

Symposium Program

Wednesday, February 18, 2015

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| 3:00-5:00PM | Early Registration/Check-In | Virginia Foyer |
| 7:00-8:00PM | Welcome and Keynote Address I: Interpreting Validity <i>Richard Colwell</i> | Virginia F |
| 8:00-9:00PM | Dessert Reception with Shenandoah Conservatory Jazz Combo (see page 64) | Virginia Foyer |

Thursday, February 19, 2015

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| 7:30-5:00PM | Registration/Information Desk Open | Colony Foyer |
| 8:30-9:15AM | Keynote Address II: Shaping an Australian Curriculum for Music Education: Implications for Assessment, Evaluation, and Reporting <i>Margaret Barrett</i> | Colony D/E |
| 9:15-9:30AM | Transition Time | |
| 9:30-10:00AM | Concurrent Sessions - Session 1 | |
| | The Effect of Daily Music Instruction on Development of Musical and Social Skills of Preschool Children <i>Alena Holmes</i> | Colony A |
| | "It's really about the students": A Mixed Methods Investigation of Music Teacher Evaluation <i>Stephanie Prichard</i> | Colony C |
| | Can the edTPA Work for Music Teacher Educators? (continues in Concurrent Session 2) <i>Kelly Parkes, Sean Powell, Douglas Orzolek, Matthew Garrett, and Margaret Berg, Panel Discussion (9:30-10:45)</i> | Colony D/E |
| | Measuring Music Student Learning in Michigan: A Developing Story <i>Ryan Shaw and Cynthia Taggart</i> | Allegheny Room |
| | Assessing the Musical Artist: Challenges, Methods and Outcomes <i>Jennifer Laubenthal</i> | Liberty Room |
| | Should Students Produce Musical or Cultural Outcomes? Evaluating Educational Outcomes of Learning World Musics in General Music Classes <i>Sangmi Kang and Hyesoo Yoo</i> | Patriot Room |
| 10:10-10:40AM | Concurrent Sessions - Session 2 | |
| | Practice Makes Perfect: Do Teachers Evaluate the Way their Students Practice? <i>Raúl Capistrán</i> | Colony A |
| | Teaching, Learning and Evaluating Considerations Towards a Triple Educational Process <i>Leonardo Borne</i> | Colony C |
| | Can the edTPA Work for Music Teacher Educators? (continued from Concurrent Session 1) <i>Kelly Parkes, Sean Powell, Douglas Orzolek, Matthew Garrett, and Margaret Berg, Panel Discussion (9:30-10:45)</i> | Colony D/E |
| | The Assessment of Collective Music-Making among Youth from Underserved Communities: A Methodological Case Study <i>Kathleen Camara</i> | Allegheny Room |
| | Cognitive Control: Behavioral and Electrophysiological Evidence of Music Learning <i>Jennifer Bugos</i> | Liberty Room |
| | The Music Methods Competency Examination: A Benchmark Assessment for Teacher Candidates <i>Kathleen Melago</i> | Patriot Room |

