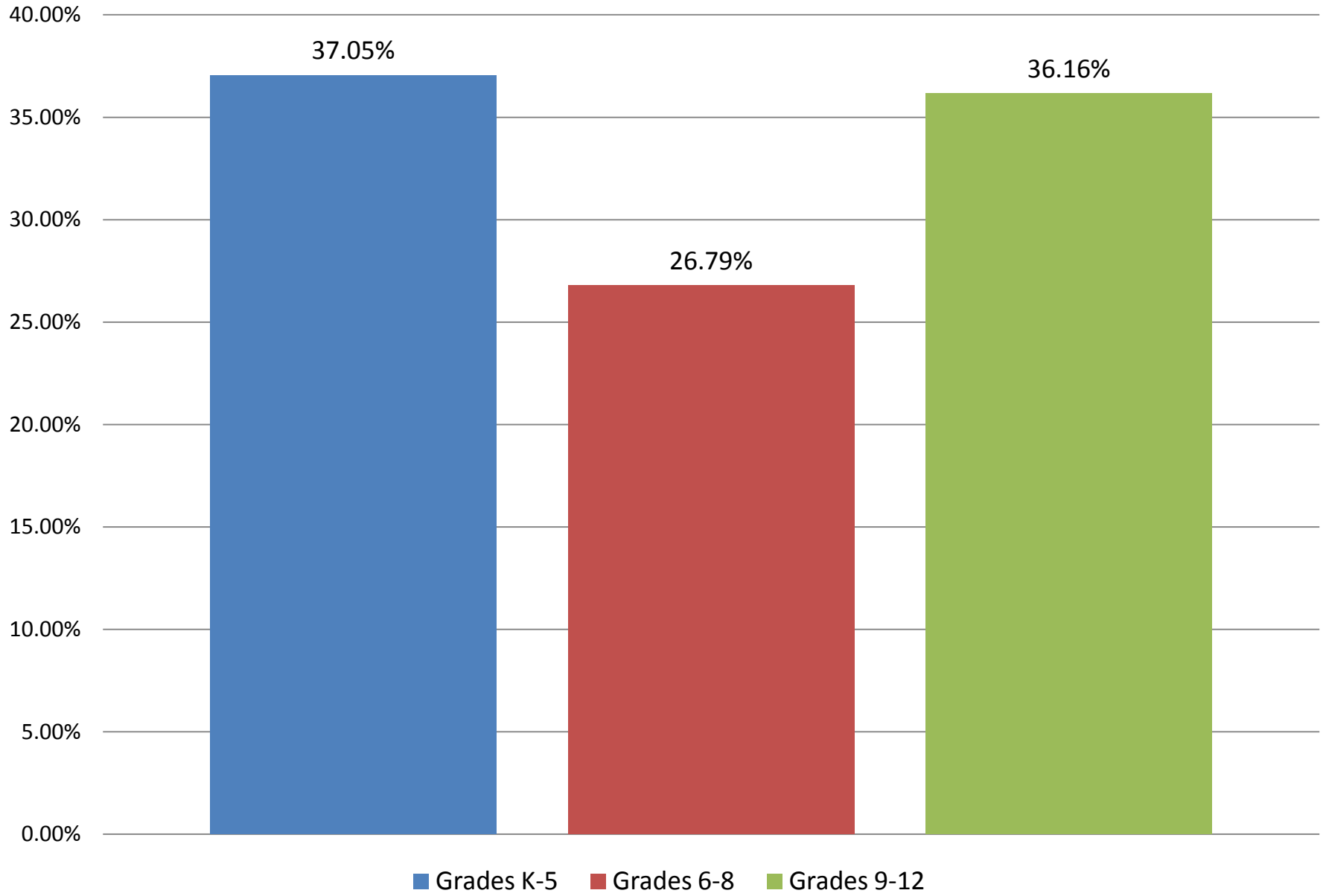
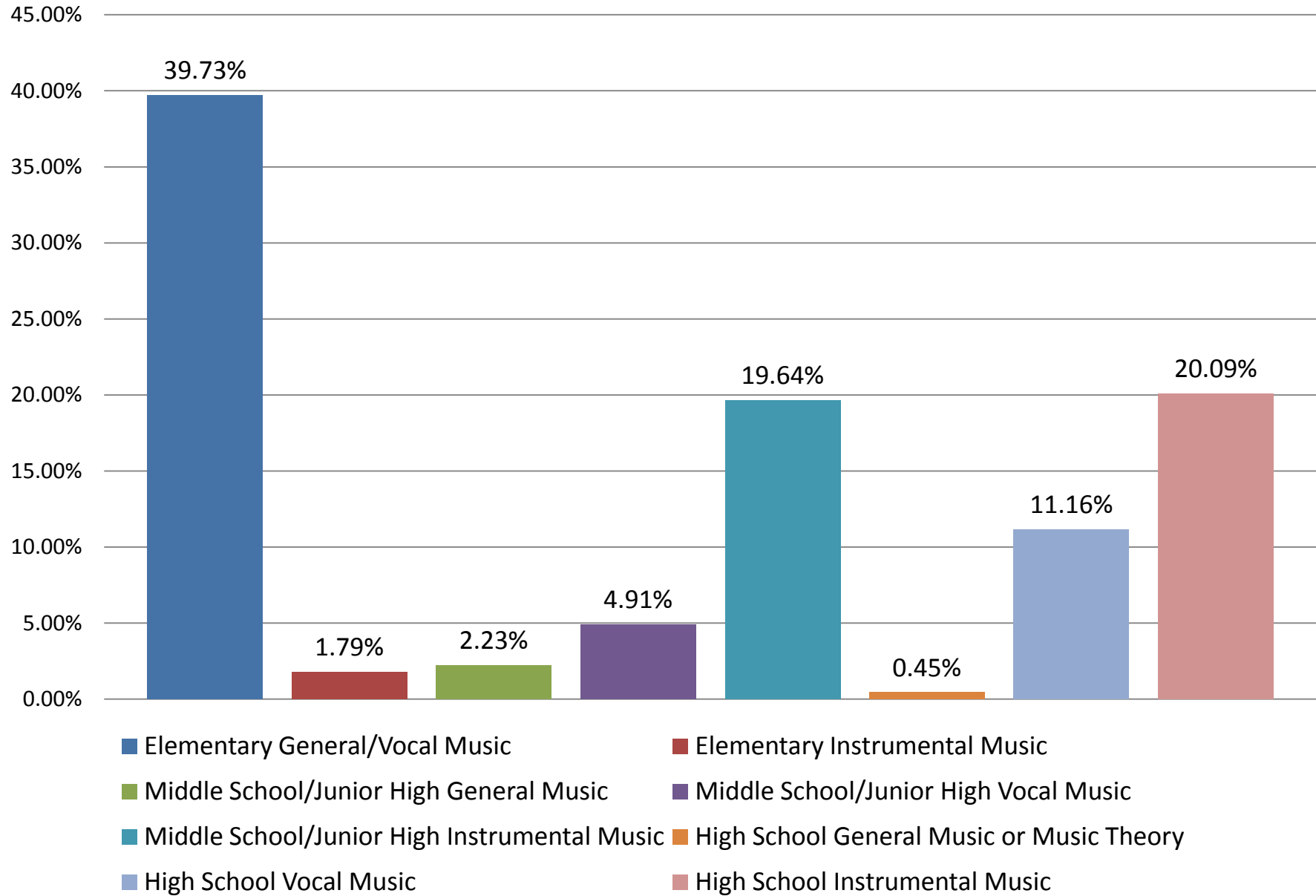


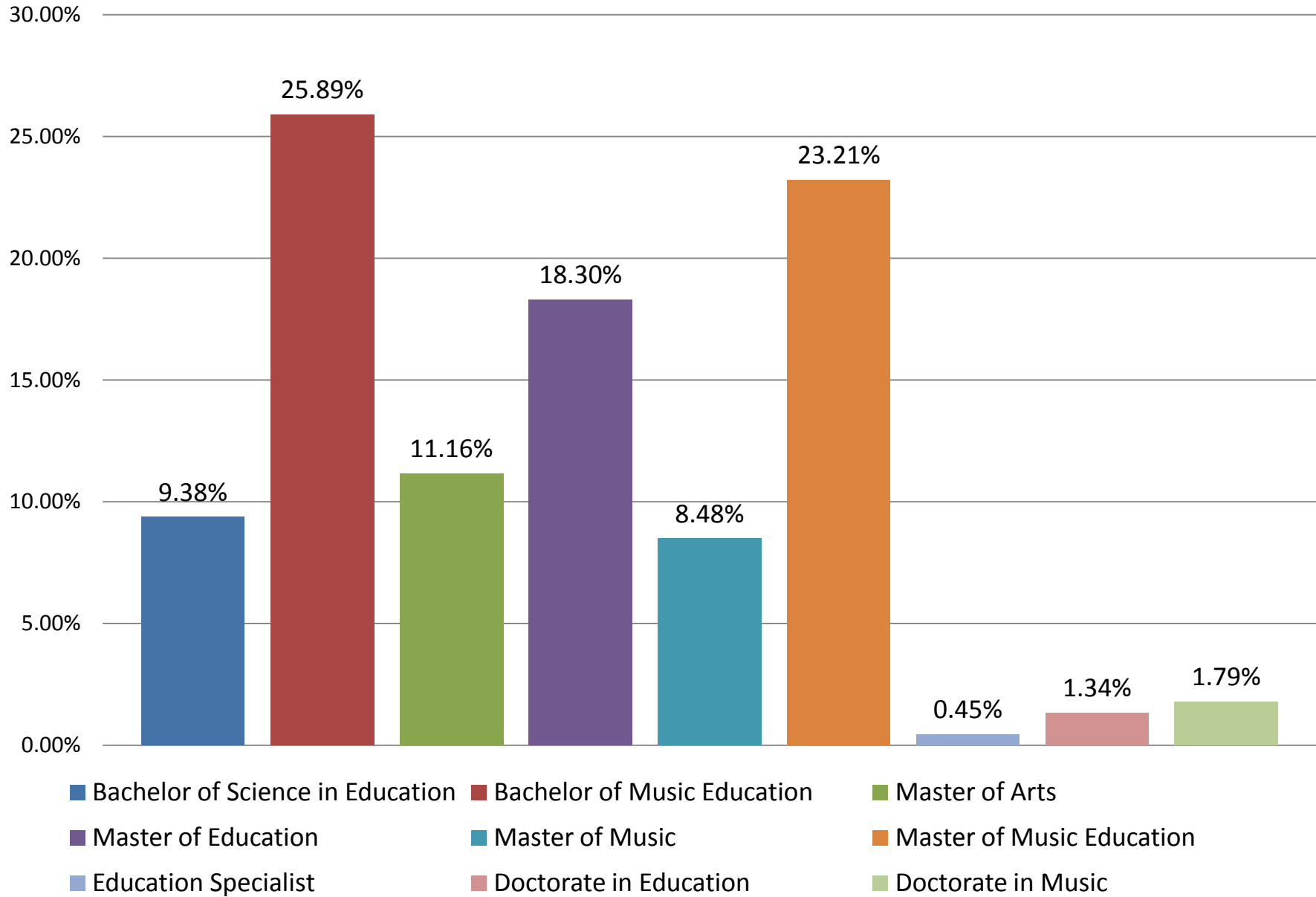
What grouping most closely describes what grades you currently teach?



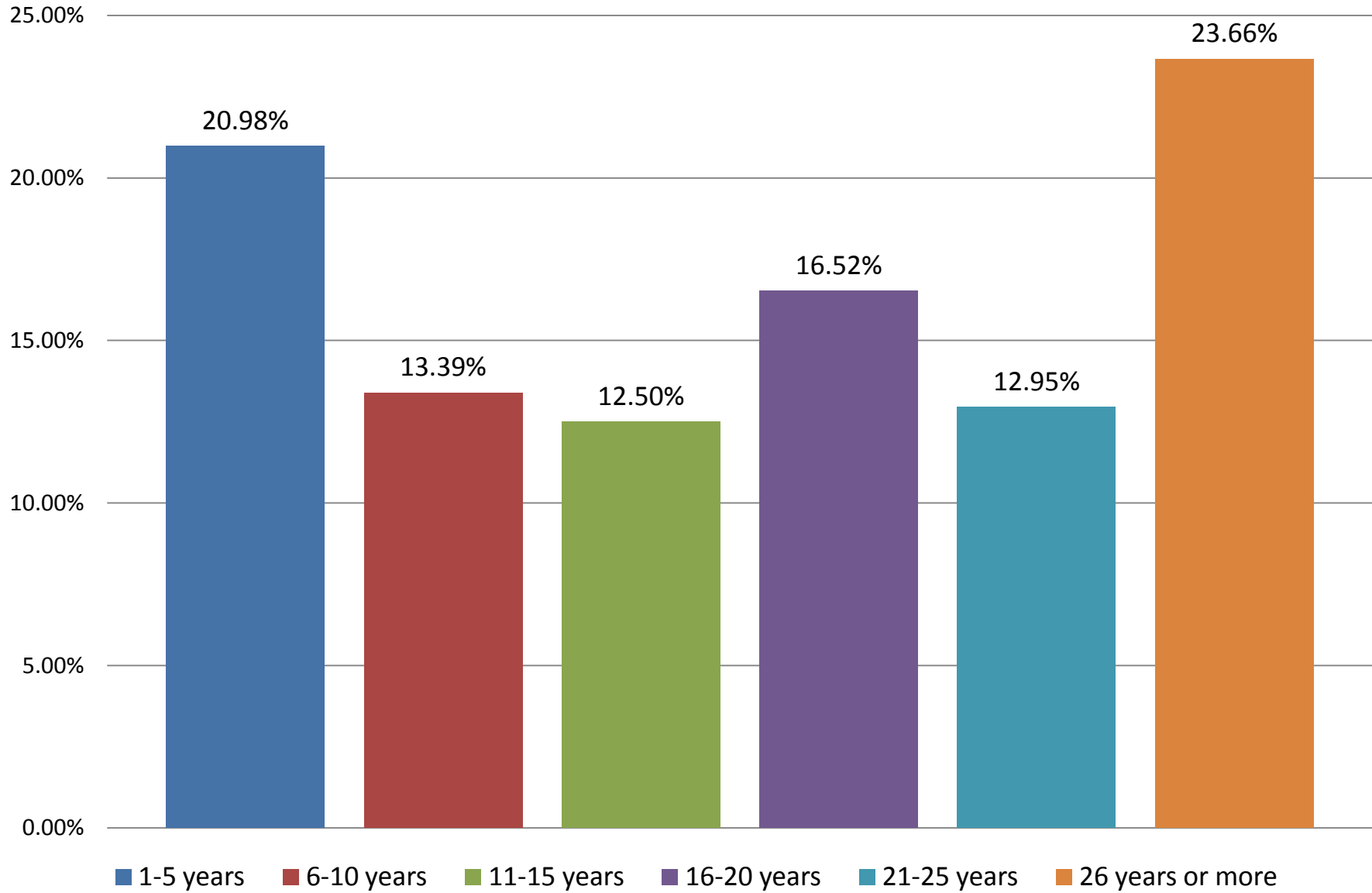
What is your current teaching assignment?



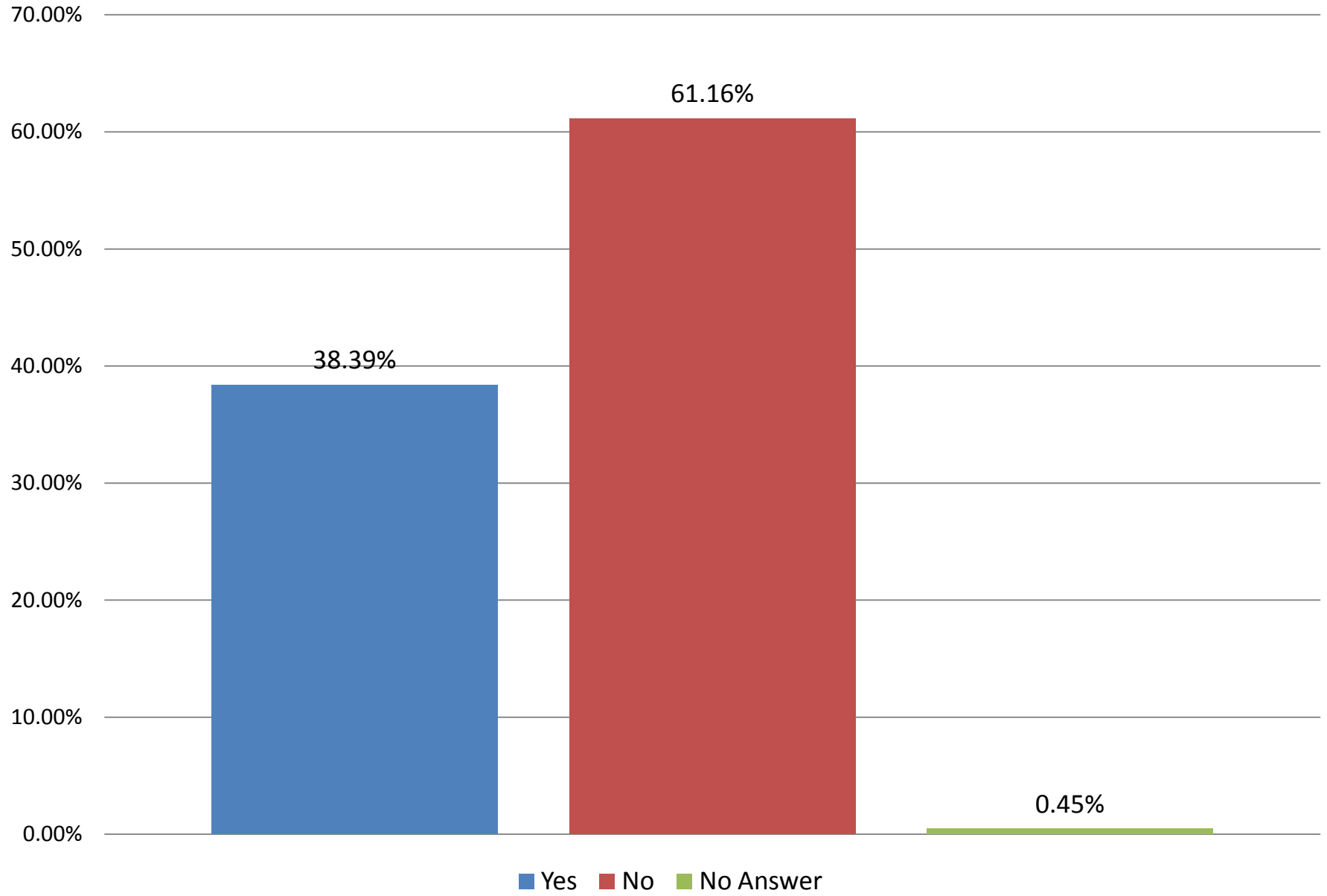
What is your highest level of education?



