

**ENTRY 11**  
**Guitar Unit Assessment Design Template**

<b>Pre-Assessment / Diagnostic Assessment</b>					
	<b>Describe the pre-assessment you will use-What is the format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address? (each learning objective must be assessed)</b>	<b>Describe how specific student results impacted your unit plan. How do you plan to differentiate for all learners?</b>
<b>Formal</b>	Identification of guitar parts using an image with fill in the blanks	These students had a ukulele unit the previous year so many of the terms were already covered. This was a good review and introduction to new terms.	The only adaptation that was needed was a reference sheet of terms that were new. I projected the diagram on the board for part of the time.	Students will identify the parts of the guitar and use them in their language in class.	This showed me how often I needed to use the parts in my speech and how I would need to talk about them. For example I might point to the part of the guitar when I spoke of it.
<p><b>Informal</b> Please provide a narrative description of your pre-assessment</p> <p>The parts of the guitar will be introduced in the introduction to guitar on music play online. At that time, I will do a compare and contrast between the guitar and ukulele. Following this, they will receive the fill in the blank worksheet for the guitar. A couple of the questions asked for parts not covered in the video so I reviewed what those were as “gimme” points.</p>					

<b>Formative Assessment</b>					
	<b>Describe the assessment you will use-What is the Format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address? (each learning objective must be assessed)</b>	<b>Describe how specific student results impacted your instruction.</b>
<b>Formative 1</b>	Word search. After the search is completed, we review the parts on the guitar. We go	This exercise and assessment encourages familiarity with the terms and demonstrates	No adaptations needed for the word search because no prior knowledge is	Students will engage in knowledge of the instrument and demonstrate	Very little. This assessment showed how well students retained

	around the room, each student points to a different spot on the guitar and identify it.	that they are certain about one body part.	necessary for this assignment.	this through their performance.	information from the previous lesson.
<b>Formative 2</b>	Informal assessment. At the end of our unit, I used the terms in context and asked the students to tune using the tuning pegs, strum over the tone hole, or put their hands on the body of the instrument.	The goal of this lesson is to get familiar with the guitar; they already did so well with the pre-assessment that it didn't make sense to assess them in the same way. By integrating the material into speech and the lesson, it shows how fluent the students are.	No adaptations were needed but I did do a visual scan to make sure everyone was up to pace. I went to assist anyone who looked confused.	Students will identify the parts of the guitar and use them in their language in class.	Once 90% of the students demonstrate fluency with the terms, I can stop repeating and asking for the terms as much in class. We would focus more on performance techniques.
<b>What is the minimum level of performance you expect all students to achieve on the formative assessment?</b>	The most important body parts I need them to identify are: the strings, tuning pegs, frets, neck, body, head, and sound hole.				

<b>Summative Assessment</b>					
	<b>Describe the assessment you will use-What is the format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address. (each learning objective must be assessed)</b>	<b>Describe how specific results will impact what you would teach next.</b>

<b>Summative</b>	Final Performance. Formal assessment with rubric.	This final performance is the culmination of each part of the unit. The point of learning guitar was to get students to play songs they would know on the guitar.	We learned the easy version of all of the chords in the songs. Full chords are available for those who want the challenge. Students know they can skip chords that are too difficult and keep them from playing the song. 95% of the time that chord is D. Students can also change their strum patterns.	Students will perform “Time of Your Life” by Green Day on the Guitar using the easy chords learned in class.	If I had more time with them or if the year was longer, we could add more chords, introduce full chords, or pick songs that have quicker chord changes.
<b>What is the minimum level of performance you expect all students to achieve on the summative assessment?</b>	I expect all students to correctly play easy G, C, and Em on the chord change.				
<b>What differences might you expect in the performance between the subgroups and the remainder of the class?</b>	The students that were not in class last year with the ukuleles will not be as familiar with the terms and techniques so I expected less fluency. Additionally, the students’ time with Ukulele was cut short because Covid switched things to online learning mid-way through the unit.				