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| 10:50-11:20AM | Concurrent Sessions - Session 3 | |
| | Teacher Noticing: A Framework for Investigating Music Teachers' Ability to Perceive and Respond to Students' Musical Thinking <i>Kimberly Lansinger Ankney</i> | Colony A |
| | Development of MAP & ITML: Is Music Learning Theory an Unexpected Outcome? <i>Maria Runfola</i> | Colony C |
| | An Exploratory Study of Music Teacher Evaluation Practices in Multiple States with Race to the Top Funding: K-12 Music Educators' Experiences, Perspectives, and Recommendations <i>Lisa Martin</i> | Colony D/E |
| | Assessment in Music Education: A Colorado Partnership (continued in Concurrent Session 4) <i>Mark Hudson and Karol Gates, Workshop (10:50-12:20)</i> | Allegheny Room |
| | Using Enjoyment and Exploration to Guide Students' Instrument Selection: Development of a Motivation to Learn a Musical Instrument Scale <i>Sangmi Kang</i> | Liberty Room |
| | In Their Own Words: Music Teachers' Beliefs about Assessment <i>Douglas Orzolek</i> | Patriot Room |
| 11:30-12:00PM | Concurrent Sessions - Session 4 | |
| | Intersections of Accreditation: An Examination of a School of Music Curriculum Mapping Process to Relate Specialized Accreditation and Regional Accreditation Standards <i>Jeffrey Ward, Rachel Copeland, and Cynthia Wagoner</i> | Colony A |
| | Fostering Music Teacher Identity Development through Creative Assessment Practices in Undergraduate Music Teacher Education <i>Sandy Goldie</i> | Colony C |
| | Assessment in Music Education: a Colorado Partnership (continued from Concurrent Session 3) <i>Mark Hudson and Karol Gates, Workshop (10:50-12:20)</i> | Allegheny Room |
| | Development and Validation of the Adolescent Musicians' Perceptions of Connectedness Scale: An Initial Investigation <i>Jared Rawlings</i> | Liberty Room |
| 12:00-1:30PM | Lunch on your own - Explore Historic Williamsburg | |
| 1:30-2:15PM | Keynote Address III: Documenting and Assessing for Real-world Learning of Diverse Musical Creativities <i>Pamela Burnard</i> | Colony D/E |
| 2:15-2:30PM | Transition Time | |
| 2:30-3:45PM | POSTER SESSION (See Poster Lising on page 18-19) | Virginia Foyer |
| 4:00-5:00PM | Work Sessions - ALL PARTICIPANTS SELECT ONE SESSION | |
| | Measurement and Evaluation - Margaret Barrett, Richard Colwell | Colony D/E |
| | Practice - Pam Burnard, René Human, Scott Shuler | Allegheny Room |
| 5:00-6:00PM | SmartMusic: Standards, Assessment and Documentation <i>Leigh Kallestad</i> | Colony D/E |
| 6:00-8:00PM | Dinner on your own | |
| 8:00PM | Concert - The Madison Singers of James Madison University (see pages 65-66) <i>Dr. Jo-Anne van der Vat-Chromy</i> | Virginia F |

Friday, February 20, 2015

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| 7:30-5:00PM | Registration/Information Desk Open | Colony Foyer |
| 8:30-9:15AM | Keynote Address IV: My Journey with African Musical Arts: Developing Assessment Standards <i>René Human</i> | Colony DE |
| 9:15-9:30AM | Transition Time | |
| 9:30-10:00AM | Concurrent Sessions - Session 5 | |
| | Facilitating an Autonomy of Musical Learning through Assessment Practices <i>Diane Hughes and Belinda Lemon-McMahon</i> | Colony A |
| | MCAS, PARCC, and the Relationship between Music Instruction and State-Mandated Comprehensive Assessments <i>Ronald Sherwin and Tobias Monte</i> | Colony C |
| | Developing and Pilot-Testing Model Cornerstone Assessments for the New National Standards for Music Education in the United States (continued in Concurrent Session 6) <i>Frederick Burrack, Kelly Parkes, Glenn Nierman, Al Holcomb, Denese Odegaard, and Patricia Riley, Panel Discussion (9:30-10:45)</i> | Colony D/E |
| | Performance Assessment: Essential Practices Every Music Educator Should Know (continued in Concurrent Session 6) <i>Megan Rodgers Good, John Hathcoat, Chris Carrillo, Workshop (9:30-11:00)</i> | Allegheny Room |
| | Preparing Music Teachers for the Age of Accountability: A Degree Program Content Analysis <i>John Seybert</i> | Liberty Room |
| | Music Alumni Play a Different Tune: Reflections on Acquired Skills and Career Outcomes <i>Angie Miller and Amber D. Dumford</i> | Patriot Room |
| 10:10:10:40AM | Concurrent Sessions - Session 6 | |
| | A Content Analysis of Student Growth Objectives Created by New Jersey Music Teachers <i>Frank Abrahams and Ryan John</i> | Colony A |
| | Using Activity Theory to Reveal Formative Assessment Practices of Contemporary Composers and Classroom Music Teachers in their Composing Pedagogies <i>Martin Fautley and Victoria Kinsella</i> | Colony C |
| | Developing and Pilot-Testing Model Cornerstone Assessments for the New National Standards for Music Education in the United States (continued from Concurrent Session 5) <i>Frederick Burrack, Kelly Parkes, Glenn Nierman, Al Holcomb, Denese Odegaard, and Patricia Riley, Panel Discussion (9:30-10:45)</i> | Colony D/E |
| | Performance Assessment: Essential Practices Every Music Educator Should Know (continued from Concurrent Session 5) <i>Megan Rodgers Good, John Hathcoat, Chris Carrillo, Workshop (9:30-11:00)</i> | Allegheny Room |
| | Developing a Model of the Effective First-Year Secondary Music Teacher: Musical and Teaching Skills <i>Timothy Smith and Brian Wuttke</i> | Liberty Room |
| | No Teacher Left Behind – Assessing the Influence of Music Method Courses on Pre-Service Teachers Teaching Competency with Portfolio Assessments <i>Dennis Ping-Cheng Wang</i> | Patriot Room |
| 10:50-11:20AM | Concurrent Sessions - Session 7 | |
| | The Assessment Cycle: Using Data to Continually Improve and Report Results for a Statewide Music Assessment <i>Ashlee Lewis and Xiaofang Zhang</i> | Colony A |