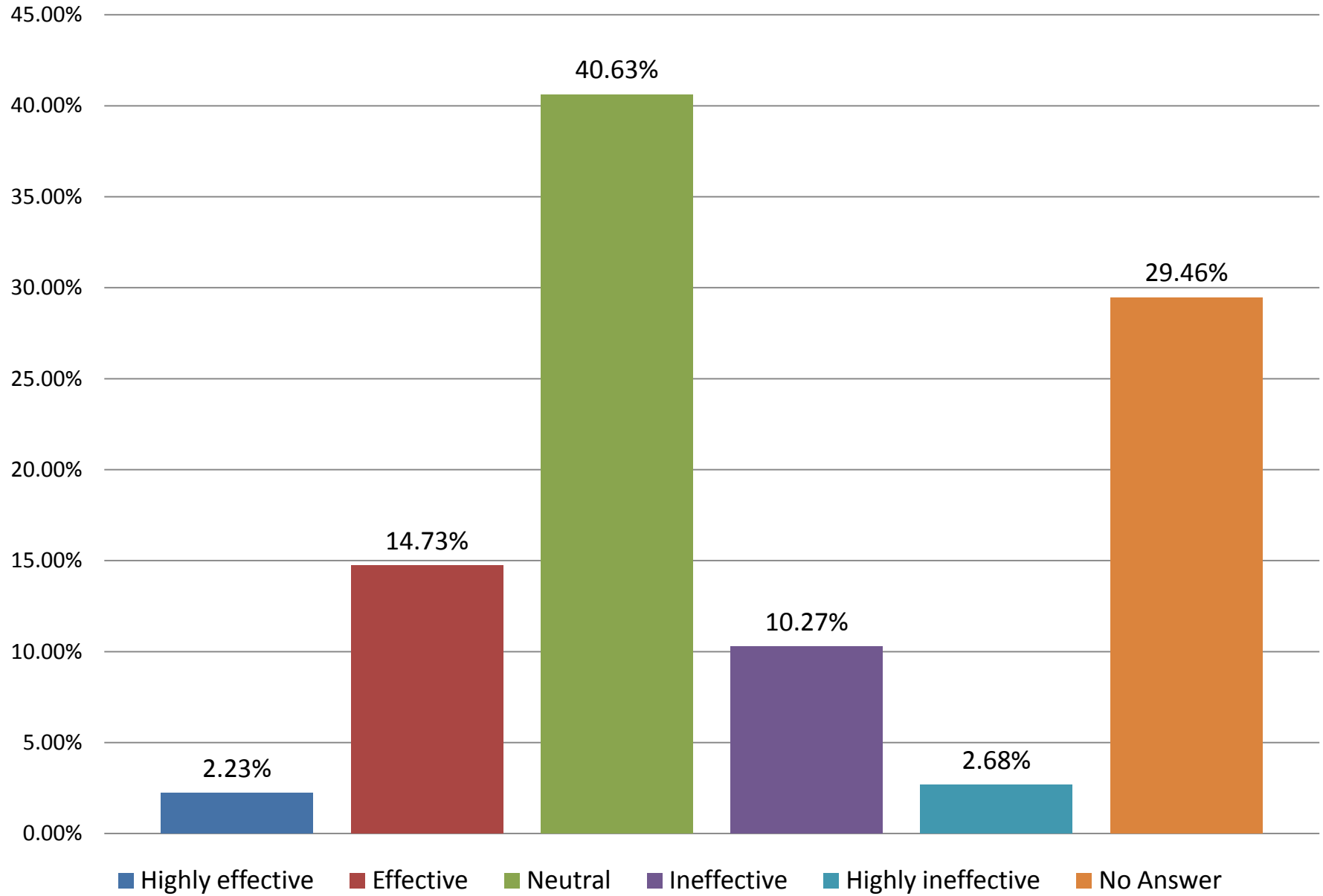
Including this year, how long have you taught music in the public or private school?



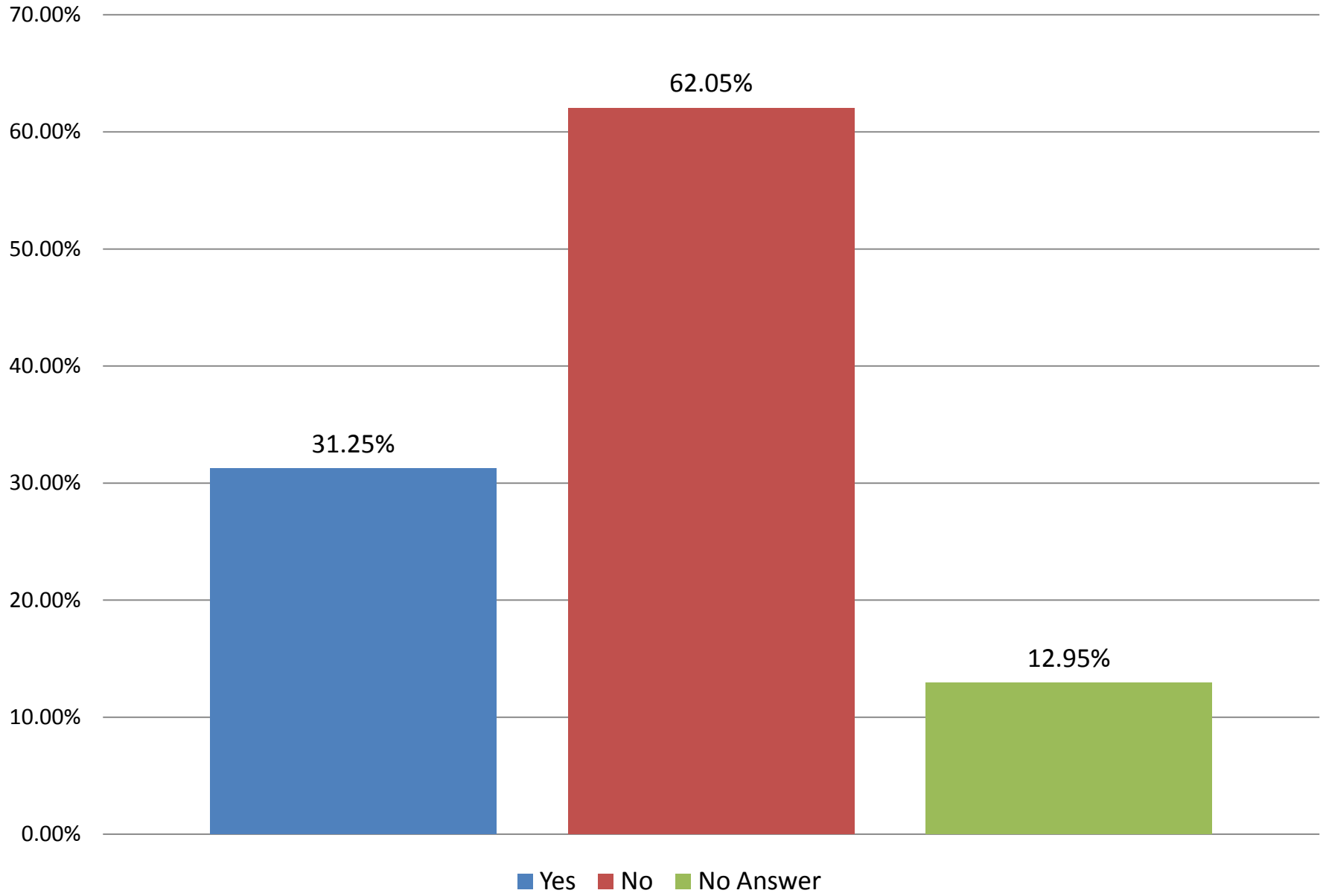
Did you take a course in assessment during your undergraduate education?



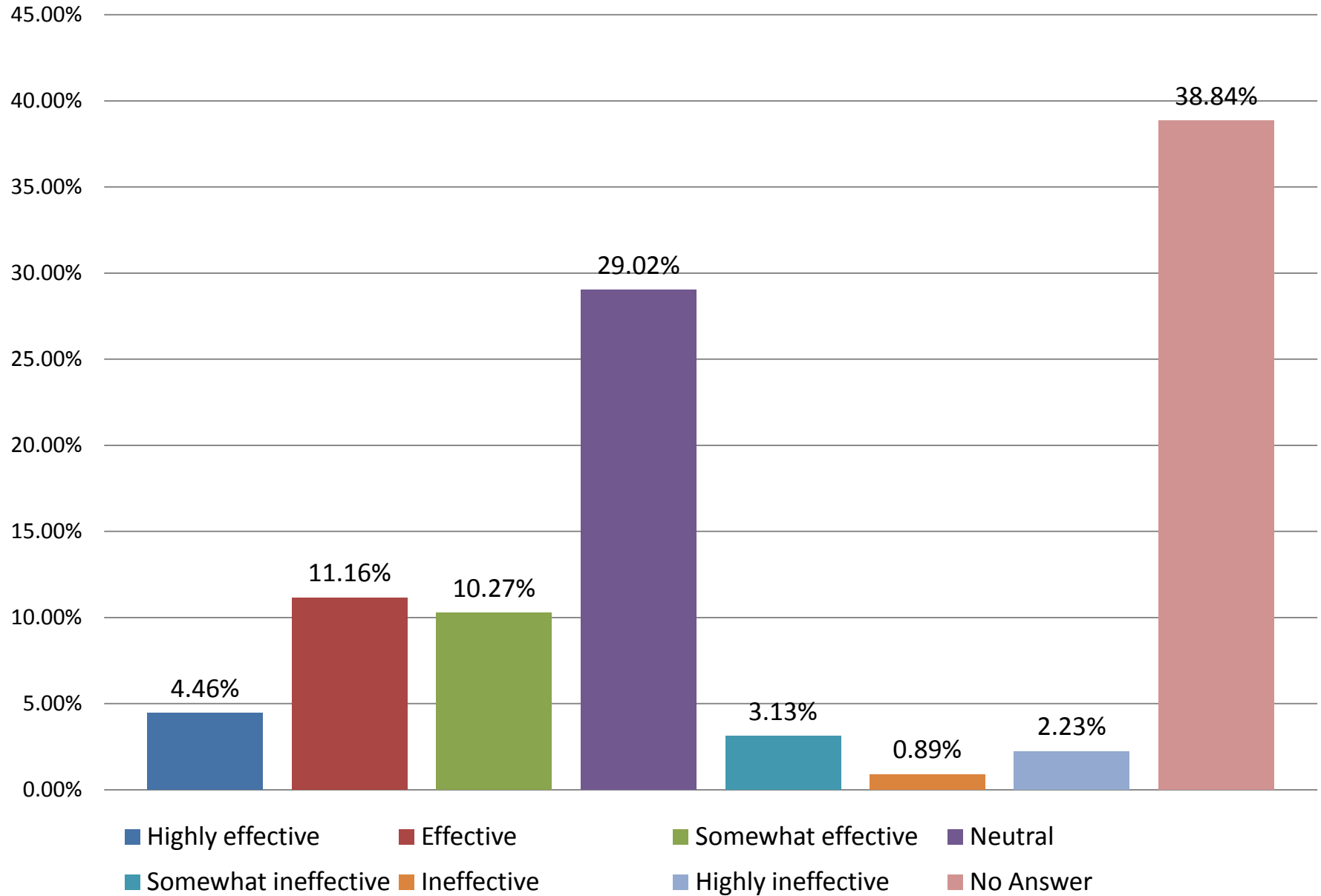
How helpful was that course in improving your understanding of assessment?



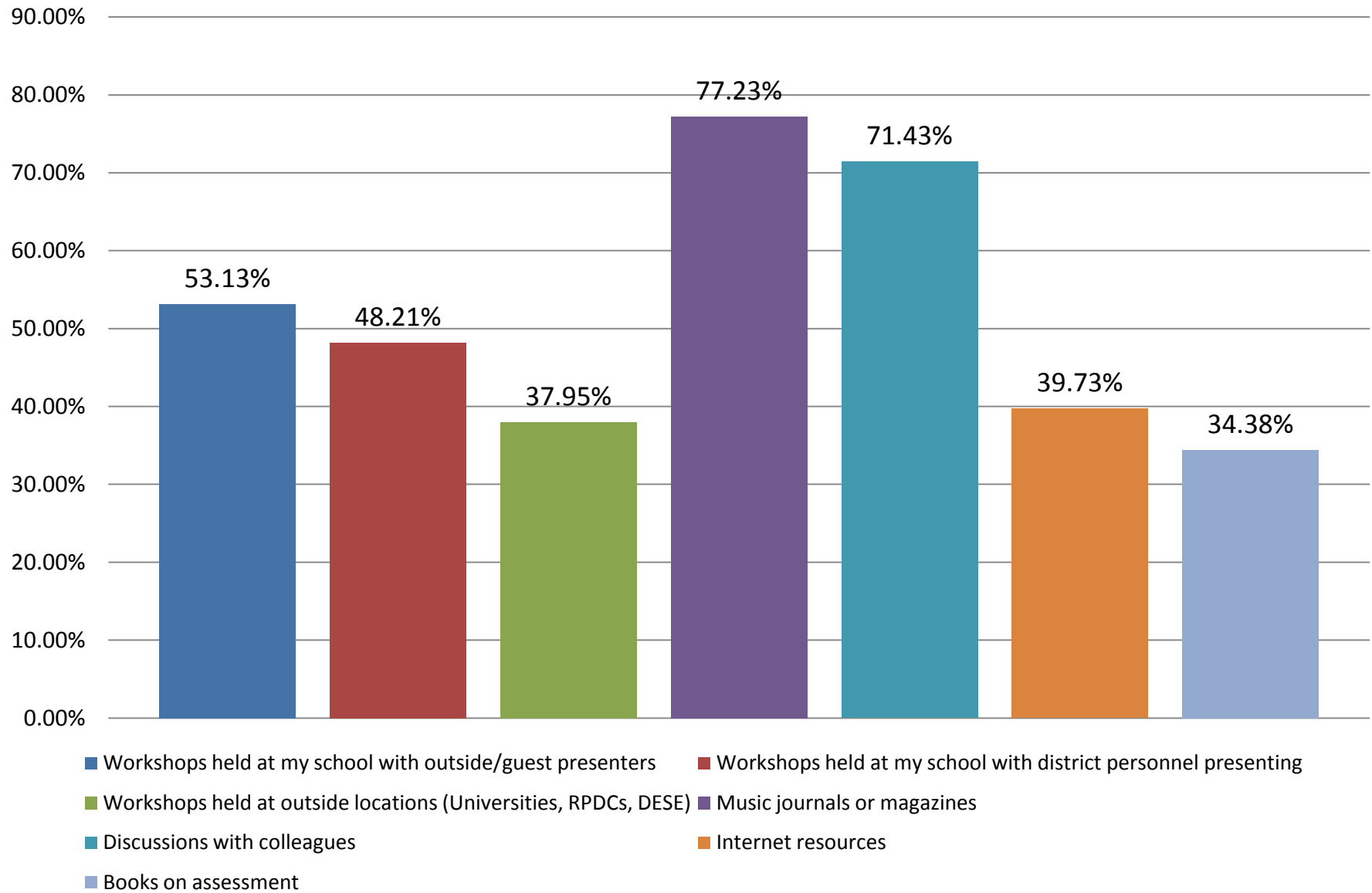
Did you take a course in assessment during your graduate education?



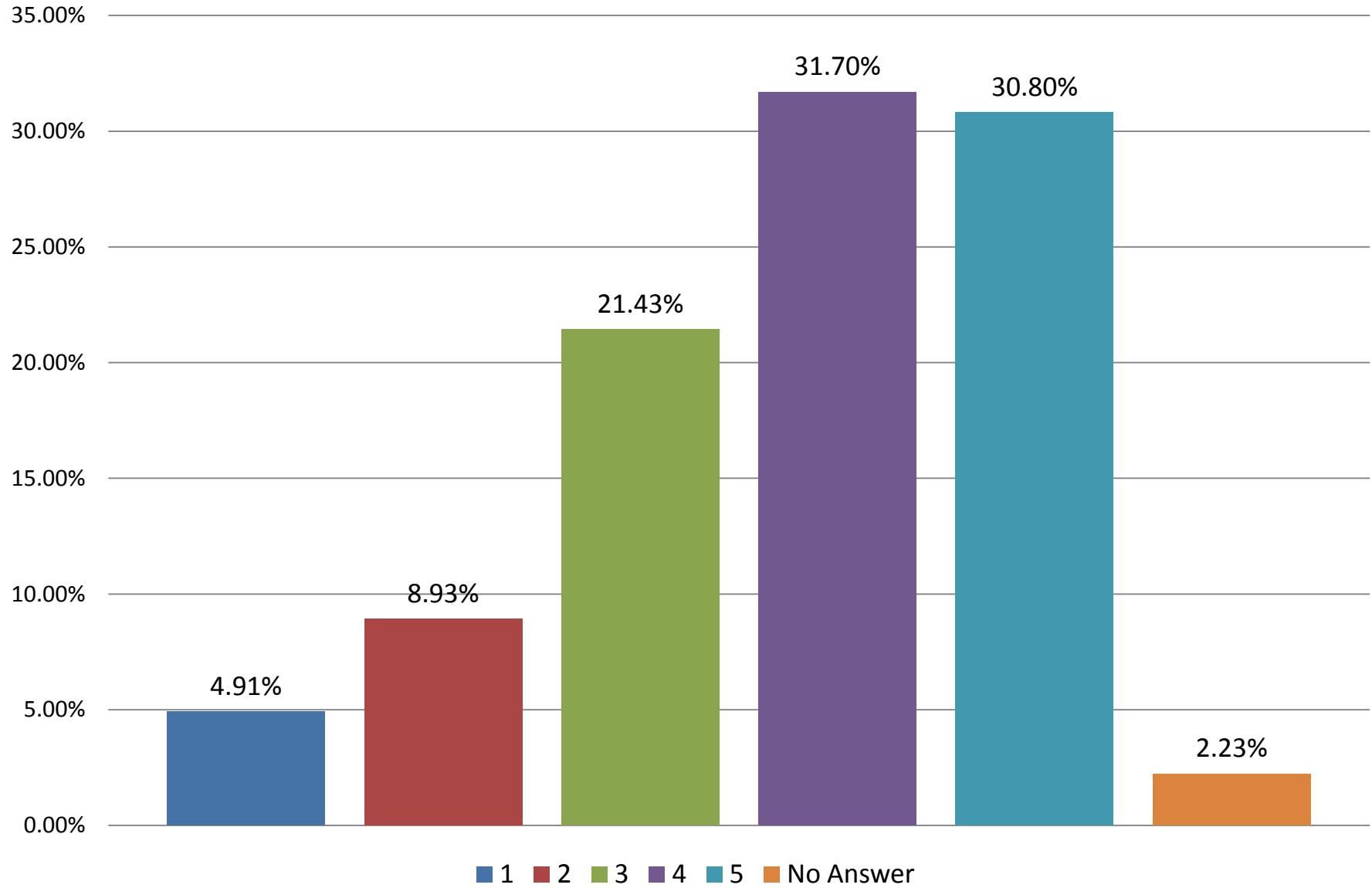
How effective was that course in improving your understanding of assessment?



