

Assessment in Music Summary:

An approach to aligning assessment with Threshold Learning Outcomes in the creative and performing arts



Assessment in Music project now funded by the
Australian Government
Office for Learning and Teaching

Queensland Conservatorium, Griffith University
Newcastle Conservatorium of Music
Conservatorium of Music, Hobart

Australian context

TEQSA

ALTC development of discipline TLOs

additional work from the HESP

AQF specifications

(in addition to institutional, professional and/or
accreditation requirements...)

TLOs were to be the standards against which bachelors degrees would be assessed.

CAPA TLOs

Upon completion of a bachelor degree in the discipline of Music, graduates will be able to:

1. Demonstrate skills and knowledge of the practices, languages, forms, materials, technologies and techniques in the discipline of Music.
2. Develop, research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice.
3. Apply relevant skills and knowledge to produce and realise works, artefacts and forms of creative expression.
4. Interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. Work independently and collaboratively in the discipline of Music in response to project demands.
6. Recognise and reflect on social, cultural and ethical issues, and apply local and international perspectives to practice in the discipline of Music.

AiM intended to

conduct an extensive literature review and make it available as a resource for others.

A report on Australian assessment practices was also prepared to provide context.

Focus groups were conducted with QCGU teachers and students.

An international assessment in music symposium was held which resulted in an edited book.

AiM intended to

investigate alignment between existing
assessment practices and CAPA TLOs.

All assessment in core courses in QCGU programs
were mapped to program, institutional and
national learning outcome statements (LOS).

Mapping to program and national LOS now
effectively mandated.

The methodology (and QCGU results) are
available on AiM web site.

AiM intended to collect video and audio recordings of assessment performances for use in consensus moderation exercises.

Currently about 40 video assessments are available with additional audio files, with the collection continuing to grow.

Files will be made available on application through the AiM web site.

In the current context:

The HESP requires valid and reliable assessment practices that enable comparability between programs and international benchmarking.

Comparability of assessment outcomes requires the shared understanding of standards.

A method to enable sharing standards between institutions was another AiM intended outcome.

Griffith University has committed to
consensus moderation (Sadler)
to ensure rigour in assessment.

Conducted at various stages and levels.

This can be achieved inter-institutionally by using
such web applications as Dropbox and Skype
video conferencing, at almost no cost.

Assessment in Music Education: from Policy to Practice has almost 1800 chapter downloads since publication last November.

www.assessmentinmusic.com.au currently averaging 888 page views per month.

The website will continue to be maintained and updated.

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