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| 10:50-11:20PM | Concurrent Sessions - Session 7 continued | |
| | Assessment of Progress and Assessment of Progression in the English Music Education System: Threats and Opportunities <i>Martin Fautley</i> | Colony C |
| | Implications of the Evaluation of the Arts IMPACT Program in Columbus, Ohio <i>Chia-Chieh Wu</i> | Colony D/E |
| | Performance Assessment: Essential Practices Every Music Educator Should Know (continued from Concurrent Session 6) <i>Megan Rodgers Good, John Hathcoat, Chris Carrillo, Workshop (9:30-11:00)</i> | Allegheny Room |
| | Awareness for the Historical Dimension of Music <i>Andreas Lehmann-Wermser</i> | Liberty Room |
| | The Impact of Assessment Design on Teaching and Learning in Music <i>Christina Haaf</i> | Patriot Room |
| 11:30-12:00PM | Concurrent Sessions - Session 8 | |
| | Validating Dispositions in Pre-Service Music Educators <i>Kelly Parkes, Paul Doerksen, and Gary Ritcher</i> | Colony A |
| | Teaching the Art of Music for Effective and Meaningful Student Assessment <i>David Zerull</i> | Colony C |
| | A Factor Analysis of Variables Related to Beginning Sight-Singing Skills <i>James Reifinger</i> | Colony D/E |
| | Real-World Assessment Implementation: Race-to-the-Top Performing Fine Arts Assessment of Florida <i>Mary Grace Gordon</i> | Allegheny |
| | Pupils' Perceptions of Attainment in Music during the Transition from Primary to Secondary School <i>Dimitra Kokotsaki</i> | Liberty Room |
| | Embedding Assessment Seamlessly Into Existing Music Teacher Training Courses <i>Edward Asmus</i> | Patriot Room |
| 12:00-1:30PM | Lunch on your own - Explore Historic Williamsburg | |
| 1:30-2:15PM | Keynote Address V: Model Cornerstone Assessments: Clarifying Standards, Supporting Learning <i>Scott Shuler</i> | Colony D/E |
| 2:15-2:30PM | Transition Time | |
| 2:30-3:00PM | Concurrent Sessions - Session 9 | |
| | Report and Review on Assessments of Music Performance Learning <i>Baisheng Dai</i> | Colony A |
| | Reliability Methods in Assessing the Effectiveness of Music Education <i>David Miller</i> | Colony C |
| | Rater Analyses in Music Performance Assessment: Application of the Many Facet Rasch Model <i>Brian Wesolowski</i> | Colony D/E |
| | Using Assessment Results for Learning Improvement in Higher Education Music Programs (continued in Concurrent Session 10) <i>Keston Fulcher, Chris Carrillo, Megan Rodgers Good, and Kristen Smith, Workshop (2:30-4:00)</i> | Allegheny Room |
| | The Effects of Instruction and Experience on Pre-Service Teacher Attitudes toward Accepting a Standards-Based Grading Paradigm <i>Brian Wuttke and Nathan St. Pierre</i> | Liberty Room |
| | Vocal Sight-Reading vs. String Sight-Reading: A Comparison of Content, Skills, and Prioritization for the Construction of a Sight-Reading Performance Assessment, Part I <i>Michele Henry and Michael Alexander</i> | Patriot Room |