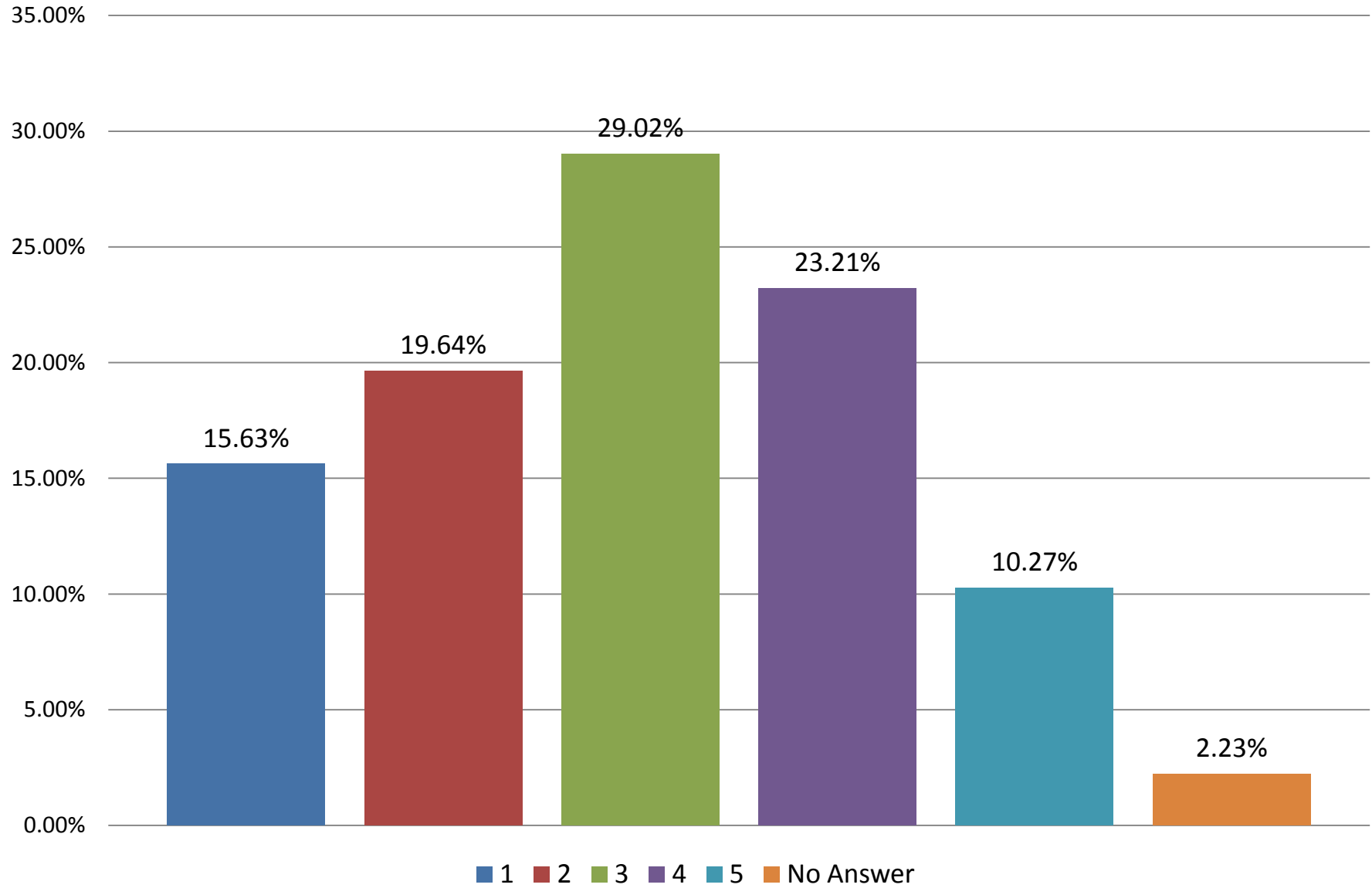
What other opportunities have you had to learn more about assessment? (all that apply)



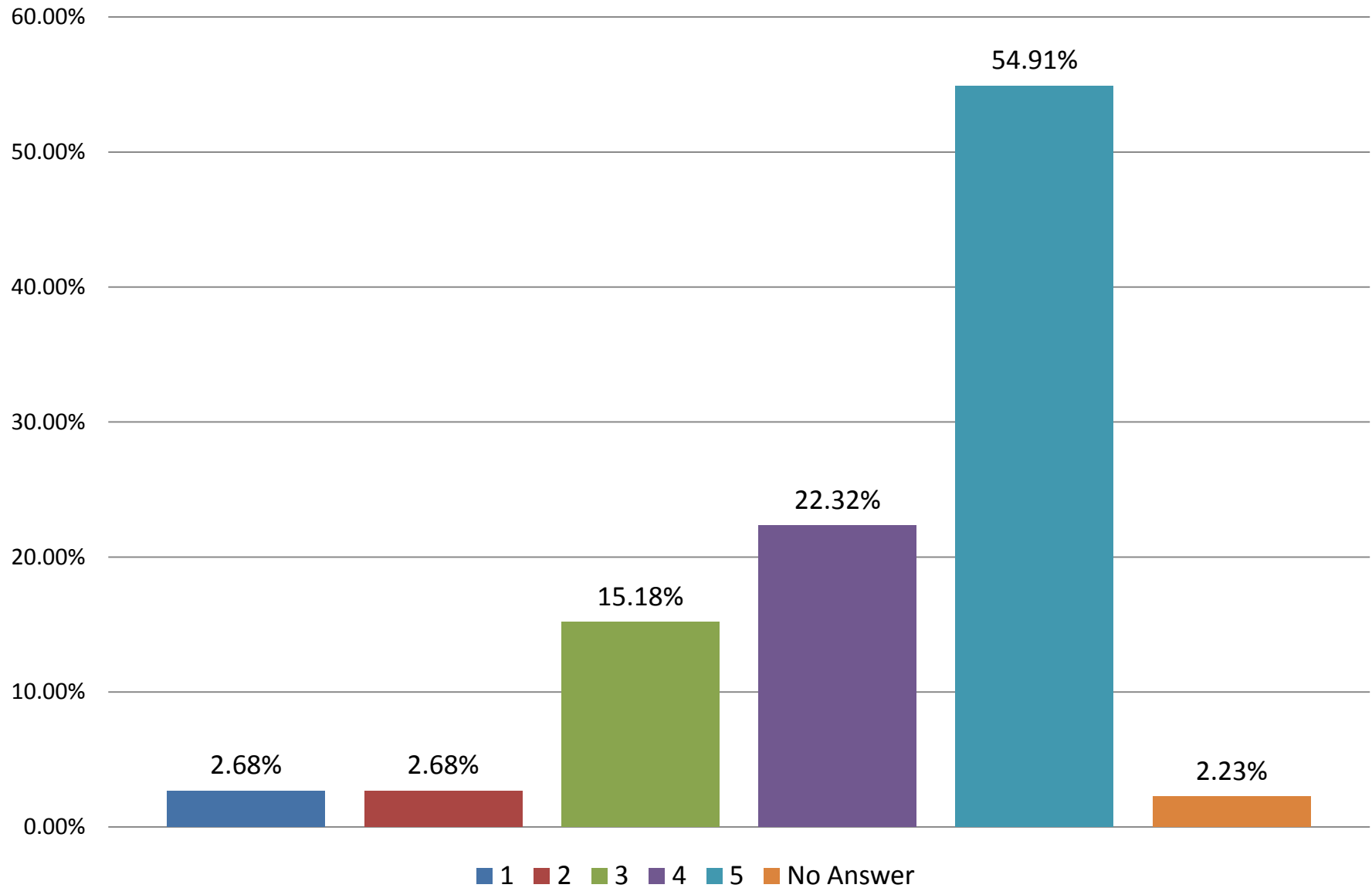
Please rate the amount of knowledge you have about Rubrics.
(1=little knowledge, 5=most knowledge)



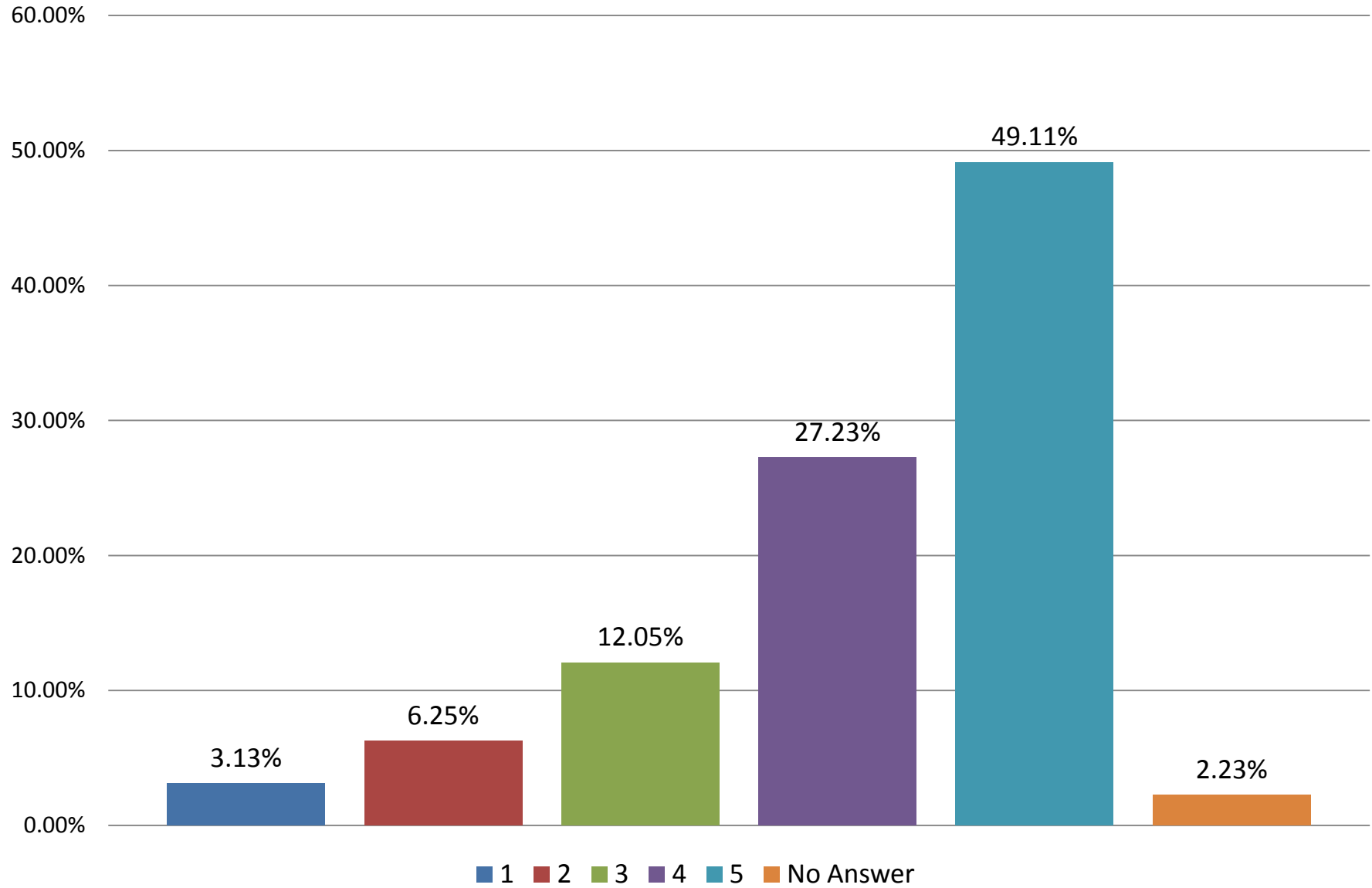
Please rate the amount of knowledge you have about Portfolios.
(1=little knowledge, 5=most knowledge)



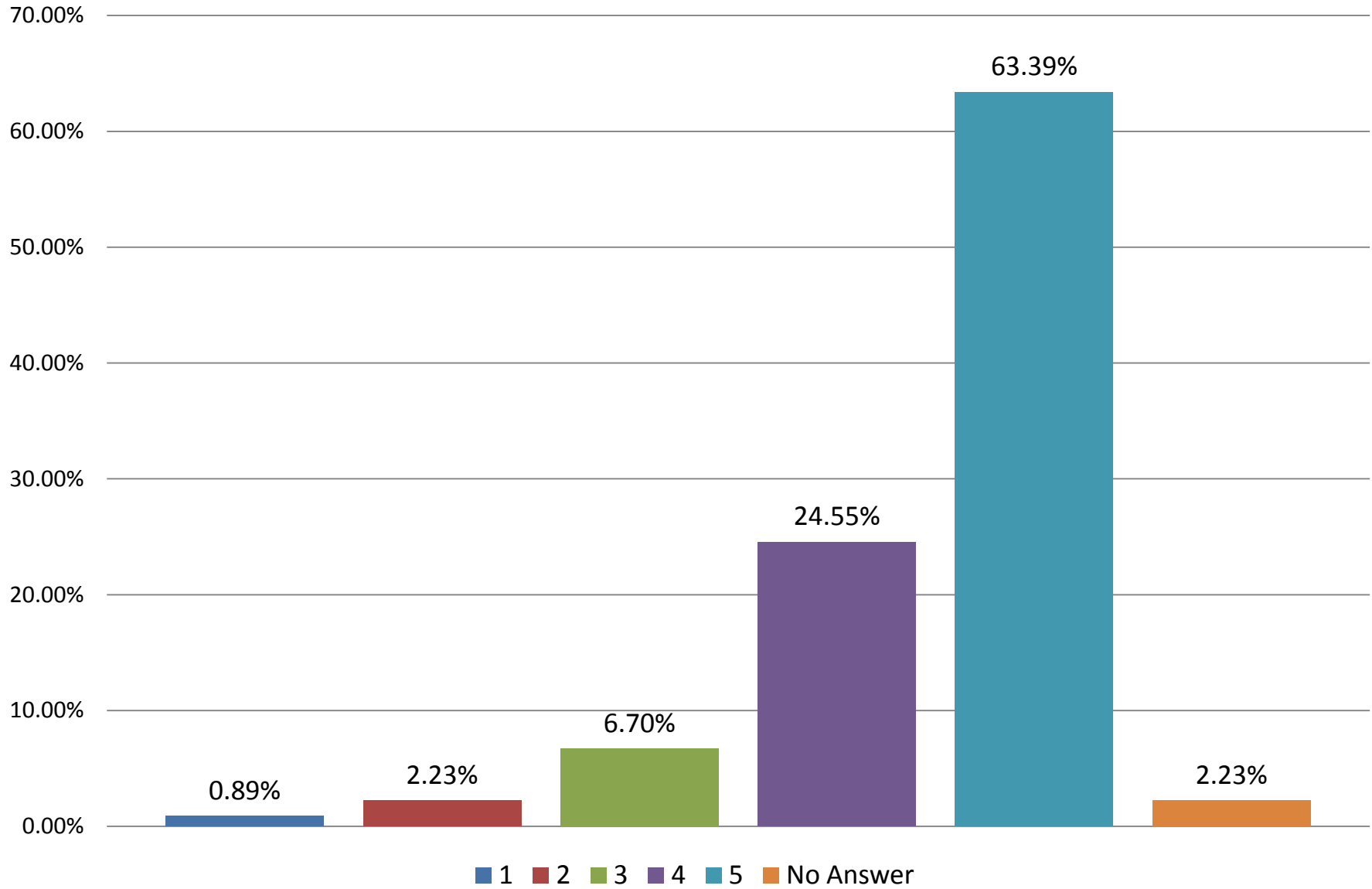
Please rate the amount of knowledge you have about Teacher Observation.
(1=little knowledge, 5=most knowledge)



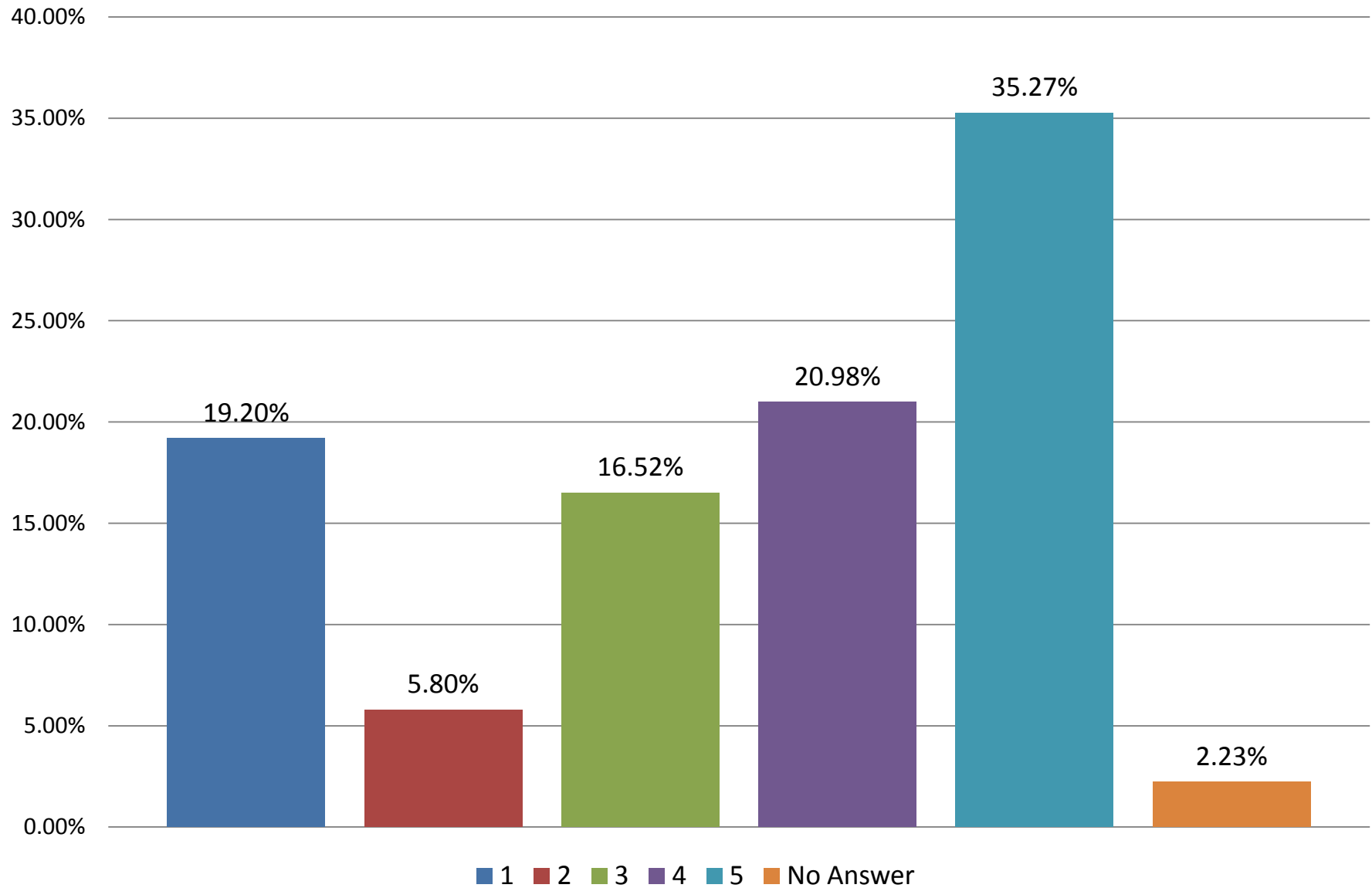
Please rate the amount of knowledge you have about Worksheets.
(1=little knowledge, 5=most knowledge)



