

## **Music 441W: Class Assessment and Teacher Reflection**

After analyzing the duple rhythm assessment results I was surprised by some of my students. I gave a lot of varying patterns with varying degrees of complexity and I was pleased to see my students do very well with the activity. I noticed that a couple of my students actually gave up around the fourth Macrobeat and I did not know why. I tried to have them do it again because with most of these students I knew that they could recognize the pattern. It was nice to do the assessment activity because my class really enjoys being able to do an activity where they are acknowledged as an individual. I was able to connect to the students that do not participate as frequently as others managed to do extremely well on the tonal assessment and were able to chant the pattern back with correct syllables and with consistent tempo and accurate meter. It was really hard to grade the assessments because there was certain students who participate so frequently and I have seen them do better in class. I realize that I also need to constantly assess and keep records so that these students are achieved as accurately as possible.

I noticed that I ended up speeding up some of my duple rhythms in the rhythmic assessment activity. This was not intentional, but I think I was concerned that I was spending far too much time assessing the students and was worried that they were bored or the lesson was dragging. I really enjoyed being able to see some of the power and drawbacks of non-verbal communication. I really tried to make sure that I could utilize less talking and get more results from my class. My assessment of the students has been getting better within each teaching and I am feeling really comfortable assessing and providing feedback regarding musical and behavioral items. I did have a little bit of trouble during the assessment, because I did not know what to say if they did not get it right because I did not want to lie and tell that that they did “great”; however, I really wanted to make sure that I kept everything moving. I just got stuck on what to say and how that would affect the timing of the lesson. Overall my assessment activity went really well and I think the students thought so as well. The students seemed very engaged during the whole activity and I think most of the students really wanted to do more individual rhythms.