

**Artifact Title:** We Assess in Band!

**Date Experienced:** Spring 2013

**Artifact Description:**

My artifacts for this standard are a rehearsal rubric, individual lesson rubric, and a student journal that I use to assess students growth musically. The rehearsal rubric is used during large group rehearsals and assesses students and their ability within the large group setting. Individual lesson rubrics are used on an individual basis to provide feedback to students for ways of improving their performance techniques. The student journal is an informal way for me to gain an understanding of how each student is progressing throughout the year.

**Wisconsin Administrator Standard Alignment:**

This experience best aligns with standard 1.8 **Assessment:** *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

These experiences align best with standard 1.8 because they demonstrate my ability to use assessment strategies that involve learners in self-assessment activities while also evaluating the effect class activities have on students both as individuals and in a large group setting through formal and informal assessment strategies.

These assessment strategies prove my competency in this standard because they are examples of assessments that I use regularly in my teaching to formally and informally evaluate my students. The rubrics and student journal are great ways to involve learners in self-assessment by creating an opportunity for discussion of their abilities, thus making it possible for them to become aware of their strengths and needs for improvement. Rubrics also provide an opportunity to formally maintain student performance records that provide me with valuable information to accurately modify teaching and learning strategies for each student.

**What I learned about teaching/learning from this experience:**

I have learned that as a teacher in a setting that does not lend itself well to formal assessments, I can create valuable assessments that I can use and be proud of. I now know I can create assessments that allow me to accurately judge the strengths and weaknesses of my students, providing me with information to help them improve. I have also developed a way to keep accurate records for use when providing information to students, teachers, administrators, and parents. I have learned that assessments are not just a way to give an arbitrary grade to a student, they are meant to help assess the level of each student and to provide data of areas they are struggling in, which also helps to plan effective instruction tailored to each students learning needs.

**What I learned about myself as a prospective administrator as a result of this experience/artifact:**

As an administrator and learning leader, I know it will be my responsibility to lead my staff in creating assessments that will accurately identify strengths and weaknesses of each student. As opposed to when I was in high school, an assessment is not simply a tool to formulate a grade, they are now a tool for gaining an understanding of how students think and learn and then must be used to plan instruction that reflects the results of the assessments. Written tests are no longer enough. As the learning leader, I must ensure that teachers are assessing students both formally and informally and to constantly check for understanding so that once a student reaches a large written exam, they will have been provided with every opportunity possible to succeed on the exam.