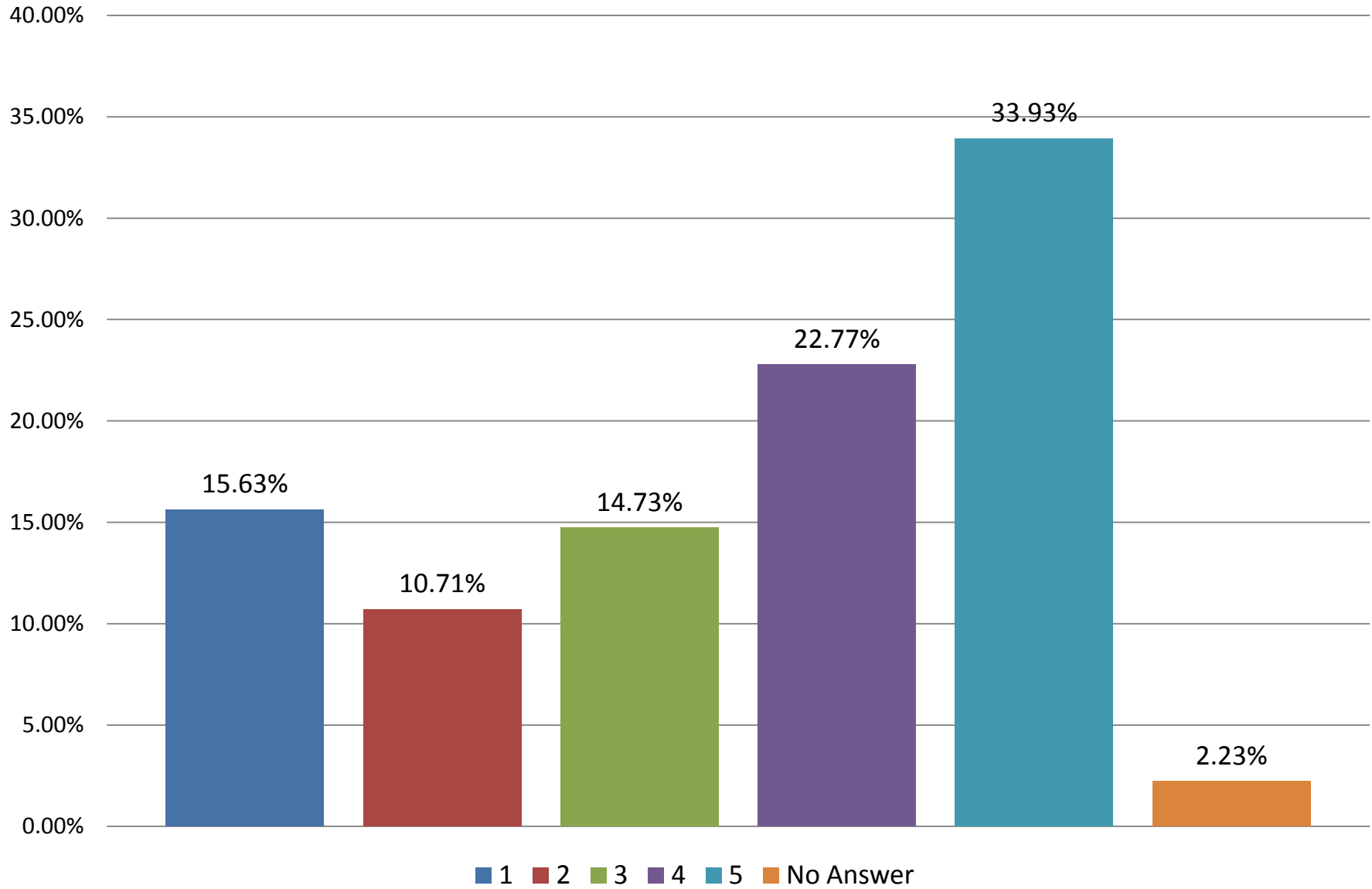
Please rate the amount of knowledge you have about Playing/singing tests.
(1=little knowledge, 5=most knowledge)



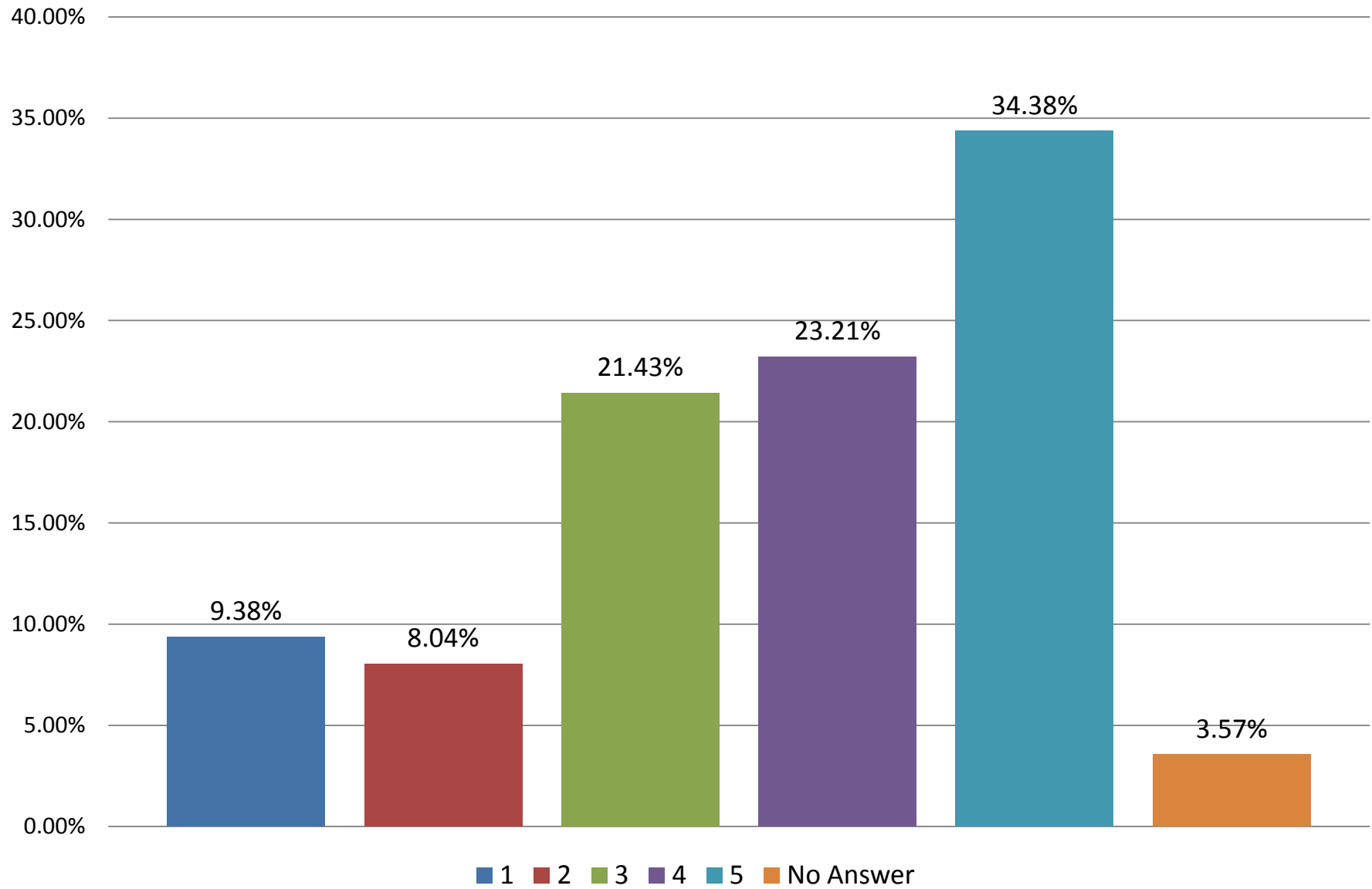
Please rate the amount of knowledge you have about Chair placement tests.
(1=little knowledge, 5=most knowledge)



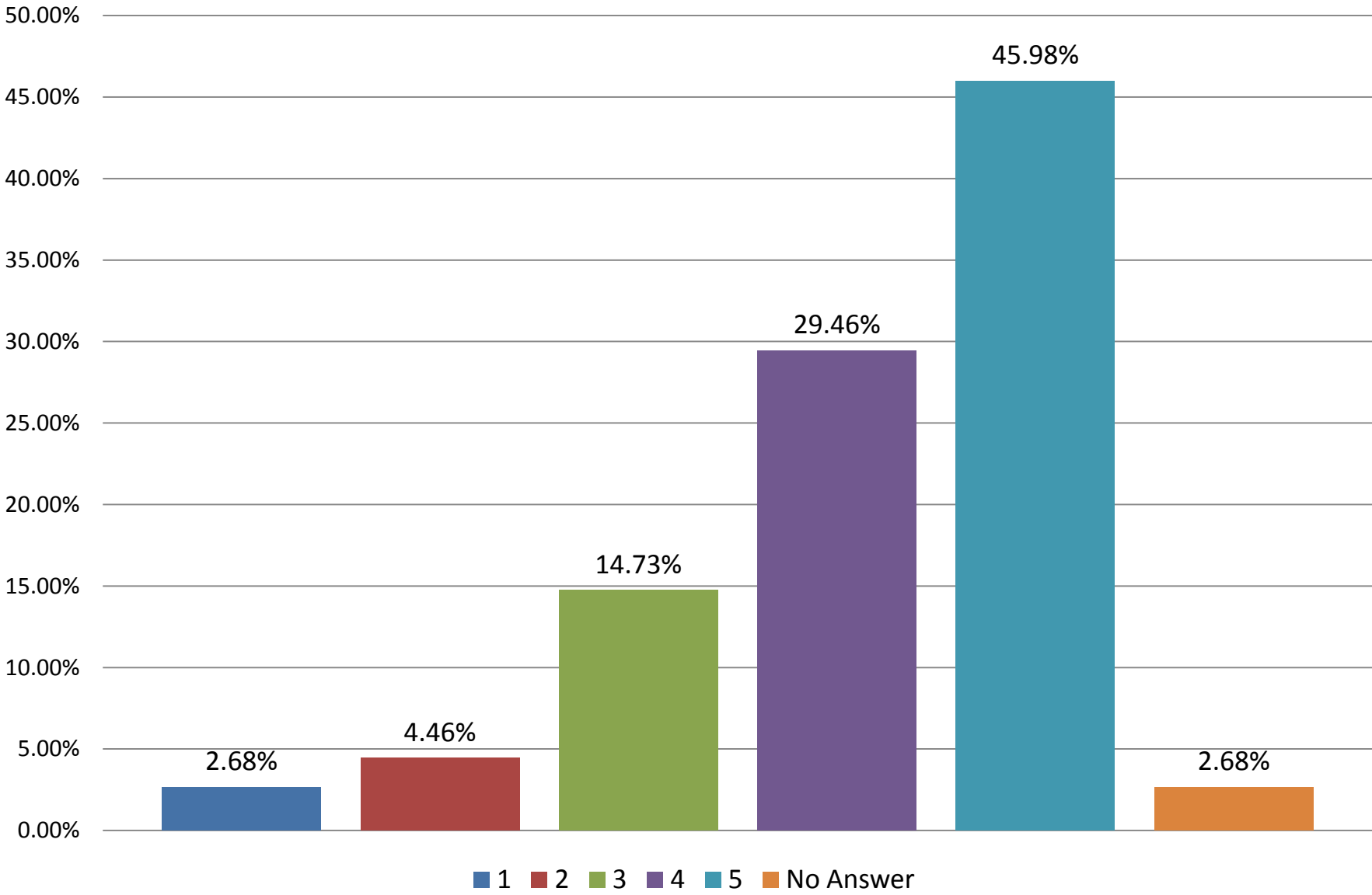
Please rate the amount of knowledge you have about Practice records.
(1=little knowledge, 5=most knowledge)



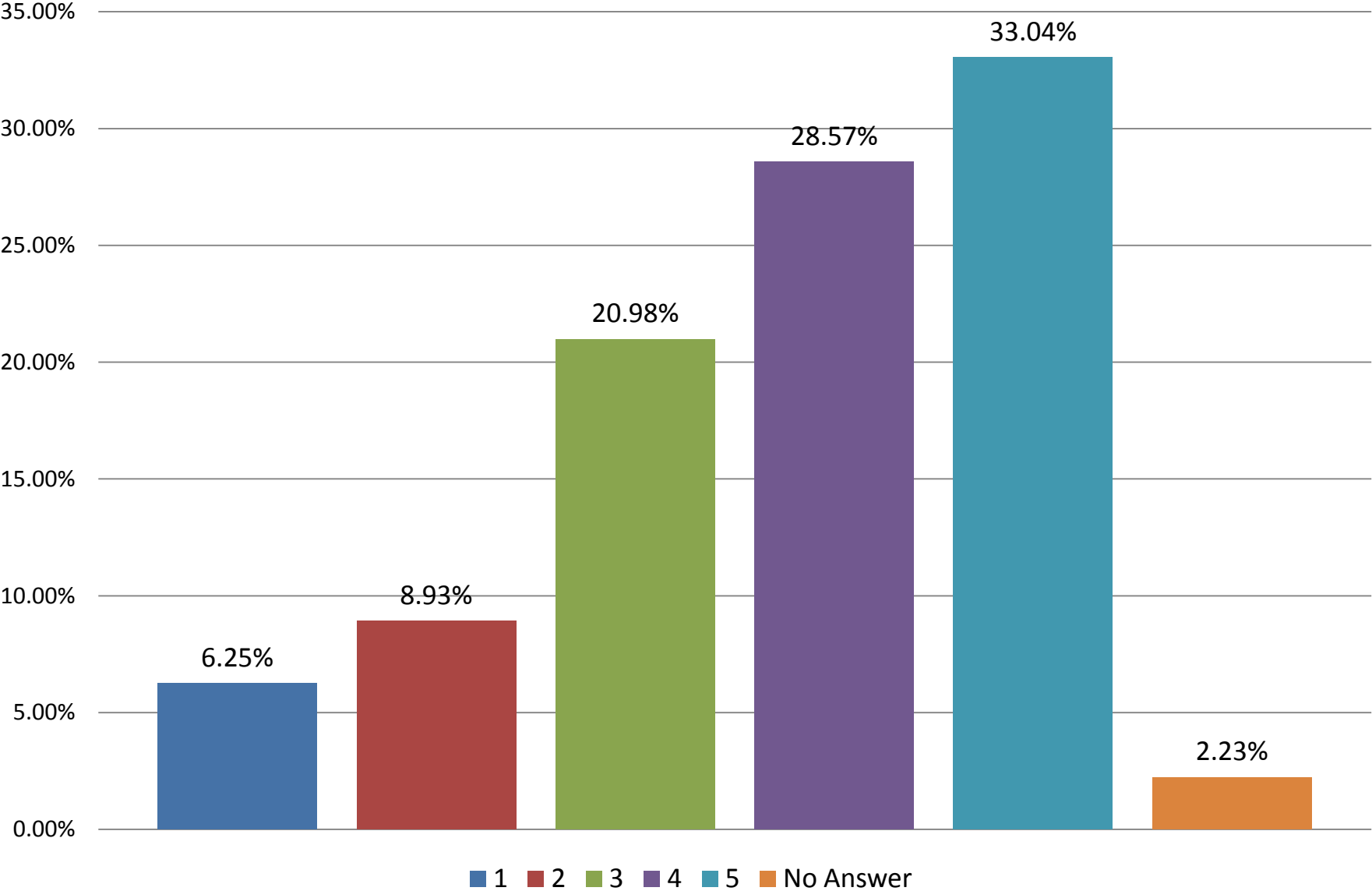
Please rate the amount of knowledge you have about Post-concert reviews.
(1=little knowledge, 5=most knowledge)



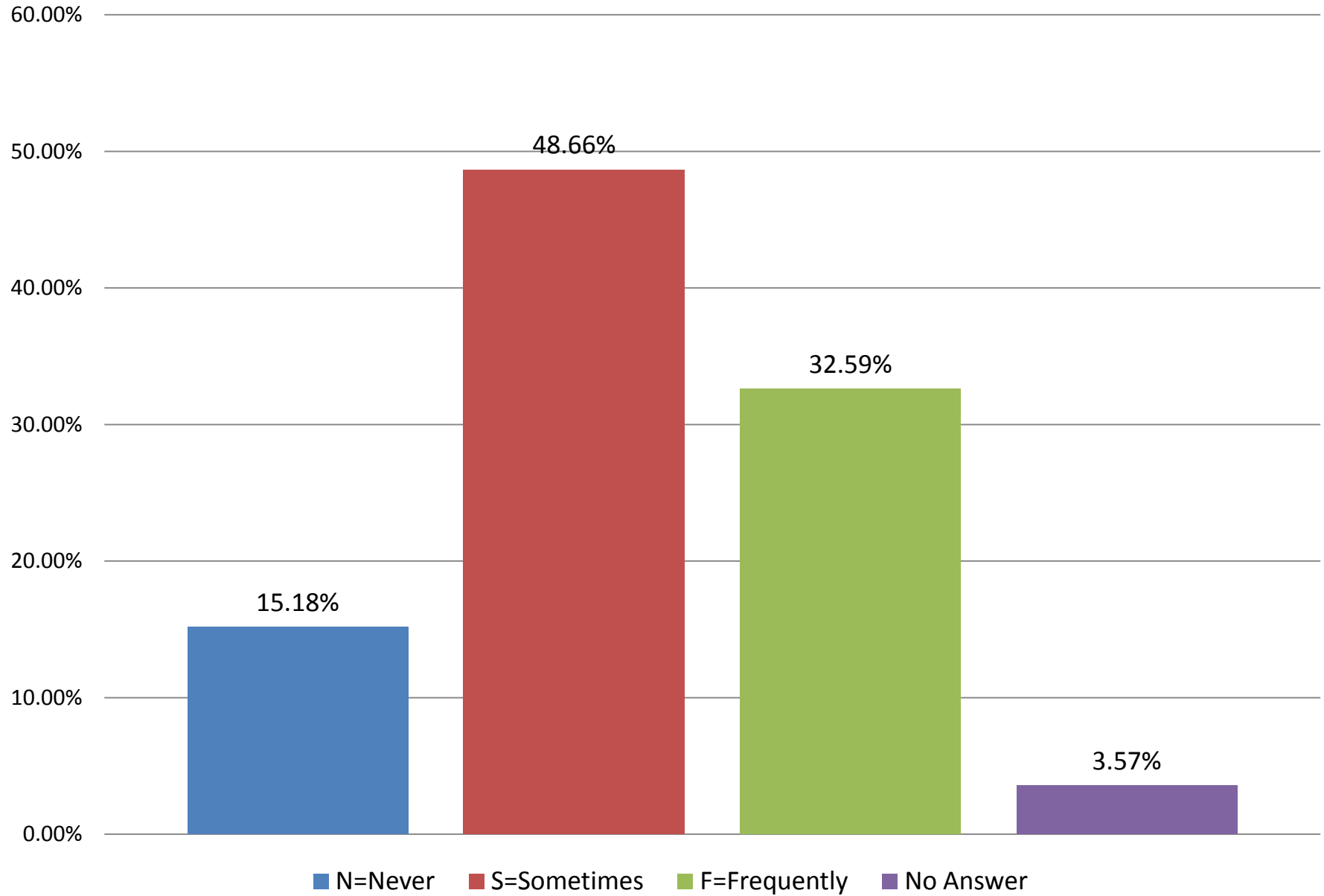
Please rate the amount of knowledge you have about Behavior.
(1=little knowledge, 5=most knowledge)