## Analysis of Assessment Procedures Presentation and Analysis of Assessment Data

### ***Pre-Assessment/Diagnostic Assessment Data***

•Disaggregate your data using at least two contextual factors in chart/graph/table form (e.g., male/female, ethnicity, SES. etc.). *male/female*

•Analyze your pre-assessment results.

*Students did really well with their charts. This pre-assessment showed me how much they retained from ukulele the previous year and how much they retained from the introduction video. With this in mind, most students showed that they remember quite a bit from their ukulele unit and we wont need to spend too much time reviewing parts.*

•Discuss the results in reference to your learning goals and objectives.

*The results conclude that we can move forward without too much review. Since the goal is to get students playing, spending a lot of time on review or parts of the instrument*

•Describe how you used pre-assessment data to proceed with instruction for all students. What specifically did you do for Focus Students A and B?

*With these positive results, we don't have to spend as much time as I planned on the guitar parts. This allows me to add a lesson on music from Veracruz and gets them playing more.*

•Based on your data, how do you plan to differentiate for all learners?

*For the beginning I will use many body part names in my lesson and point to the part mentioned to try and help those who need the review to catch up.*

### ***Formative Assessment Data***

• Analyze your formative assessment results.

*Students are interacting with the material in a fluent manner showing their familiarity. The chords are coming along and students are gaining confidence with the easy chords. The D chord, which is a full chord, is still showing signs of discomfort*

•Discuss results in reference to your learning goals and objectives. Are students learning what you intended them to learn?

*These results are still in line with the unit projection and timeline. I expected to have difficulty with D and planned to learn several songs with all four chords learned using repetition to build fluency.*

•Discuss any adaptations based on the results of the formative assessments.

*I introduced the D7 chord, which is more comfortable than regular D, and it uses a common finger with C.*

•Identify differentiation needed to help all students meet the goals and objectives of the unit.

*Some students are choosing to use advance chords and some students are choosing to leave chords out. The options are there for students to choose for themselves.*

•Provide evidence that you are persistent in helping all your students succeed. What specifically did

you do for Focus Students A and B?

*These students were grasping the concepts with little issue but got discouraged easily if something didn't come quickly. I would stand next to them during class and offer encouragement as well as giving all students time to practice on their own to allow me time to work separately with these students.*

•How did you report these results to your students to help them become more responsible for their own learning?

*I would often provide verbal feedback after a task is accomplished or offer suggestions a long the way if I noticed they were making it more difficult than it needed to be. Since there was little formal assessment, there were not as many opportunities to offer individual feedback.*

•How did your students use this information to enhance their own learning?

*We did a lot of self-assessment and students primarily used their own reflection as information. I gave them a different challenge depending on if they gave me a thumbs up, thumbs sideways, or thumbs down.*

### **Summative Assessment Data**

•Disaggregate and analyze (in chart/graph/table form using the same contextual information from the pre-assessment) your results to reveal differences of achievement based on the students that fall within different contextual factors. What did the disaggregated data reveal?

*The summative assessment showed that many students still felt they were struggling with the D chord but almost all felt comfortable and showed proficiency with the G, C, and Em chords. There was no significant data showing that males performed better than females or that any ethnic groups performed differently.*

•Discuss these results in reference to your learning goals and objectives. Did students learn what you intended them to learn? Specifically describe your evidence.

*I believe they have learned what I intended. I would have preferred that students were more comfortable on the D chord because they would have more songs to be able to choose from if they were to continue their guitar skills at home. However they have shown they have a strong foundation and have demonstrated they know how to read chord charts so they could continue teaching themselves if they desired.*

•Did Focus Students A and B learn what you intended them to learn? Specifically describe your evidence.

*They did. My goals for them differed slightly because of the quick responses needed to change chords suddenly. My goal for them, pick 2 chords and play them really well, worked out nicely and helped them feel as though they were succeeded. Both students decided to use the G and Em chords as their go to chords. They both also made attempts at the C chord when we went slow enough.*

• Discuss at least one intervention for future instruction for any subgroup performing lower than the rest of the class. What changes could be made in this unit to help all students be successful?