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| 3:10-3:40PM | Concurrent Sessions - Session 10 | |
| | Assessment from a Critical Pedagogy and Informal Learning Perspective <i>Travis Hale</i> | Colony A |
| | When Measures Don't: The Importance of Accuracy in Estimating Preschoolers' Music Aptitude <i>Jennifer McDonel</i> | Colony C |
| | Assessment Criteria in Musicians' Discourse <i>José Carlos Godinho</i> | Colony D/E |
| | Using Assessment Results for Learning Improvement in Higher Education Music Programs (continued from Concurrent Session 9) <i>Keston Fulcher, Chris Carrillo, Megan Rodgers Good, and Kristen Smith, Workshop (2:30-4:00)</i> | Allegheny Room |
| | The Correlation between the Aptitude Tests Grades and Music Lessons Grades of Music Education Departments' Students <i>Erkan Süllün</i> | Liberty Room |
| | Vocal Sight-Reading vs. String Sight-Reading: A Comparison of Content, Skills, and Prioritization for the Construction of a Sight-Reading Performance Assessment, Part II <i>Michele Henry and Michael Alexander</i> | Patriot Room |
| 3:50-4:20PM | Concurrent Sessions - Session 11 | |
| | E-learning Music Teacher Training Courses in Brazil: Challenges to Learning Assessment <i>Sergio Figueiredo</i> | Colony A |
| | Validity Evidence for the Use of a Motivation Inventory with Music Students: A Pilot Study <i>Kelly Parkes</i> | Colony C |
| | Assessment in Music in the Australian Context: the AiM Project <i>Don Lebler</i> | Colony D/E |
| | Using Assessment Results for Learning Improvement in Higher Education Music Programs (continued from Concurrent Session 10) <i>Keston Fulcher, Chris Carrillo, Megan Rodgers Good, and Kristen Smith, Workshop 2:30-4:00</i> | Allegheny Room |
| | Musical Assessment in Public Schools: Challenges and Practices <i>Mara Menezes Kroger</i> | Liberty Room |
| | Washington State's Arts Classroom-Based Performance Assessments (CBPAs) 2003-Current: Formative and Summative Design for Student Success via Creating, Performing, and Responding <i>AnnRené Joseph</i> | Patriot Room |
| 4:30-6:30PM | Free Time - - Explore Historic Williamsburg | |
| 6:30-8:00PM | Conference Banquet (see pages 68-69 for banquet entertainment) | Tidewater Room |
| Saturday, February 21, 2015 | | |
| 8:30-5:00PM | Registration/Information Desk Open | |
| 9:30-10:00AM | Concurrent Sessions - Session 12 | |
| | An International and Developmental Comparison of Assessment Practices in the United States and England <i>Daniel Johnson and Martin Fautley</i> | Colony A |
| | Participant Perception and Assessment of a Music and Dance Improvisation Project <i>Patricia Riley</i> | Colony C |
| | Assessing Artistic Literacy in the National Core Music Standards (continued in Concurrent Session 13) <i>Demaris Hansen and Elaine Bernstorf, Workshop (9:00-10:30)</i> | Colony D/E |

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| 9:30-10:00AM | Concurrent Sessions - Session 12 continued | |
| | Assessment for the Youngest Students: How to Play Your Way to Authentic and Documentable Assessment in Grades K-3 (continued in Concurrent Session 13) <i>Jill Campbell and Michael Hudson, Workshop (9:00-10:30)</i> | Allegheny Room |
| | Reinventing the Undergraduate Curriculum and Assessment Course <i>Stephanie Standerfer</i> | Liberty Room |
| | Formative Assessment Practices and Applications for Music Education <i>Donna Gallo</i> | Patriot Room |
| 10:10-10:40AM | Concurrent Sessions - Session 13 | |
| | Dynamic Assessment for Inspired Learning <i>Paul Chapin and William Cirullo</i> | Colony A |
| | Assessing Group Composing for a Secondary School Qualification <i>Vicki Thorpe</i> | Colony C |
| | Assessing Artistic Literacy in the National Core Music Standards (continued from Concurrent Session 12) <i>Demaris Hansen and Elaine Bernstorf, Workshop (9:00-10:30)</i> | Colony D/E |
| | Assessment for the Youngest Students: How to Play Your Way to Authentic and Documentable Assessment in Grades K-3 (continued from Concurrent Session 12) <i>Jill Campbell and Michael Hudson, Workshop (9:00-10:30)</i> | Allegheny Room |
| | A Mathematical and Linguistic Music Literacy Assessment <i>Brian Kaufman</i> | Liberty Room |
| | A Web-Based Environment for Facilitating Reflective Self-Assessment of Choral Conducting Students <i>Hyesoo Yoo</i> | Patriot Room |
| 10:50-11:20AM | Concurrent Sessions - Session 14 | |
| | NAfME's Music Teacher Evaluation Workbooks— Assessment to Promote Professional Growth <i>Glenn Nierman</i> | Colony A |
| | Validity of Documenting Students' Individual Progress Associated with Professional Teaching Standards through Web-Based Portfolios <i>Frederick Burrack and Phillip Payne</i> | Colony C |
| | Modern Test Theory Primer (continues in Concurrent Session 15) <i>Joshua Pritikin, Workshop (10:40-12:10)</i> | Colony D/E |
| | Leveraging Technology for Music Assessment in a Classroom (continues in Concurrent Session 15) <i>Dan Massoth, Workshop (10:40-12:10)</i> | Allegheny Room |
| | Assessing Online Learning <i>William Bauer</i> | Liberty Room |
| | The Reflective Journal as Formative Assessment <i>Diane Hughes</i> | Patriot Room |
| 11:30-12:00PM | Concurrent Sessions - Session 15 | |
| | Development of the Processfolio: Reflections on an Authentic Assessment Tool <i>Julie Beaugard, Jason Silveira, and Tina Bull</i> | Colony A |
| | Summative Assessment of Tonal Improvisation: the Challenge of Setting International Benchmarks <i>Nigel Scaife</i> | Colony C |
| | Modern Test Theory Primer (continued from Concurrent Session 14) <i>Joshua Pritikin, Workshop (10:40-12:10)</i> | Colony D/E |
| | Leveraging Technology for Music Assessment in a Classroom (continued from Concurrent Session 14) <i>Dan Massoth, Workshop (10:40-12:10)</i> | Allegheny Room |