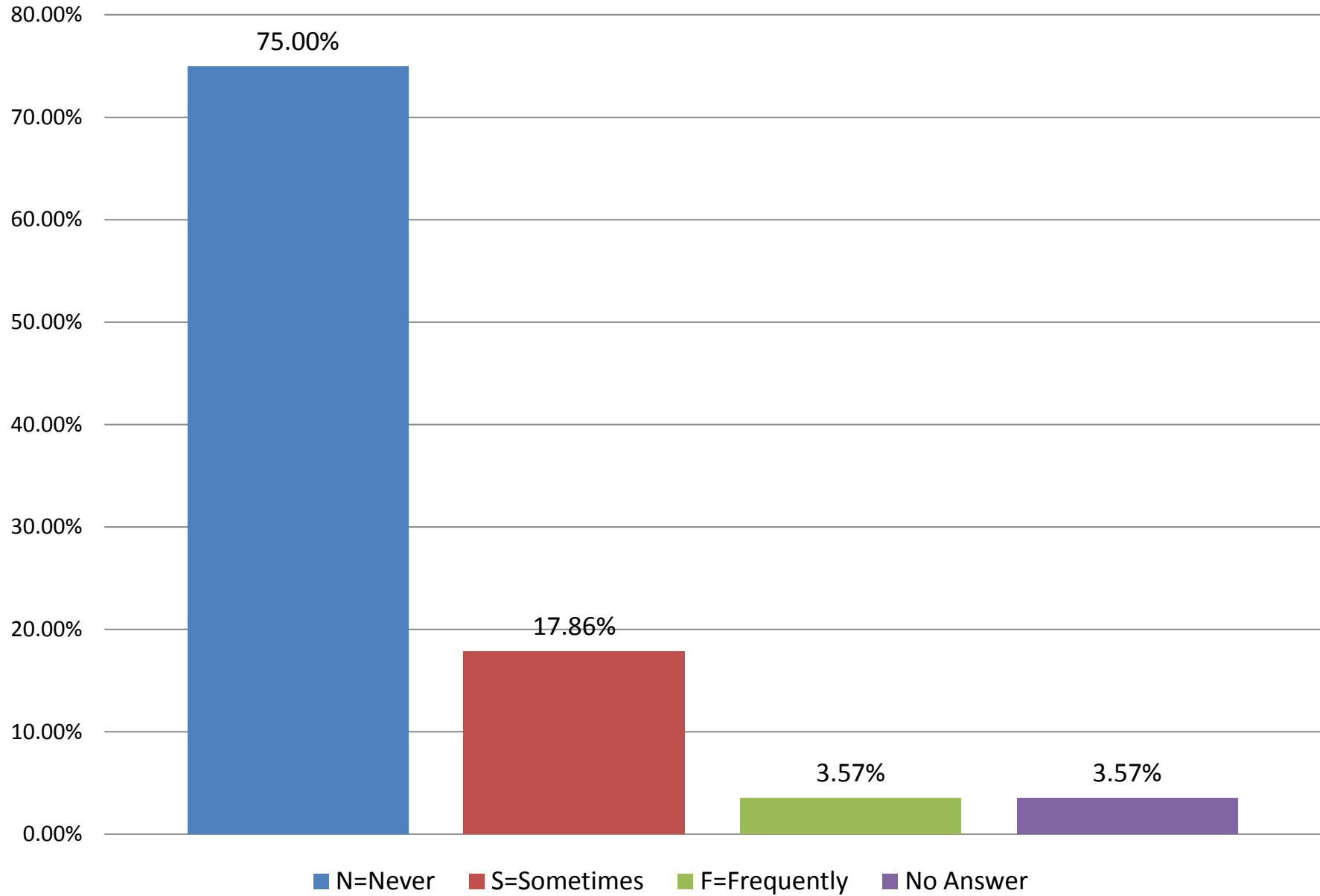
Please rate the amount of knowledge you have about Concept/Skill Checklists.
(1=little knowledge, 5=most knowledge)



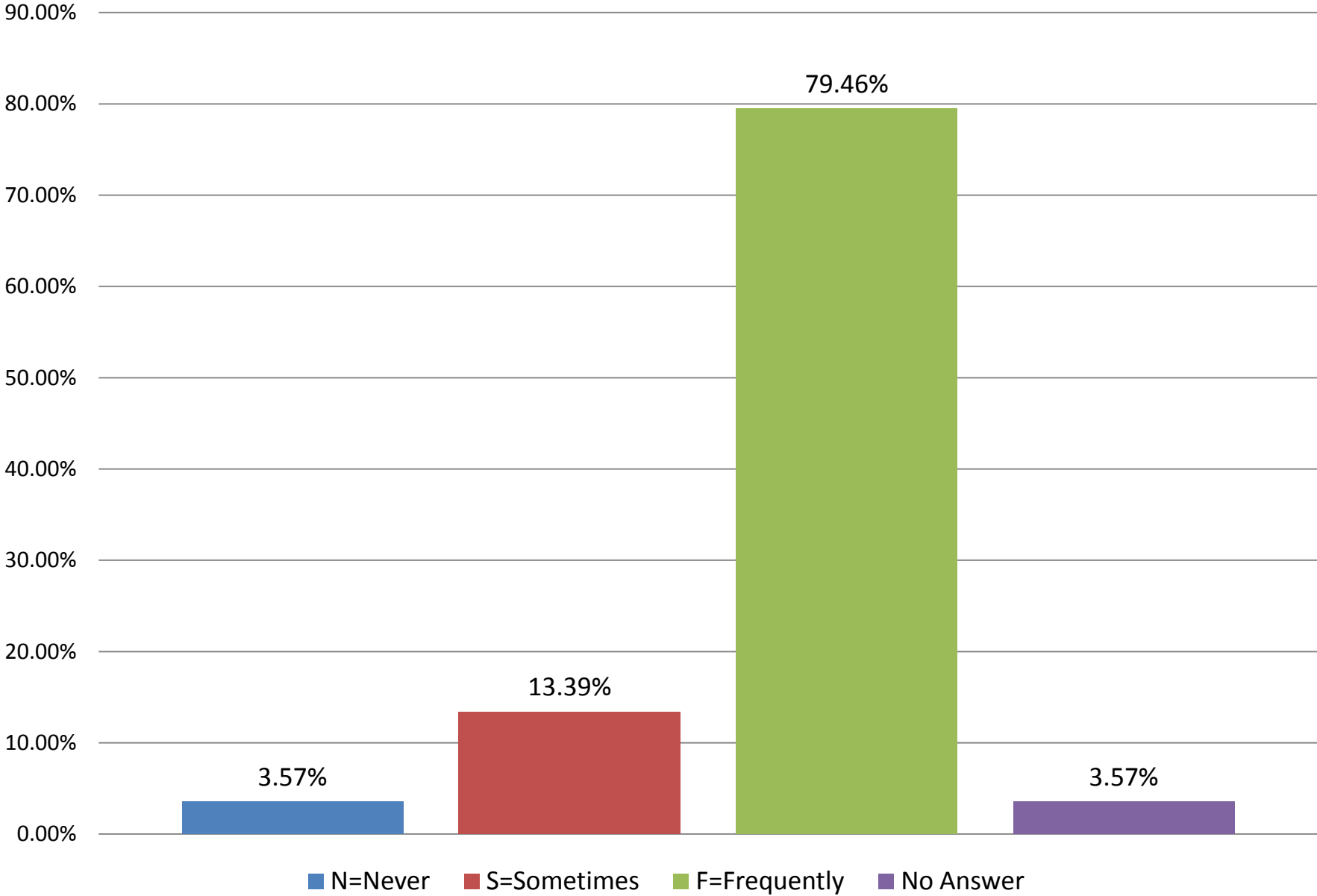
Please rate how often you use Rubrics when evaluating students.



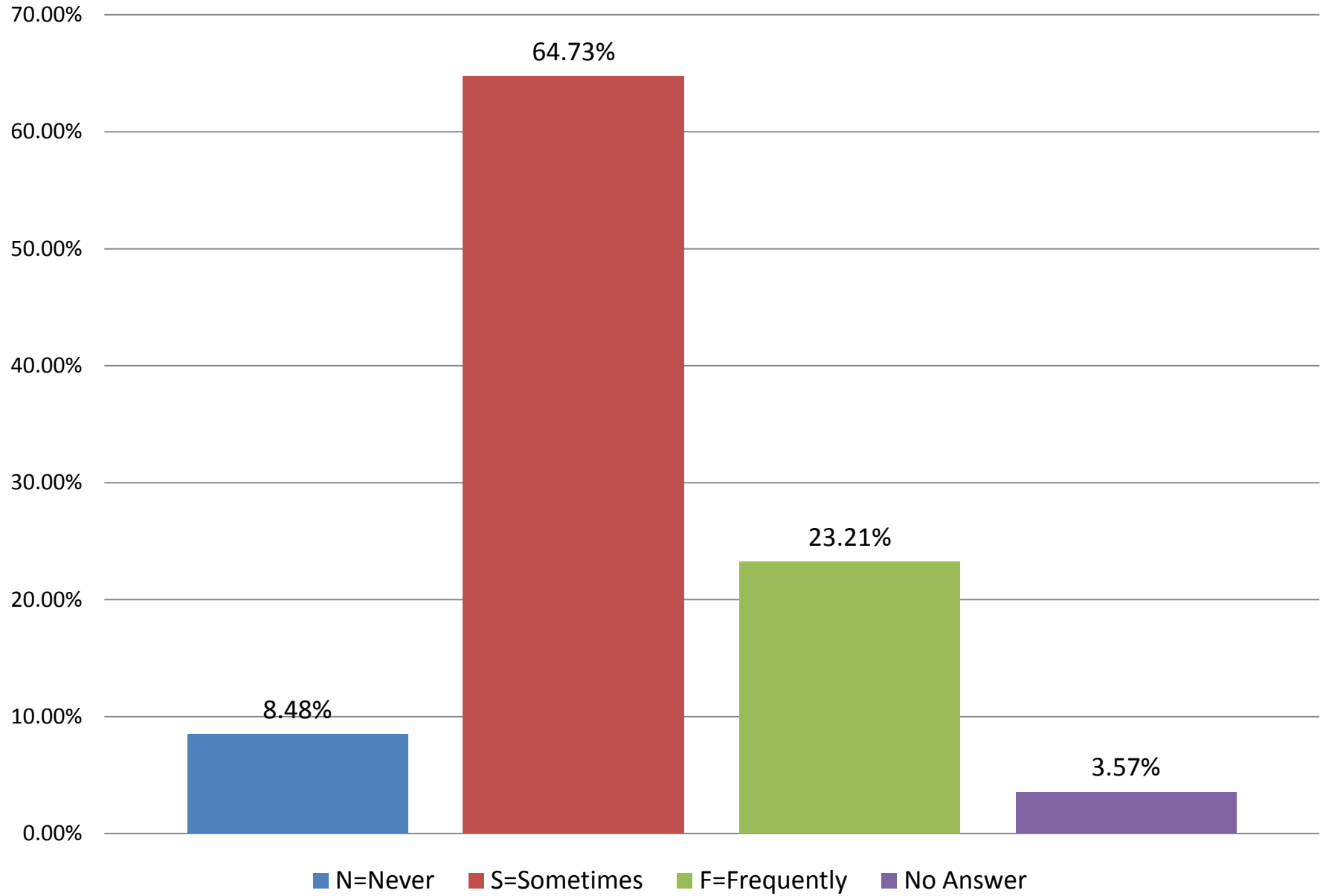
Please rate how often you use Portfolios when evaluating students.



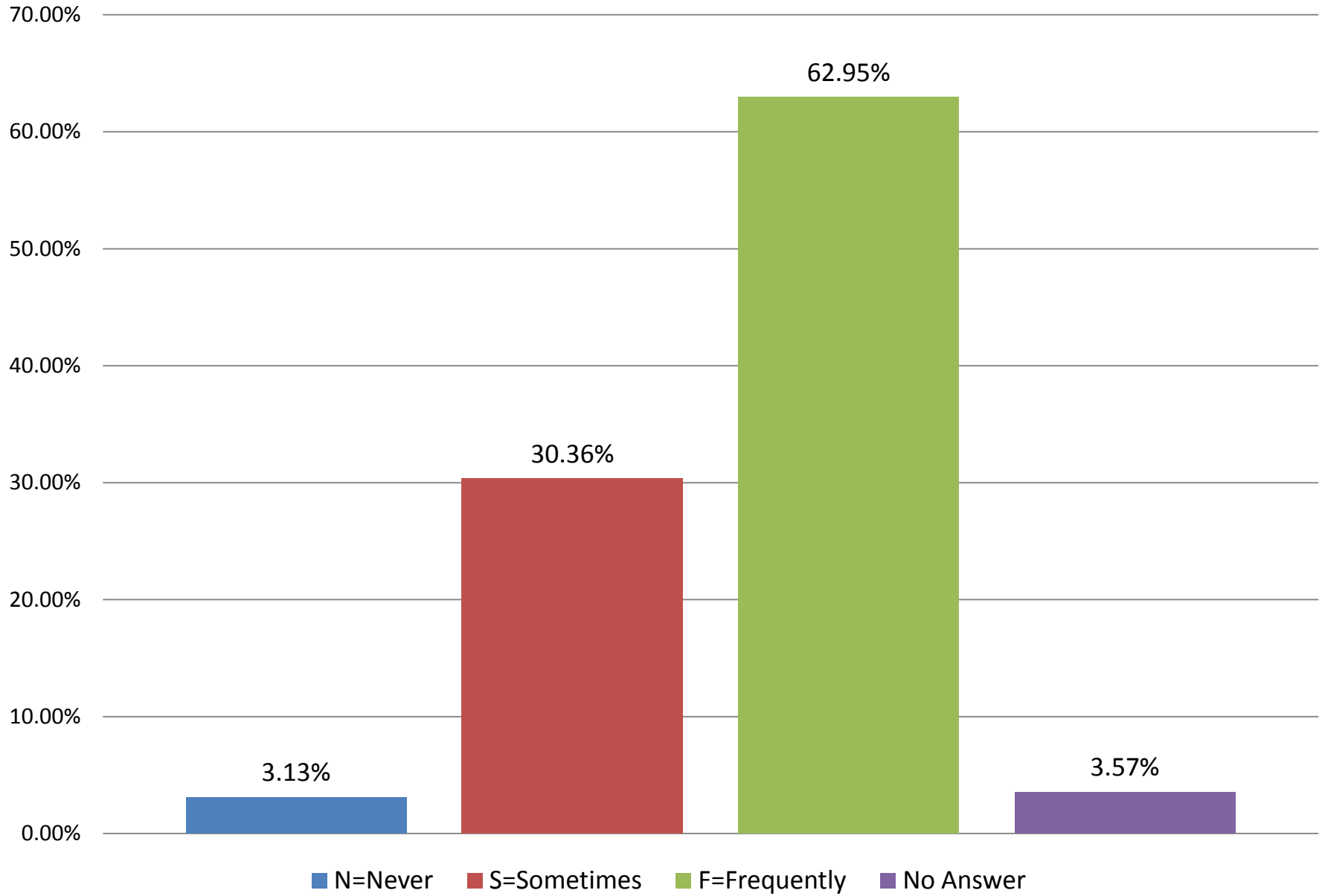
Please rate how often you use Teacher Observation when evaluating students.



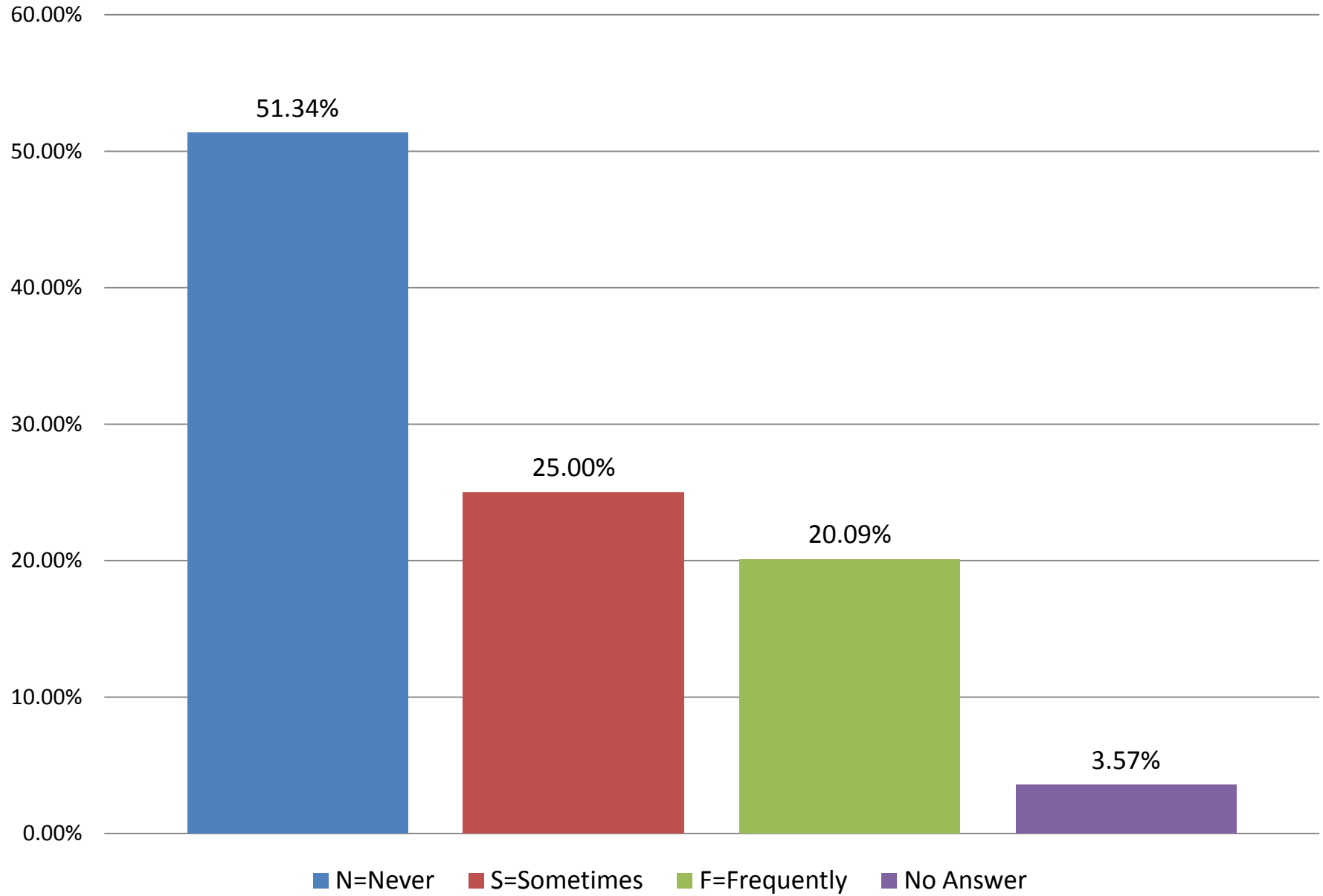
Please rate how often you use Worksheets when evaluating students.



