Measure of Student Learning Reflection

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Measure of Student Learning:

To help with the goals of the High School Jazz Band, I have been working with the entire trumpet section on playing volume and articulation style. (**NCAS MU:Pr5.1.E.la** - Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performance). Students explored different ways and styles to articulate and explored the outer limits of volume output in the instrument.

Parameters for Anticipated Student Learning:

By the last week of their current concert cycle, students will accurately match the **1.** volume of playing and **2.** style of articulation across the section in all three of their selections. Students were assessed both through informal observations during jazz band rehearsals and their work in group sectional time through formative assessment. I recorded their progress in each of the two criteria using a checkmark system:

- X = Low matching each other's articulation less than 50% of the time matching each other's volume less than 50% of the time
- \bullet \checkmark = Medium matching each other's articulation between 50%-90% of the time
 - matching each other's volume between 50%-90% of the time
- √+ = High matching each other's articulation at least 90% of the time matching each other's volume at least 90% of the time

Assessment Data:

After Class #1 (4 Students)			
Rating	Volume	Articulation	
X	50% (n = 2)	25% (n = 1)	
✓	25% (n = 1)	50% (n = 2)	
√ +	25% (n = 1)	25% (n = 1)	

After Class #5 (4 Students)			
Rating	Volume	Articulation	
X	25% (n = 1)	0% (n = 0)	
✓	50% (n = 2)	50% (n = 2)	
√ +	25% (n = 1)	50% (n = 2)	

Total in/above Medium Threshold

75%

100%

Reflection:

The above data shows that there was a positive trend in achieving consistency in volume and matching articulation across the section. There was more magnitude in eliciting the correct articulation, since one student moved from an X to a \checkmark , and another moved from a \checkmark to a \checkmark +. The amount that volume increased was slightly less significant, but made a change, nonetheless.

There was one student who remained at an X for volume on both the pre and post assessment. Something to note here is that the student had been doing a better job demonstrating volume in other rehearsals earlier in the week and at the MAJE Festival (as heard in the recording), so I'm curious if it was just an off morning for them. As an action step, I would like to see how they do with a volume test as we go into reading new charts in the last few weeks of my placement, to see if the concepts hold despite having to learn new notes and rhythms again.