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Hat Journal 6

Pellegrino, Conway and Russell

H

* How does a student go from receiving feedback via a checklist to understanding that improvement is “incremental and not just an outcome of predetermined talent?” I can see a student using a checklist to understand what to work on. But I don’t understand how the authors made that jump.
* What would be a benefit of assessing students’ emotional response?
* What are some experiences where the students did not take teacher-feedback seriously? How did you respond to it?

A

* After reading the first section, I think the authors have made some great observations. Why do music classes give credit the same as any other class when it they are usually set up so that it is easier to get a good grade? There is a large divide in expectations between music classes and other classes.

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* I really like the idea of using a composition assignment for assessment. It is a nice synthesis of several of the standards. I also think that it is closer to authentic assessment than a written test.