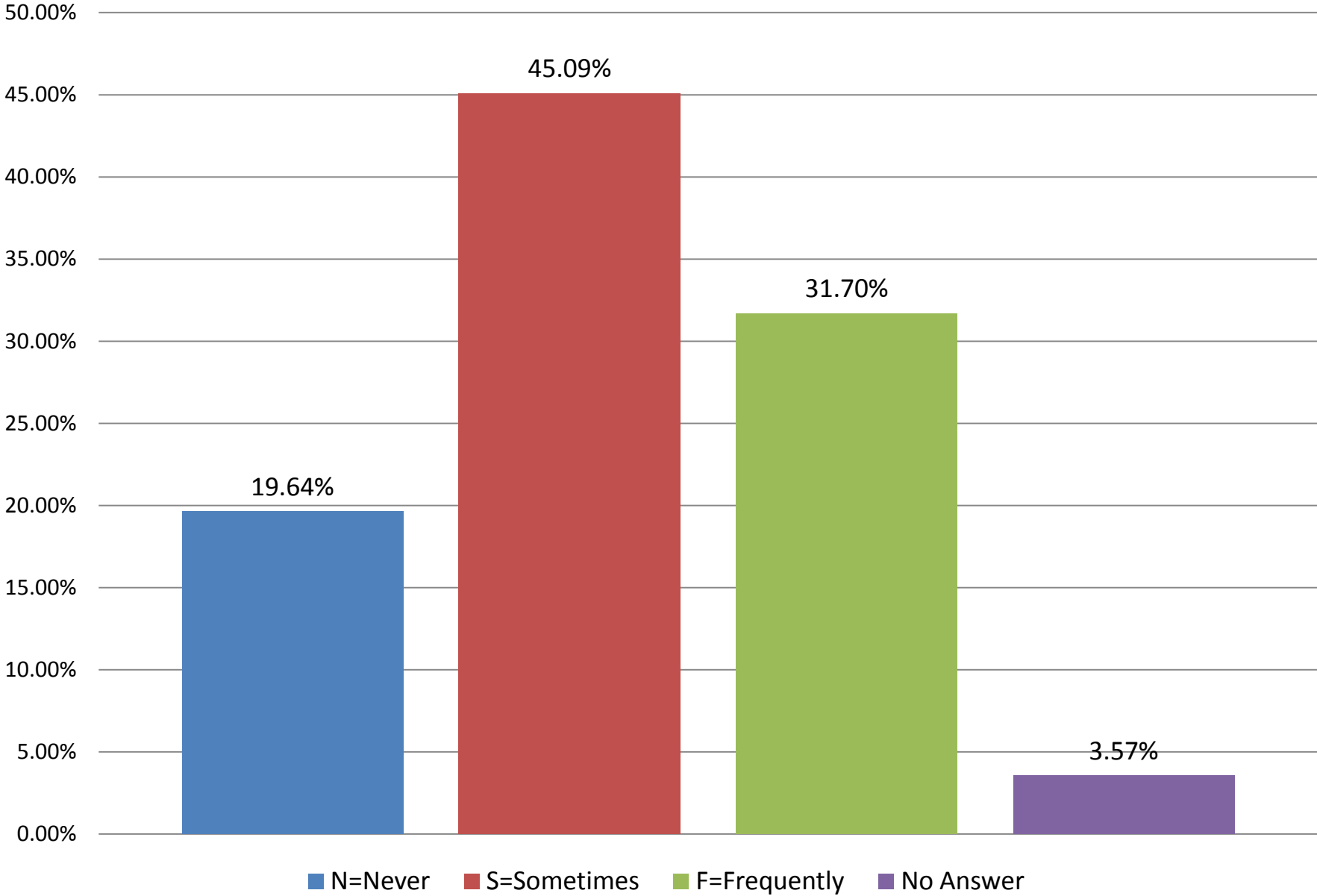
Please rate how often you use Playing/singing tests when evaluating students.



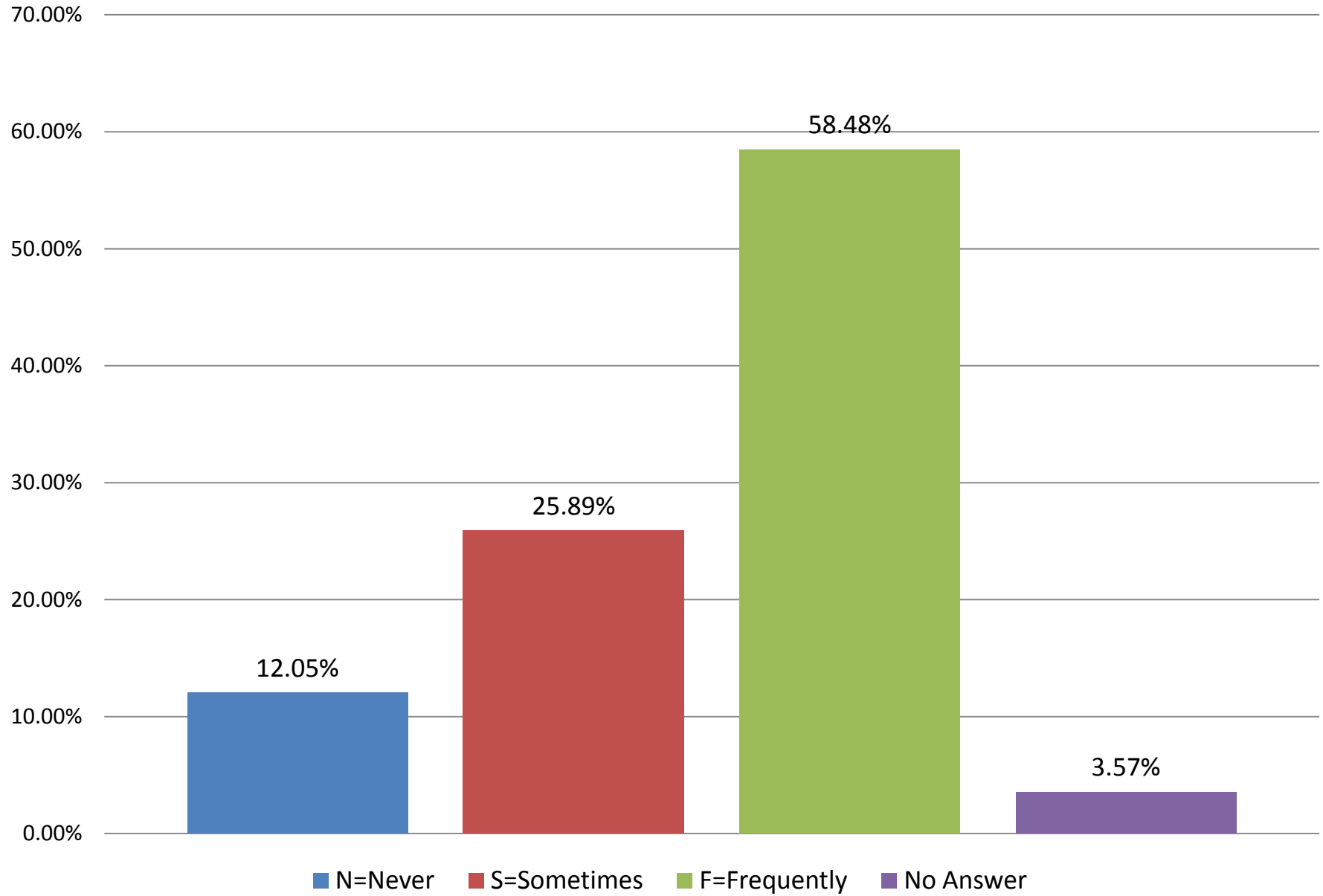
Please rate how often you use Chair placement tests when evaluating students.



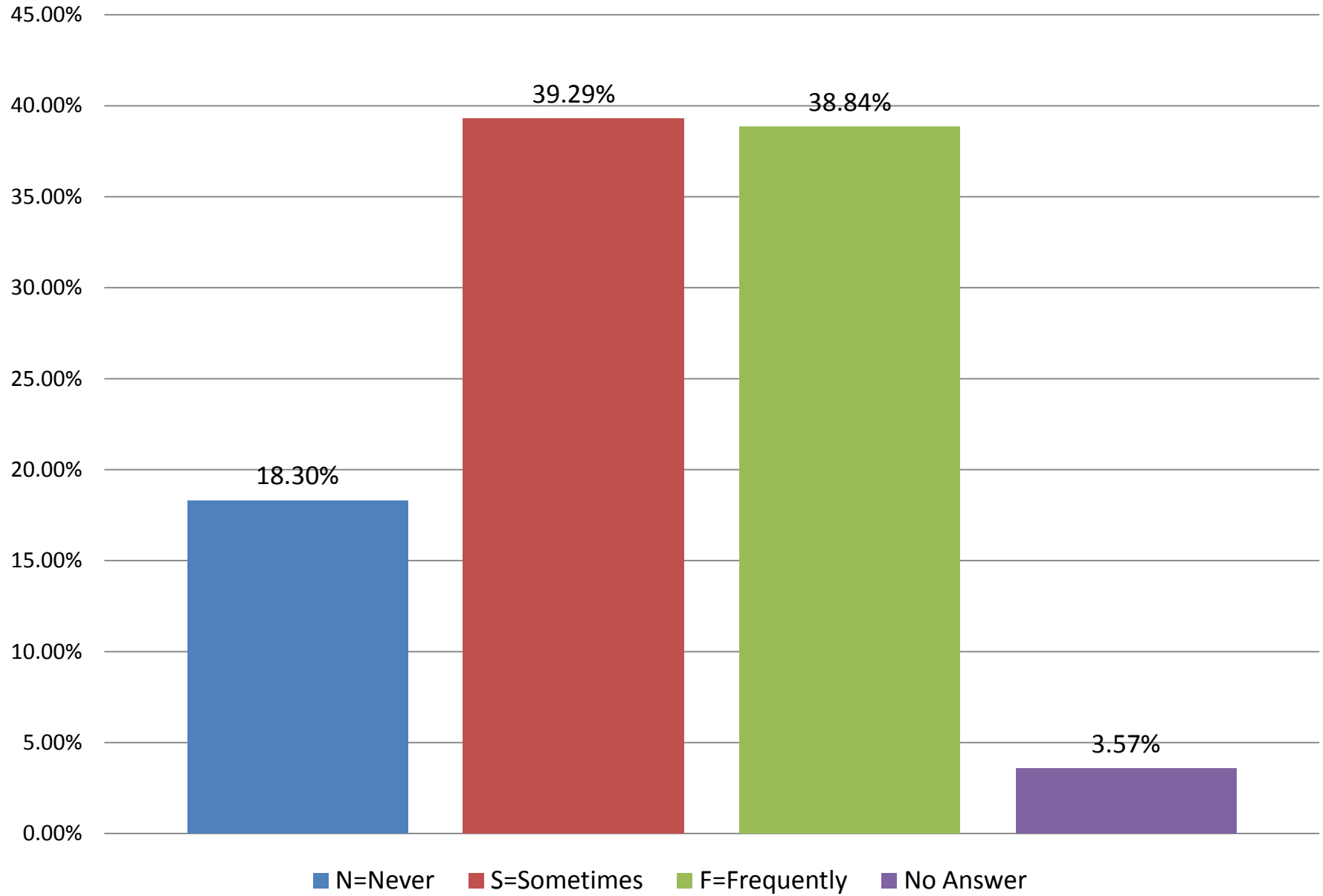
Please rate how often you use Post-concert reviews when evaluating students.



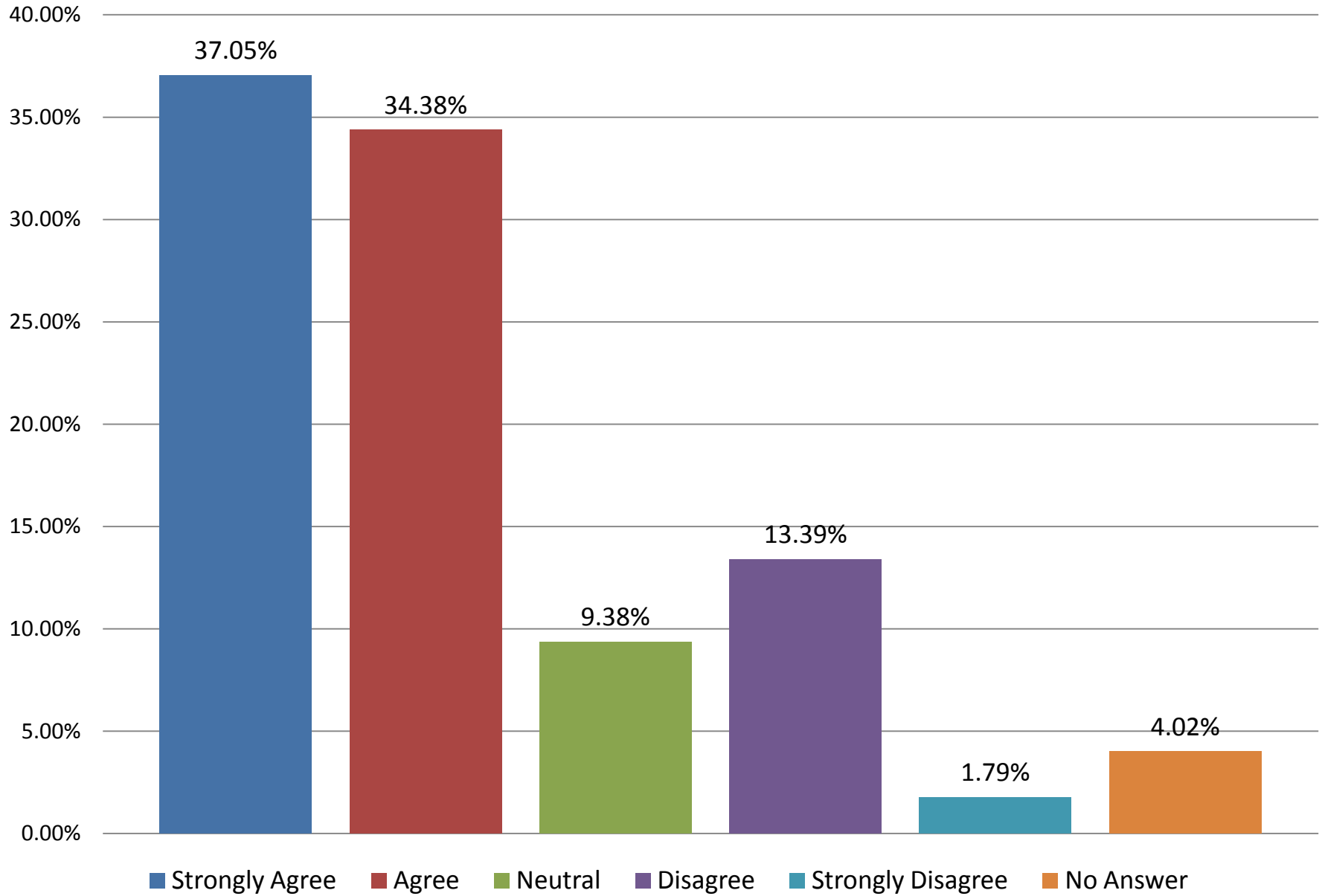
Please rate how often you use Behavior when evaluating students.



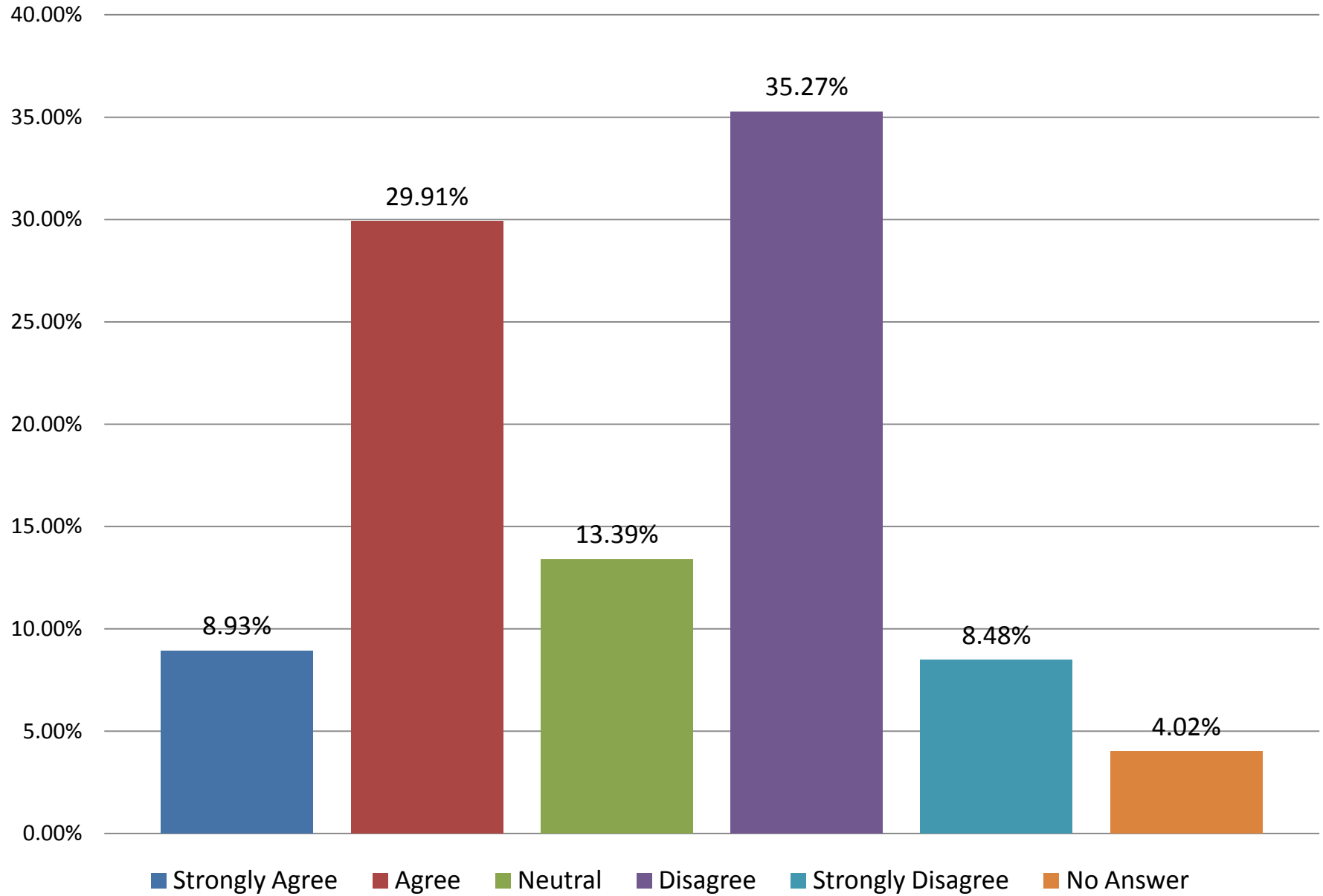
Please rate how often you use Concept/Skill Checklists when evaluating students.