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| 11:30-12:00PM | Concurrent Sessions - Session 15 continued | |
| | Assessment System in Instrument Teaching for Music Teachers: an E-Learning Internet-Mediated Model in Brazil <i>Helena de Souza Nunes</i> | Liberty Room |
| | The Effect of an Undergraduate Measurement and Evaluation Course on General Music Teacher Perspectives and Practices <i>Daniel Johnson</i> | Patriot Room |
| 12:00-1:15PM | Lunch on your own - Explore Historic Williamsburg | |
| 1:30-2:00PM | Concurrent Sessions - Session 16 | |
| | Evaluation: A Possible Tool for the Development of Sight Singing and Music Perception <i>Leonardo Borne</i> | Colony A |
| | Modular Assessment of Creativity in General Music <i>David Edmund and Jian-Jun Chen-Edmund</i> | Colony C |
| | Analyzing Student Work to Inform Teaching and Increase Student Growth (continues in Concurrent Session 17) <i>Denese Odegaard, Workshop (1:15-2:45)</i> | Colony D/E |
| | Assessing Students Who Have Differing Needs in the Elementary General Music Classroom (continues in Concurrent Session 17) <i>Alice Hammel, Workshop (1:15-2:45)</i> | Allegheny Room |
| | Assessing Pre-Service Educators' Aural and Visual Skills in Recognizing Correct and Incorrect Recorder Performance <i>Ann Harrington</i> | Liberty Room |
| 2:10-2:40PM | Concurrent Sessions - Session 17 | |
| | Assessment Practices of a High School Choir Director: A Case Study <i>Jason Hawkins</i> | Colony A |
| | Consensual Assessment Technique and the Measurement of Creativity in Music Education <i>Clint Randles</i> | Colony C |
| | Analyzing Student Work to Inform Teaching and Increase Student Growth (continued from Concurrent Session 16) <i>Denese Odegaard, Workshop (1:15-2:45)</i> | Colony D/E |
| | Assessing Students Who Have Differing Needs in the Elementary General Music Classroom (continued from Concurrent Session 16) <i>Alice Hammel, Workshop (1:15-2:45)</i> | Allegheny Room |
| 2:45-3:00PM | Transition Time | |
| 3:00-4:00PM | Closing Session <i>Timothy S. Brophy, Jeffrey Marlatt, Gary K. Ritcher</i> <i>Performance by The Fifes & Drums of Colonial Williamsburg (see page 67)</i> | Colony D/E |

Special Thanks...

Thanks to the College of William and Mary and Dr. James I. Armstrong, Director of Choirs, for the loan of their choral risers.

&

Jason Kriner, Music Specialist, Baker Elementary School, Williamsburg, VA for providing the Saturday morning Orff instruments.

