale using your training and the example documents to guide you.

Outcome	Individual performance of the major scales.	Performance on the composition assignment.	Performance of "A Disneyland Celebration."
<b>Measurement</b>	Percentage of students able to perform 2 assigned major scales.	The average quality level at which 90% of the music theory students perform.	Group level evaluation based on the following rubric.
<b>Much more than Expected</b>	95% or more	90%...•Chords in the bass clef using at least 2 different styles of accompaniment •A cadence every 4 measures •A melody using at least 2 types of non-chord tones correctly •Dynamics and articulations marked	...using correct notes, rhythms, dynamic contrast, and appropriate tempos for each section. The ensemble is able to react to new changes in style, tempo, and dynamics cued by the conductor and is able to react and perform based on these new cues.
<b>More than expected</b>	90-94%	90%...•Block chords in the bass clef •A cadence every 4 measures •A melody using non-chord tones •A least 2 types of non-chord tones correctly •Dynamics and articulations marked	The band was able to perform all the way through without stopping using correct notes, rhythms, dynamic contrast, and appropriate tempos for each section. Students were also able perform style and tempo changes as cued by the conductor.
<b>Most likely outcome</b>	80-89%	90% of the class was able to compose an eight measure composition with: •Block chords in the bass clef	The band was able to perform "A Disneyland Celebration" all the way through without stopping using correct notes, rhythms, dynamic



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		<ul style="list-style-type: none"> <li>•A cadence every four measures</li> <li>•A melody using at least 2 types of non-chord tones correctly.</li> </ul>	contrast, and appropriate tempos for each section.
<b>Less than expected</b>	70-79%	90% of the class was able to compose an 8 measure composition with <ul style="list-style-type: none"> <li>•Block chords in the bass clef</li> <li>•A cadence every four measures</li> <li>•A chord-tone melody</li> </ul>	The band is able perform all the way through without stopping using correct notes, rhythms, dynamic contrast, and appropriate tempos for each section. There were some small ensemble issues but the group was able to adjust without stopping the performance.
<b>Much less than expected</b>	Less than 69%	90% of the class was able to compose an 8-measure composition with block chords and a cadence every four measures but they cannot write a melody above their chord progression.	The Band is able to perform all the way through using correct notes, rhythms, dynamic contrast, and appropriate tempos; however, the band has to stop midway through the performance due because the ensemble could not stay together.