Chapter 3 – Second-Grade Model Cornerstone Assessment

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ABSTRACT

The Second-Grade Model Cornerstone Assessments (MCAs) included multiple, age-appropriate strategies to assess learning in music as students engaged in the three artistic processes of Creating, Performing, and Responding. More specifically, the Creating MCA used rhythmic echoes, improvised rhythmic conversations, and a self-assessment. The Performing MCA focused on solo singing with expressive qualities, assisted by targeted rehearsal guides and a self-assessment. The Responding MCA consisted of analytical and critical music listening exercises, as demonstrated by movement and verbal responses. Thirty-eight (38) music teachers from around the country pilot-tested these MCAs and provided evaluations with quantitative ratings and open-ended, qualitative comments. In response to the four research questions framing this chapter, both quantitative and qualitative feedback indicated that all three MCAs: (1) accurately measured student learning, (2) yielded consistent results with a high degree of confidence, (3) included effective ways to address the corresponding National Standards for Music Education, and (4) provided readily-adaptable strategies to reinforce existing teaching practices with direct and relevant connections to the music curriculum.