**Evaluating Assessment Practice**

The Open University

EVALUATING ASSESSMENT PRACTICE

### Assessment: a question of value

| **Questions to consider** | **Related issues** | **Notes and analysis** |
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| Am I focusing sufficiently upon the musical quality of the students’ work? | How do I define musical quality, ensuring that I take into account what this means across the full range of musical activities and in the context of different musical styles and traditions? |  |
| Am I making assessment an integral part of the lesson structure? | How is assessment integrated into my lesson planning? How do I make assessment an integral part of my teaching and my students’ learning? |  |
| Is the work of interest and relevance to students? | How do I ensure that those things that are of interest and relevance to students are used to support the musical learning aims I consider to be important? How do I encourage students to explore other areas of musical experience, repertoire, etc.?  |  |



**Teacher as musical critic**

| **Questions to consider** | **Related issues** | **Notes and analysis** |
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| What are the criteria for musical success in the tasks I have set for the young people? | How do I define the criteria for musical achievement and how do I communicate this to my young people? How do I support students in developing their own understanding of musical achievement and what they need to do to improve? |  |
| How can I demonstrate to young people the musical possibilities of the task they are undertaking? | How might I use my own musical skills to demonstrate what I want the young people to achieve?  |  |
| Is the young people’s work musically coherent and interesting? | How do the young people and I define musical coherence and interest? Does what I assess and how I assess support the development of interest and coherence? How is interest and coherence exemplified in different musical styles and traditions?  |  |