Chapter 10 – Methodology for Qualitative Data

By Dr. Frederick Burrack

ABSTRACT

This chapter describes the methodology used in the pilot for the Model Cornerstone Assessment (MCA) development to identify and analyze (1) To what extent do teachers recognize that the Model Cornerstone Assessments authentically reflect student learning expected at grade-level/ proficiency strand? (2) How do practicing teacher in various school settings adapt the Model Cornerstone Assessments to usefully coincide with current practice? (3) In what ways do the MCAs modify the current paradigm of school music education and educational experiences of music students? (4) To what extent can the MCAs be administered and scored with consistency across settings? (4) How effectively can the MCAs identify student achievement as intended by the Performance Standards? and (5) Are there relationships of learning domains across settings, grade levels, and process components?