

## All-State: Nancy Stutzman Implements Orchestra Grad Standards

by Shelly Trisko

Performance assessment in relation to graduation standards is a reality. Current educational trends are encouraging the use of benchmarks as indices of student progress toward high standards. At the All-State Teachers Workshop, Nancy Stutzman's presentation, *Assessment Techniques in Orchestra*, showed how to

implement Grad Standards in orchestra class. Nancy examined characteristics of performance assessment and offered reasons orchestra directors should adapt present assessment practices. Nancy also shared how to develop performance packages and provided an example of a performance package and assessment rubrics utilized by the Anoka-Hennepin School District.

Nancy discussed the benefits of performance assessments over traditional assessment practices. Performance assessments happen over time rather than utilize a one-time test. Students graded by performance assessments are able to demonstrate multiple intelligence, high levels of creativity and divergent thinking in their final product. Performance assessment tends to "resemble more real life situations, be more motivational than traditional assessment and involve more open-ended tasks which require high level thinking."

Nancy Stutzman provided three key ideas of why performance assessment should be used in the orchestra classroom and why orchestra directors may want to change from their current assessment practices. By utilizing performance assessment in orchestra, directors can

"better define music and the creative process, legitimize music education in more than just an anecdotal way, and assist students by defining parameters of performance levels."

Another important aspect of her presentation included examining a sample performance package and viewing performance assessment rubrics utilized by the Anoka-Hennepin School District. Nancy outlined the process of setting up performance packages and rubrics. In creating these items, directors need to "articulate the content standard" and "identify the tasks that show evidence of the standard." Then most importantly, directors must "identify criteria for achieving the standard and construct the rubrics."

*Shelly Trisko teaches in the Brandon-Valley School District in Brandon, South Dakota. Nancy Stutzman has generously agreed to make copies of her performance packages and rubrics available to other teachers who may want to adapt them for their schools. Contact Nancy Stutzman at Coon Rapids Senior High School, 2340 NW Northdale Blvd., Coon Rapids, MN, 55433-3009, 612-506-7380. †*



Nancy Stutzman