*I would prefer to have more time on the guitar unit to have them learn more songs. Additionally, it would have been great to expand this out into modern band. That way if a student really struggled with guitar technique, I could give them a drum or a triangle and they could contribute toward the class sound in other ways.*

**Analysis of Student Achievement  
Presentation of Disaggregated Data  
Sample**

	<i>Pre-Assessment/ Diagnostic Assessment</i>	<i>Summative Assessment</i>	<i>Percentage of Students Who Achieved Unit Objectives</i>
<b>Whole Class:</b>	96%		92%
<b>Subgroup;</b>			
<i>Male</i>	97%	Middle/Up	95%
<i>Female</i>	95%	Middle/Up	90%
<i>ELL</i>	100%	Up	100%
<i>Native Speakers</i>	95%	Middle/Up	89%
<i>Ethnic/Cultural Groups</i>	100%	Up	100%
<i>Majority Groups</i>	95%	Middle	89%
<i>Identified Students (IEP)</i>	N/A	N/A	N/A
<i>Non-Identified Students</i>	N/A	N/A	N/A
<b>Focus Students:</b>			
<i>Focus Student A</i>	100%	Up	Yes
<i>Focus Student B</i>	80%	Middle	Yes

Pre-Assessment Data:  
Guitar Anatomy Handout

Student Number	Score (out of 10)
1	10
2 (Focus B)	8
3	10
4	10
5	10
6 (Focus A)	10
7	10
8	10
9	10
10	10
11	9
12	10
13	10
14	8
<b>AVERAGE</b>	<b>9.6/10</b>

**What do these data mean for instruction during the unit?**

This showed me how often I needed to use the parts in my speech and how I would need to talk about them. For example I might point to the part of the guitar when I spoke of it. These high scores mean that I won't need to review much and can go straight into playing guitar which is what this unit is all about.

**What do these data mean for instruction for the Focus Students during the unit?**

The focus students showed no signs of not understanding guitar parts. Focus student B received an 8/10, but only because she left 2 lines blank. The two she left blank were not in my list of essential guitar parts to know so I am not concerned.

## Formative Assessment Data

Student Number	Word Search	Guitar Identification
1	2	Yes
2 (Focus B)	1	Yes
3	2	Yes
4	2	Yes
5	2	Yes
6 (Focus A)	2	Yes
7	2	Yes
8	2	Yes
9	1	Yes
10	2	Yes
11	2	Yes
12	1	Yes
13	1	Yes
14	2	Yes
AVERAGE	1.7	100%

### **How did the data from these formative assessments impact learning during the unit?**

Very little. At most these were review and I relied more heavily on informal self-assessments since time was at a premium. However, this did show me that students felt fluent in their guitar anatomy and felt comfortable identifying important parts.

### **How did the data from these formative assessments impact Focus Student Learning during the unit?**

These students performed as expected given their former scores. Focus student A showed no signs of needing extra assistance. Focus student B missed a day of class before both assessments and used these assessments more as refreshers.

## Post Assessment

Student Number	Number of chords student is able to play (out of 4)
1	4
2 (Focus B)	2
3	3
4	3
5	4
6 (Focus A)	4
7	3
8	3
9	4
10	4
11	3
12	3
13	3
14	3
AVERAGE	3.4 (3 is a pass)

### **What does these data mean for learning during the unit?**

This shows me that students have the necessary skills to play the songs we covered in class. The way I have these scored is a bit misleading. I taught them 4 chords. The last of which was difficult and therefore was not expected. The other three chords were manageable, however. This assessment shows how many passed as well as how many exceeded standards.

### **What does these data mean for learning for the Focus Students during the unit?**

The only student that didn't pass was a focus student. She was gone several days during this unit so it is understandable that she didn't perform as well as her peers. She did successfully perform the two that she was most comfortable with but also showed progress on a third.

### **For future instruction, what have you learned about how students learn and the efficacy of your instructional style? What would you change, if anything?**

I would spend less time on guitar parts. Although I believe it to be an important part of learning guitar, I primarily spent time on guitar parts because it was easier to assess. If I were to teach this lesson again, ideally I would have more time, but I would set more formal assessments in place to get a better idea of the pacing for these students.