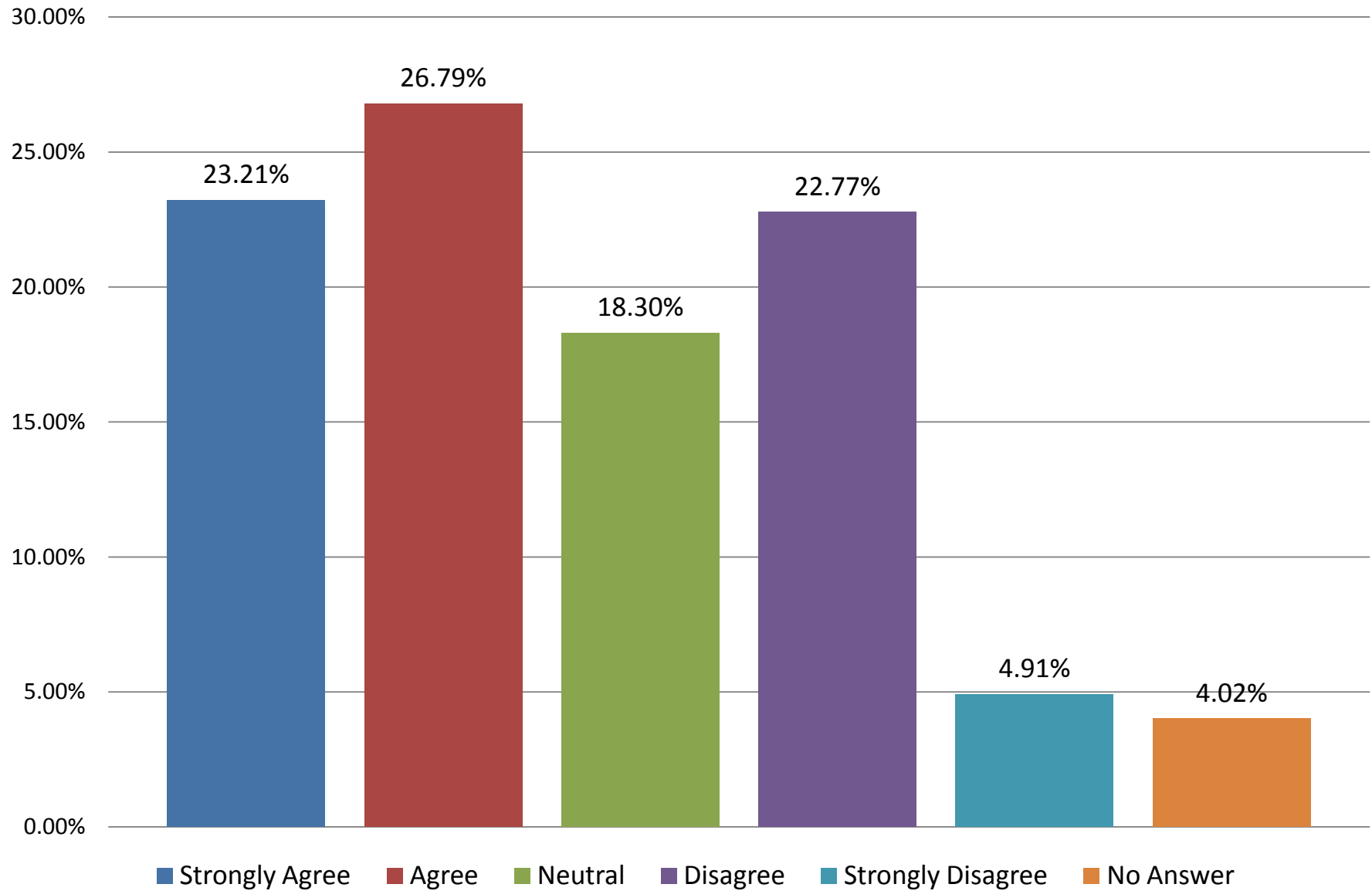
Time in class to assess students individually is a barrier to assessment.



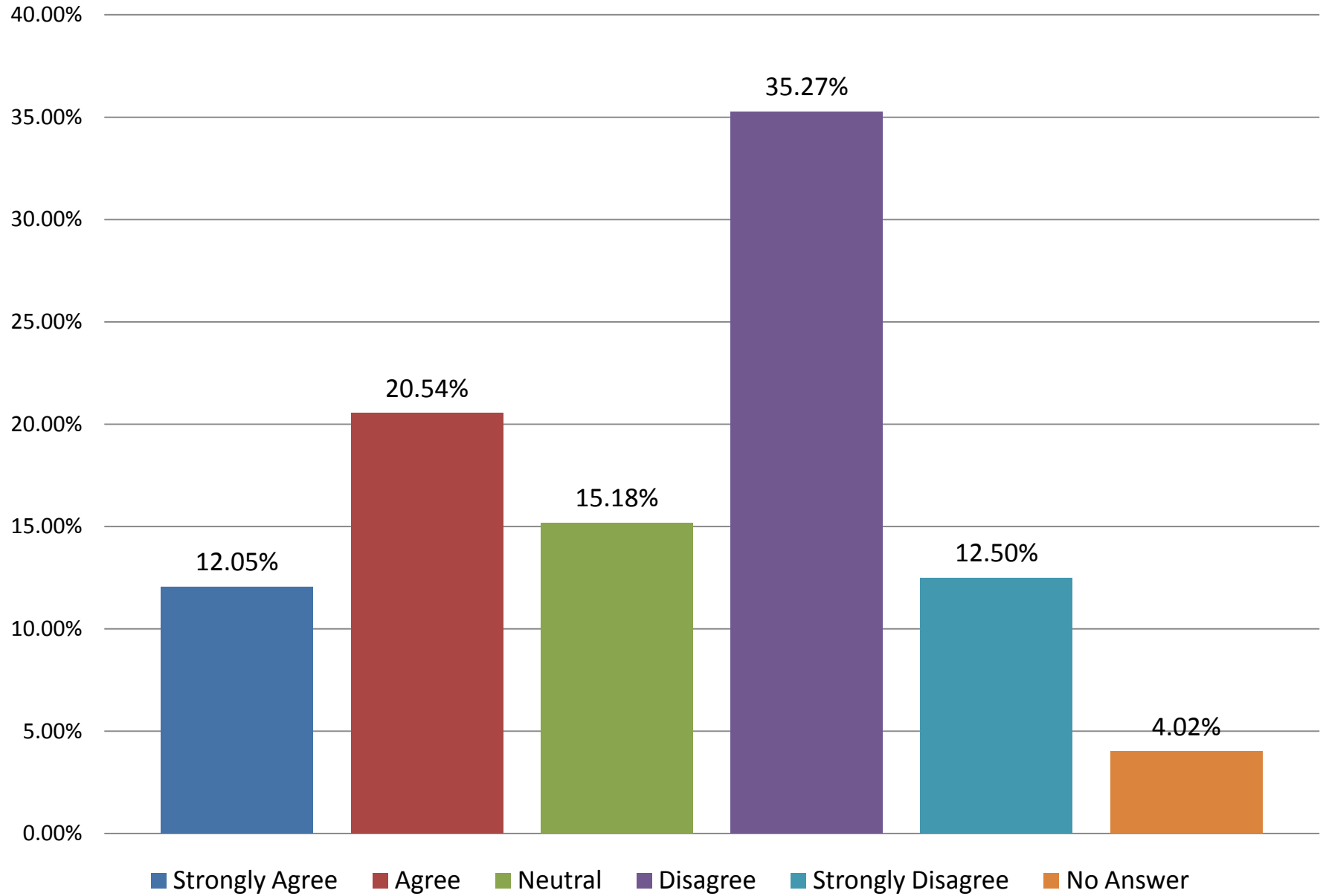
Time in class to assess students as a group is a barrier to assessment.



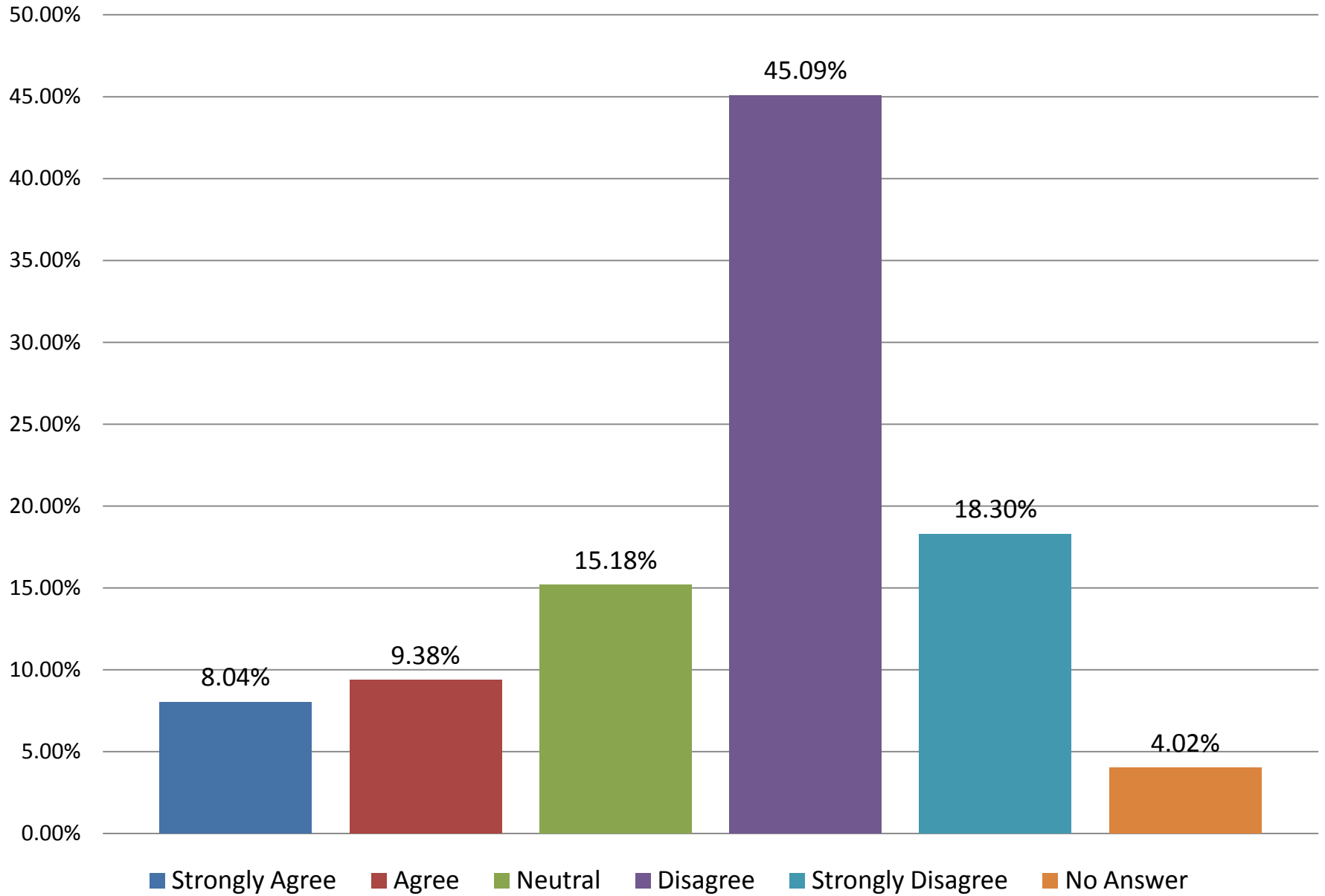
Lack of technological tools to assess large numbers of students
is a barrier to assessment.



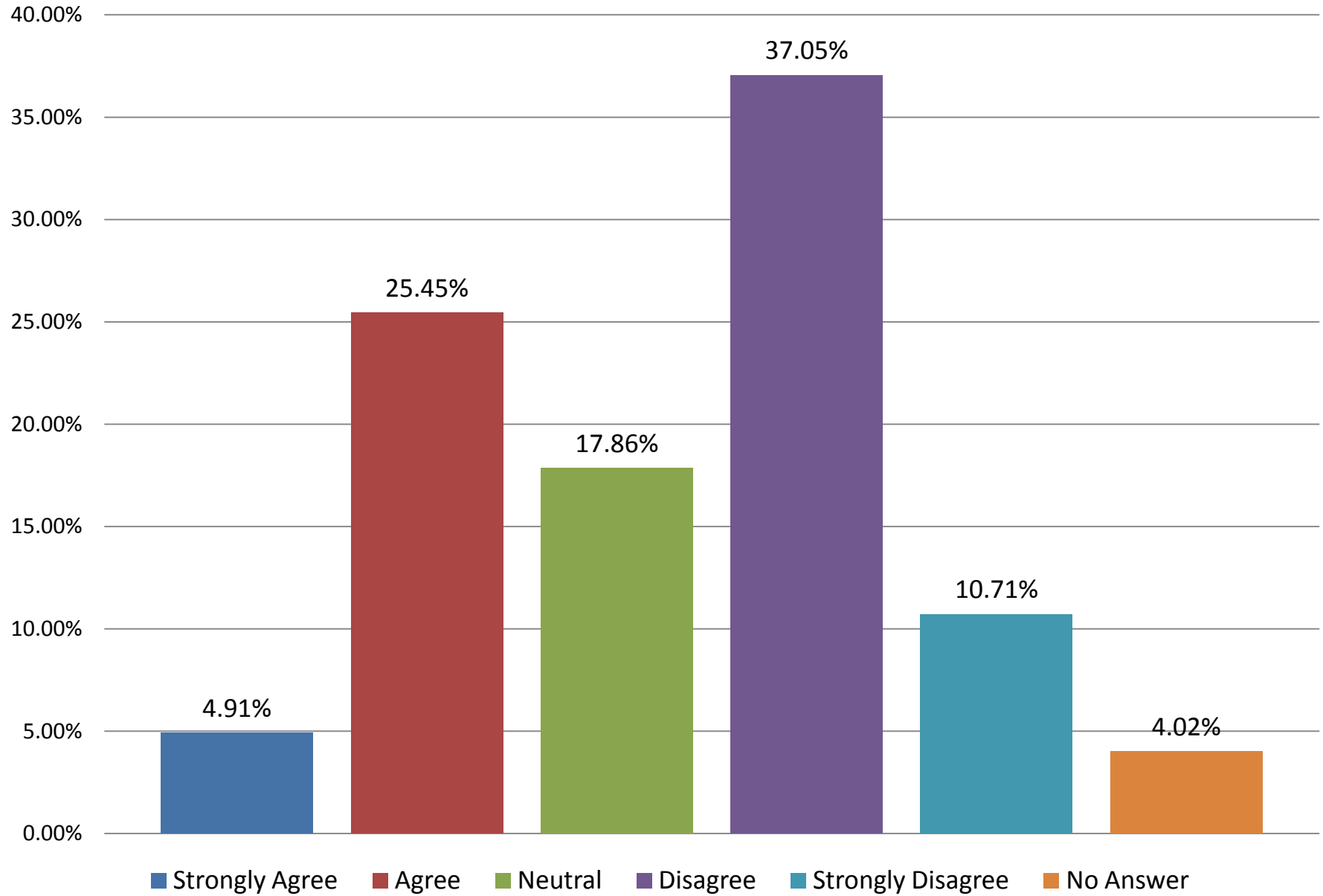
Assessment takes away from teaching music.



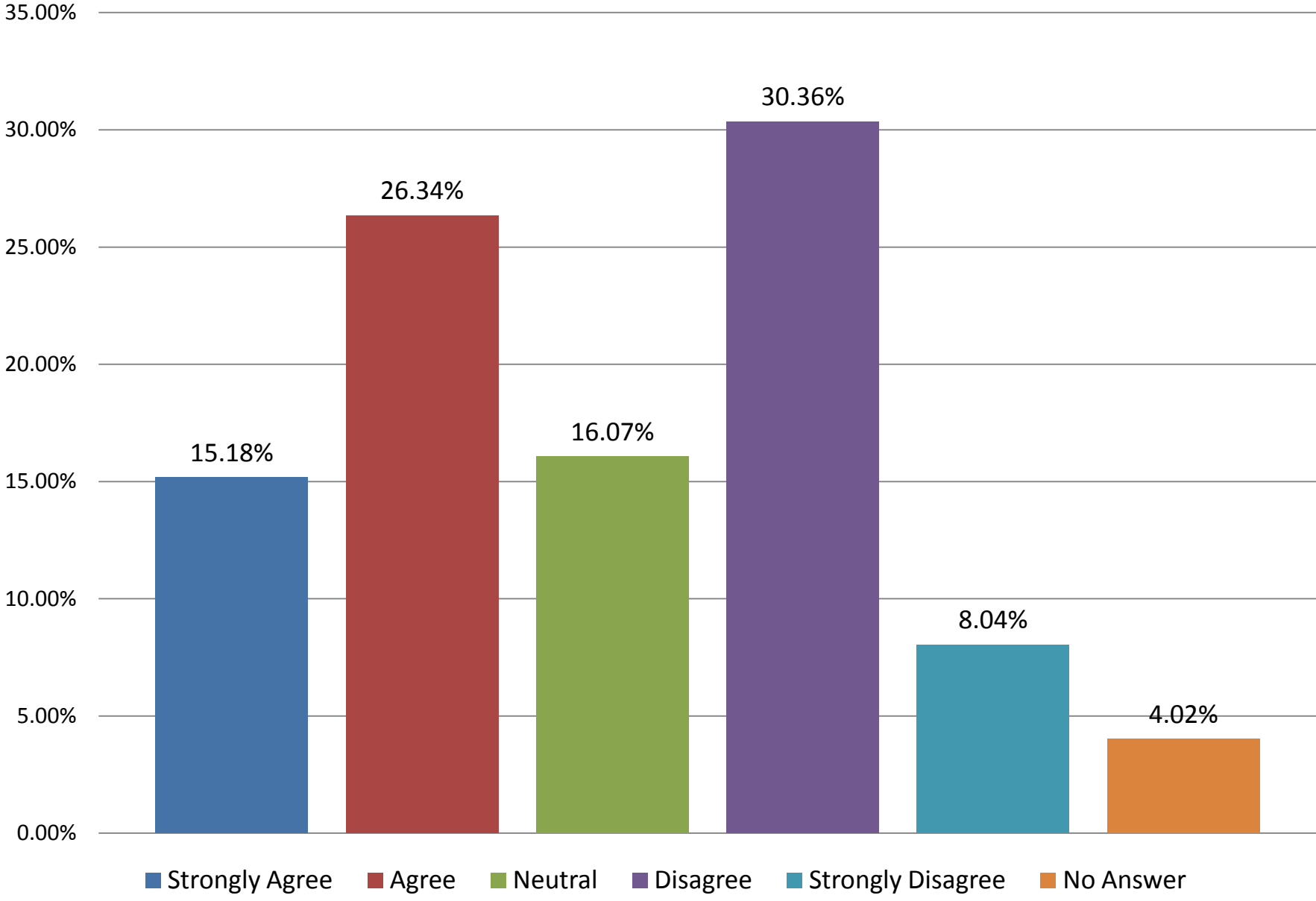
Music is about performance, not assessment.