Poster Session - Virginia Foyer - Thursday, February 19, 2015 2:30-3:45PM

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| 1. | Using Enjoyment and Exploration to Guide Students' Instrument Selection: Development of a Motivation to Learn a Musical Instrument Scale <i>Sangmi Kang</i> |
| 2. | Should Students Produce Musical or Cultural Outcomes? Evaluating Educational Outcomes of Learning World Musics in General Music Classes <i>Sangmi Kang; Hyesoo Yoo</i> |
| 3. | A Web-Based Environment for Facilitating Reflective Self-Assessment of Choral Conducting Students <i>Hyesoo Yoo</i> |
| 4. | Development and Validation of the Adolescent Musicians' Perceptions of Connectedness Scale: An Initial Investigation <i>Jared R. Rawlings</i> |
| 5. | Validity Evidence for the Use of a Motivation Inventory with Music Students: A Pilot Study <i>Kelly A. Parkes; Brett Jones; Jay Wilkins</i> |
| 6. | Intersections of Accreditation: An Examination of a School of Music Curriculum Mapping Process to Relate Specialized Accreditation and Regional Accreditation Standards <i>Jeffrey Ward; Rachel Copeland; Tom McCaslin; Mark Richardson; Cynthia Wagoner; Chris Ulffers</i> |
| 7. | An Exploratory Study of Music Teacher Evaluation Practices in Multiple States with Race to the Top Funding: K-12 Music Educators' Experiences, Perspectives, and Recommendations <i>Lisa Martin</i> |
| 8. | "It's Really About the Students": A Mixed Methods Investigation of Music Teacher Evaluation <i>Stephanie Prichard; Kenneth Elpus</i> |
| 9. | E-learning Music Teacher Training Courses in Brazil: Challenges to Learning Assessment <i>Jose Soares; Sergio Figueiredo</i> |
| 10. | Report and Review on Assessments of Music Performance Learning <i>Baisheng Dai</i> |
| 11. | Assessment Practices of a High School Choir Director: A Case Study <i>Jason Hawkins</i> |
| 12. | Implications of the Evaluation of the Arts IMPACT Program in Columbus, Ohio <i>Chia-Chieh Wu</i> |
| 13. | MCAS, PARCC, and the Relationship between Music Instruction and State-Mandated Comprehensive Assessments <i>Ronald G. Sherwin; Tobias S. Monte</i> |
| 14. | Assessment Systems in Instrument Teaching for Music Teachers: An E-learning Internet-mediated Model in Brazil <i>Helena de Souza Nunes; Cláudia Elisiane Ferreira dos Santos; Rafael Guerini Atolini; Edilson Schultz</i> |
| 15. | The Effect of Daily Music Instruction on Development of Musical and Social Skills of Preschool Children <i>Alena V. Holmes</i> |
| 16. | The Effect of an Undergraduate Measurement and Evaluation Course on General Music Teacher Perspectives and Practices <i>Daniel C. Johnson</i> |

Poster Session - Virginia Foyer - Thursday, February 19, 2015 2:30-3:45PM

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| 17. | An International and Developmental Comparison of Assessment Practices in the United States and England <i>Daniel C. Johnson; Martin Fautley</i> |
| 18. | Fostering Music Teacher Identity Development Through Creative Assessment Practices in Undergraduate Music Teacher Education <i>Sandy Goldie</i> |
| 19. | Teacher Noticing: A Framework for Investigating Music Teachers' Ability to Perceive and Respond to Students' Musical Thinking <i>Kimberly Lansinger Ankney</i> |
| 20. | A Factor Analysis of Variables Related to Beginning Sight-Singing Skills <i>James L. Reifinger, Jr</i> |
| 21. | Real-World Assessment Implementation: Race-to-the-Top Performing Fine Arts Assessment of Florida <i>Mary Grace Gordon</i> |
| 22. | A Review of the Literature on Student Learning Objectives (SLOs) <i>Ryan Shaw</i> |
| 23. | Changing a Culture: Music Assessment in an Institutional Frame <i>Nancy Whitaker</i> |
| 24. | Helping Arizona Music Teachers to Develop Authentic Music Assessments to Measure Student Growth and Inform Their Teacher Evaluation <i>Jill Sullivan; Lynn Tuttle</i> |
| 25. | Dynamic Assessment for Inspired Learning <i>Paul Chapin; William Cirullo</i> |
| 26. | Assessing Pre-Service Educators' Aural and Visual Skills in Recognizing Correct and Incorrect Recorder Performance <i>Ann M. Harrington</i> |



Connecting Practice, Measurement, and Evaluation