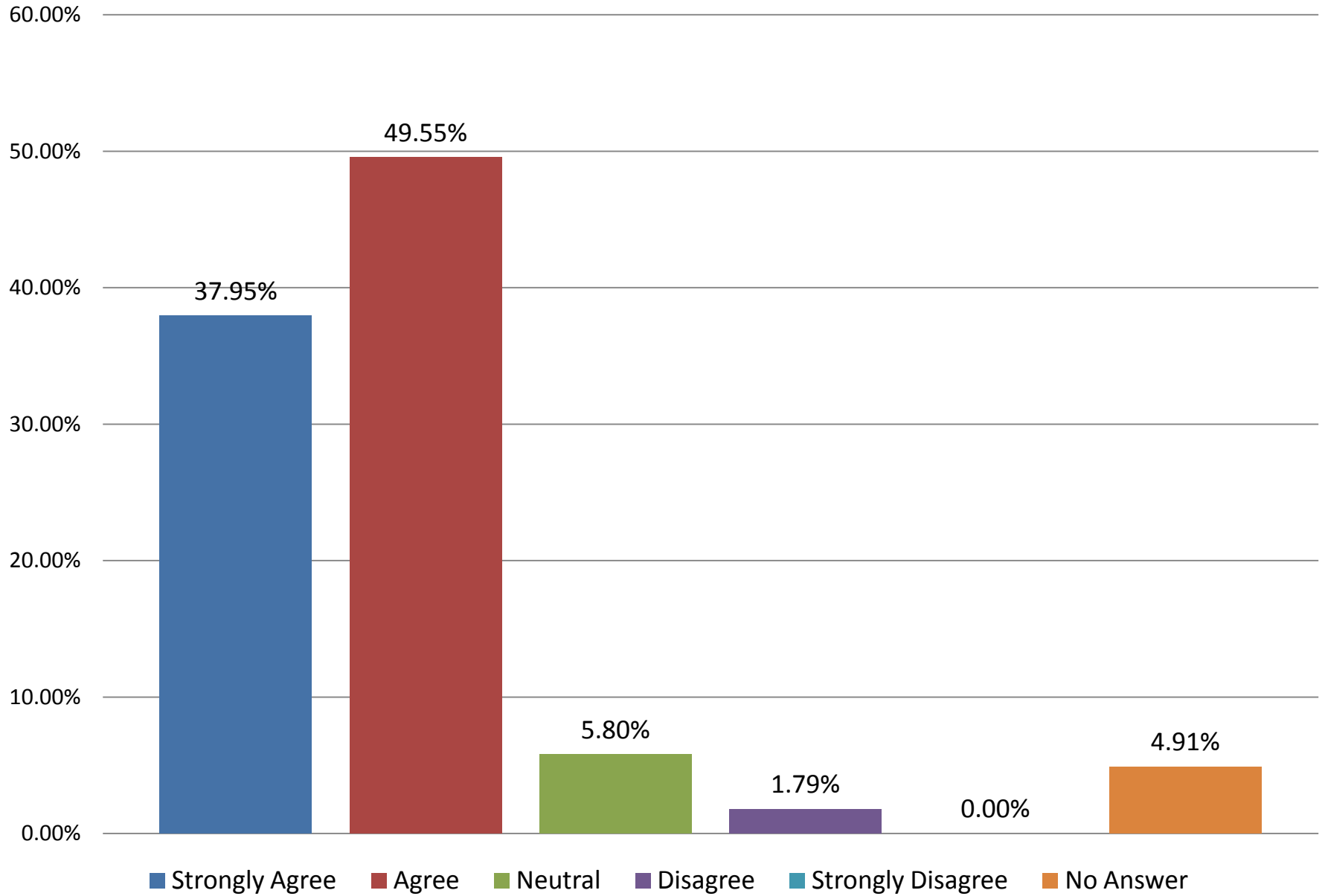
Don't know the best ways to assess is a barrier to assessment.



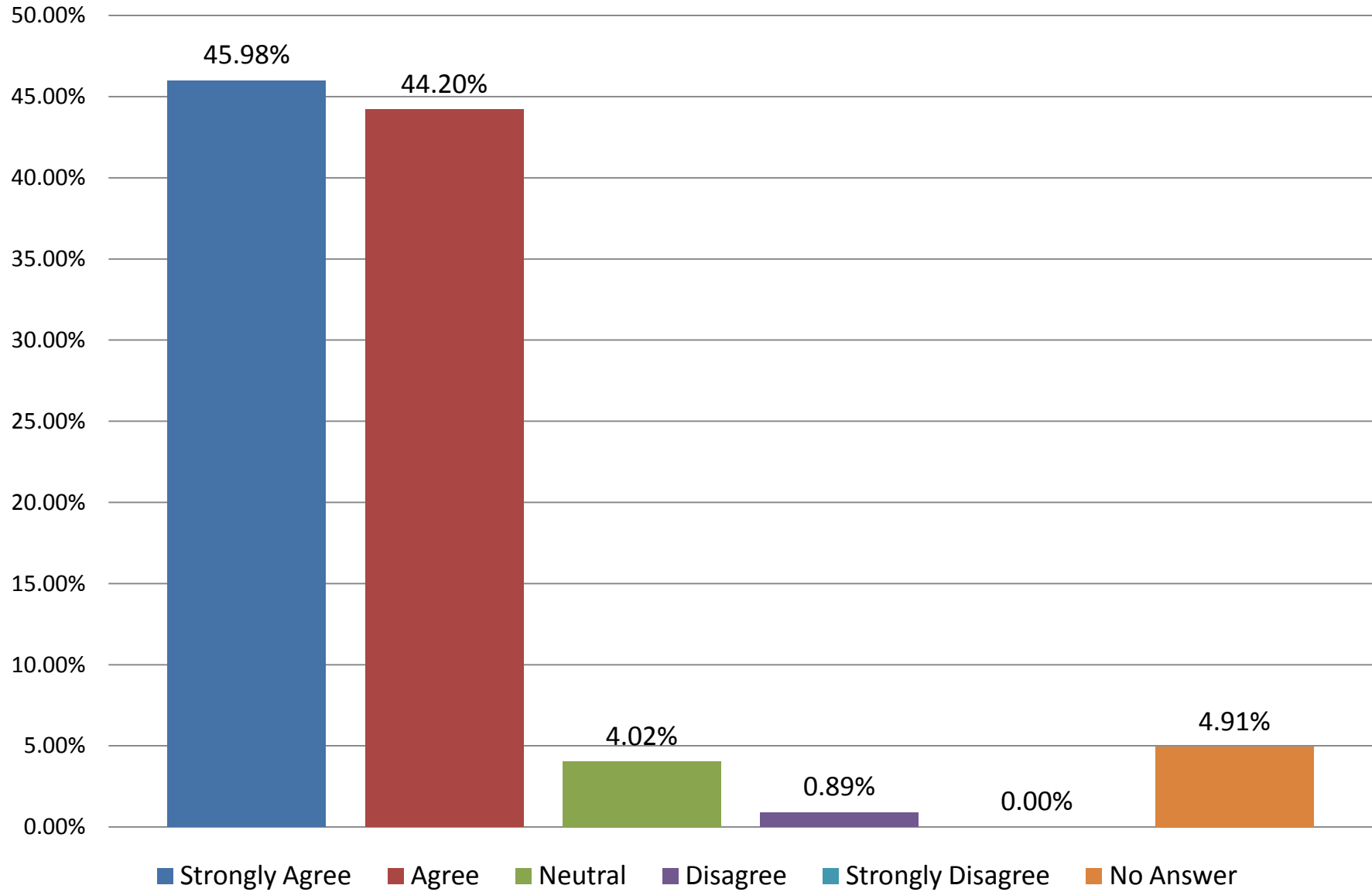
Don't have time to grade is a barrier to assessment.



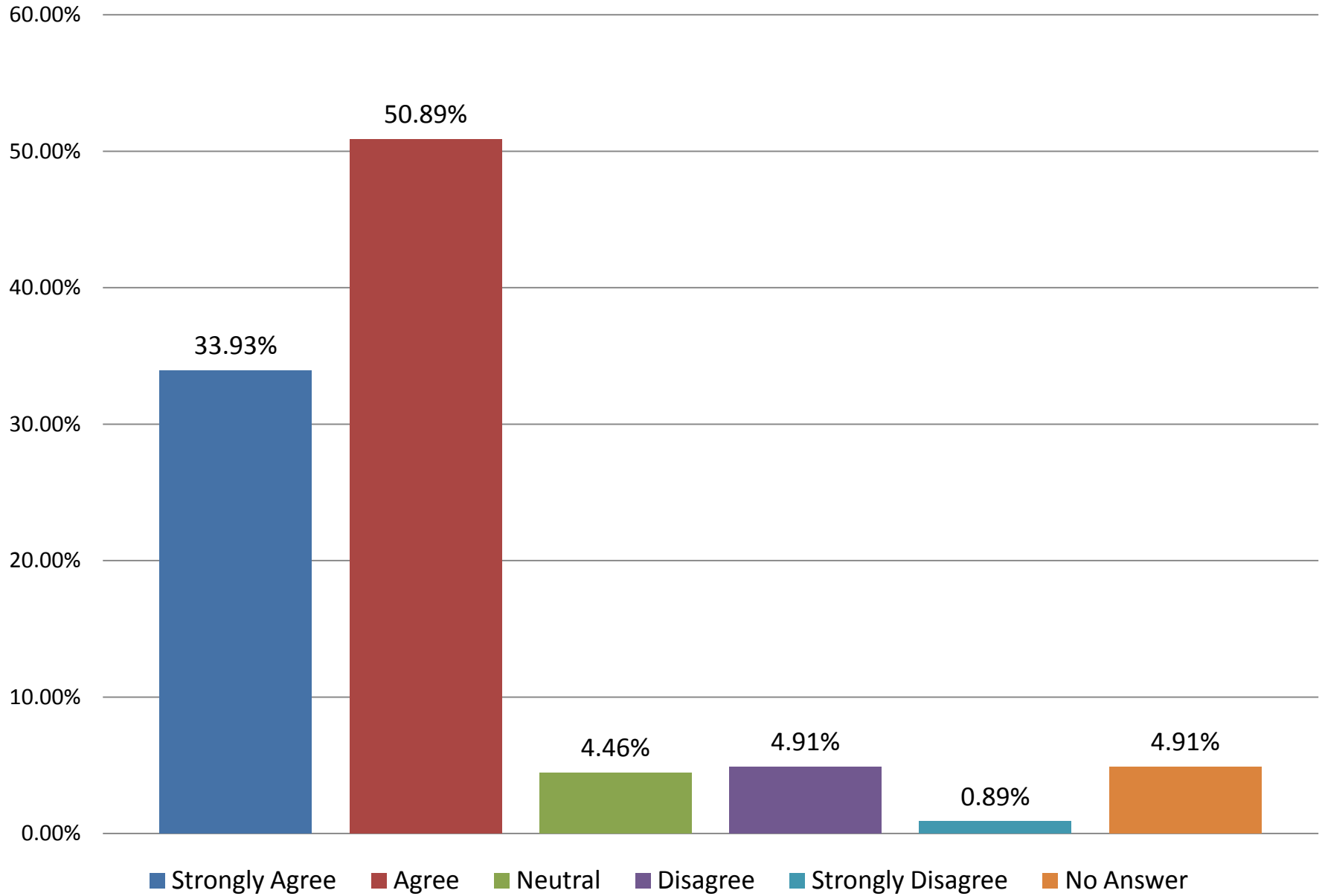
Assessment is a good way to let students know about their progress.



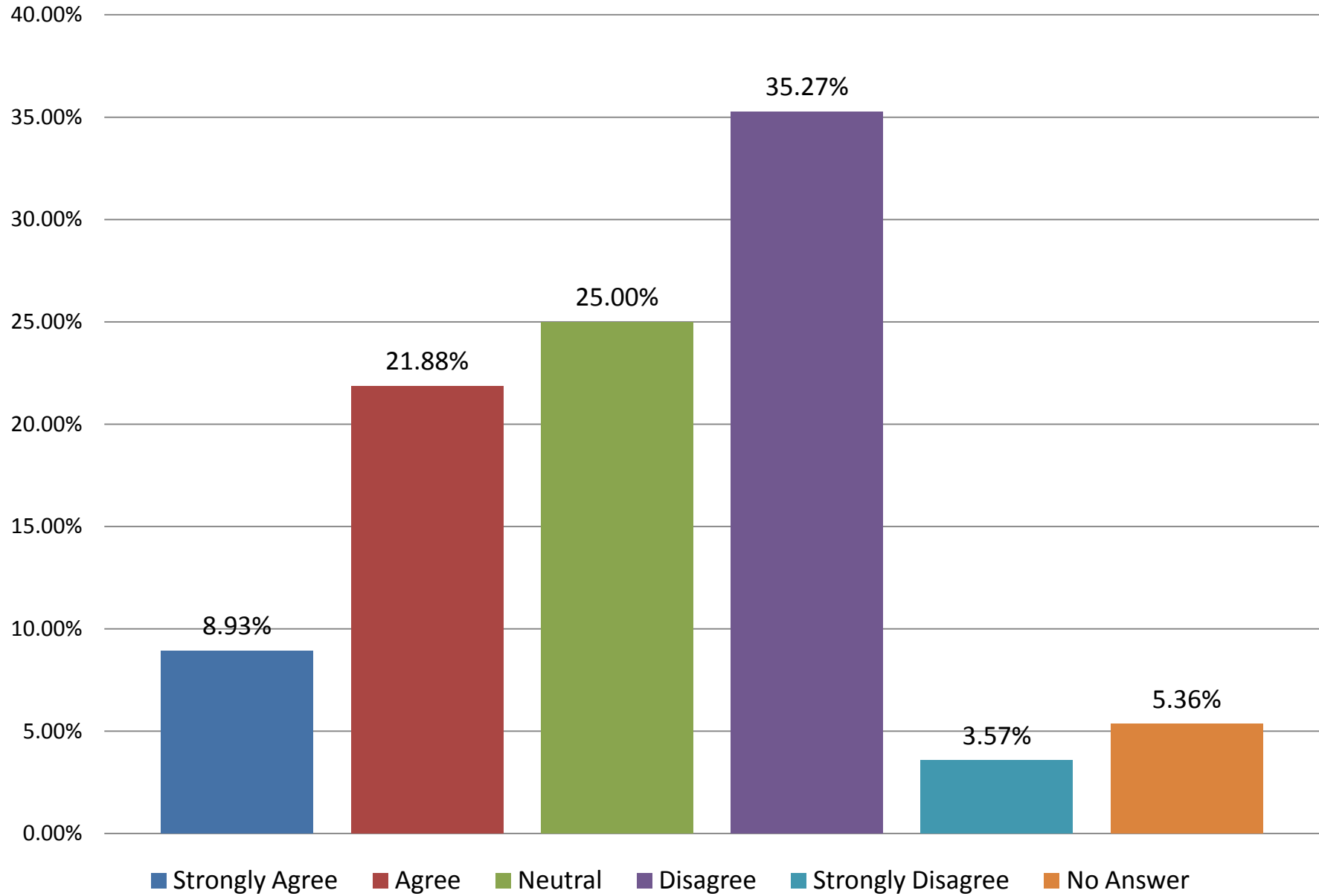
Assessment is a good way to let me (the teacher) know about my students' progress.



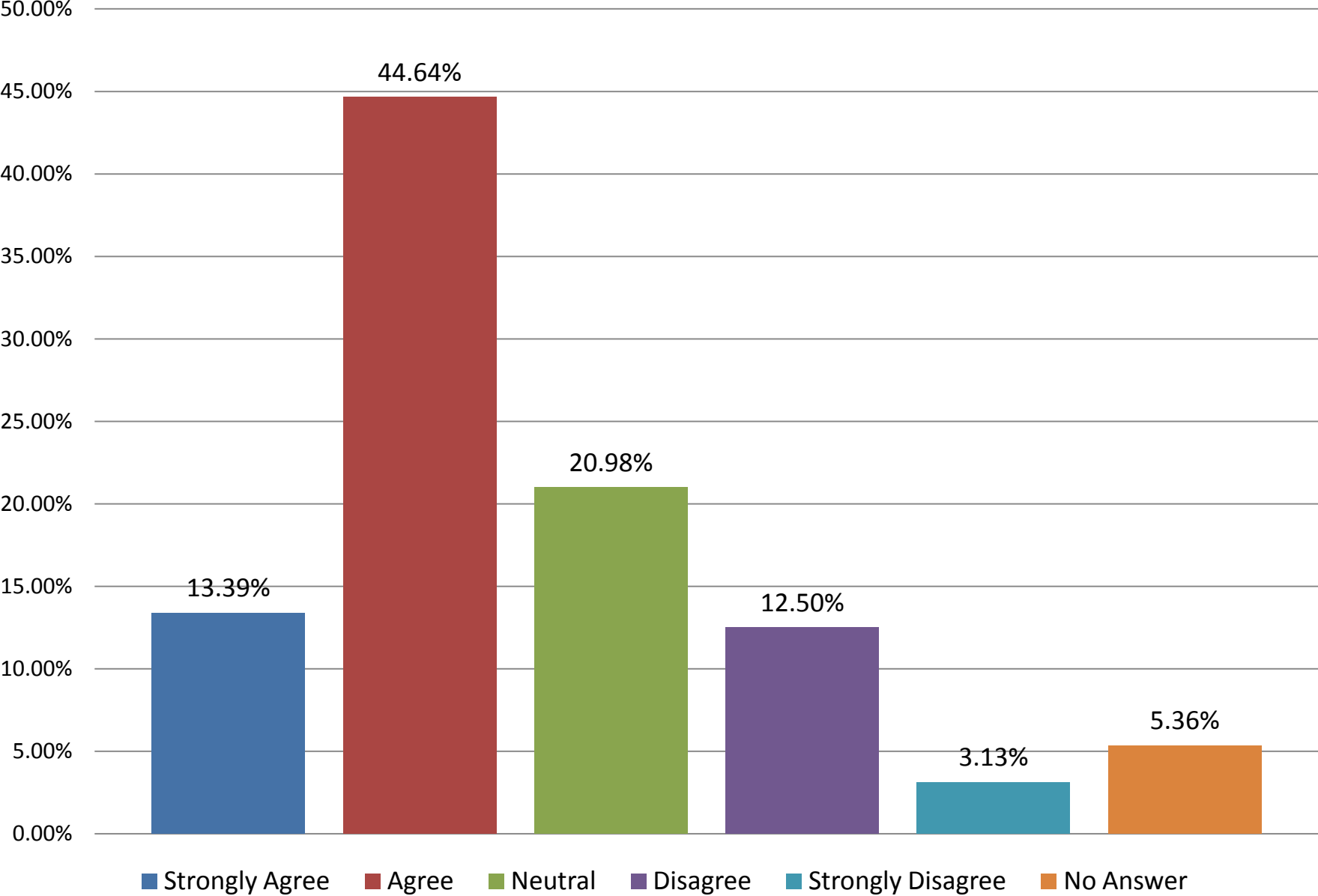
Assessment is a good way to me know about my effectiveness as a teacher.



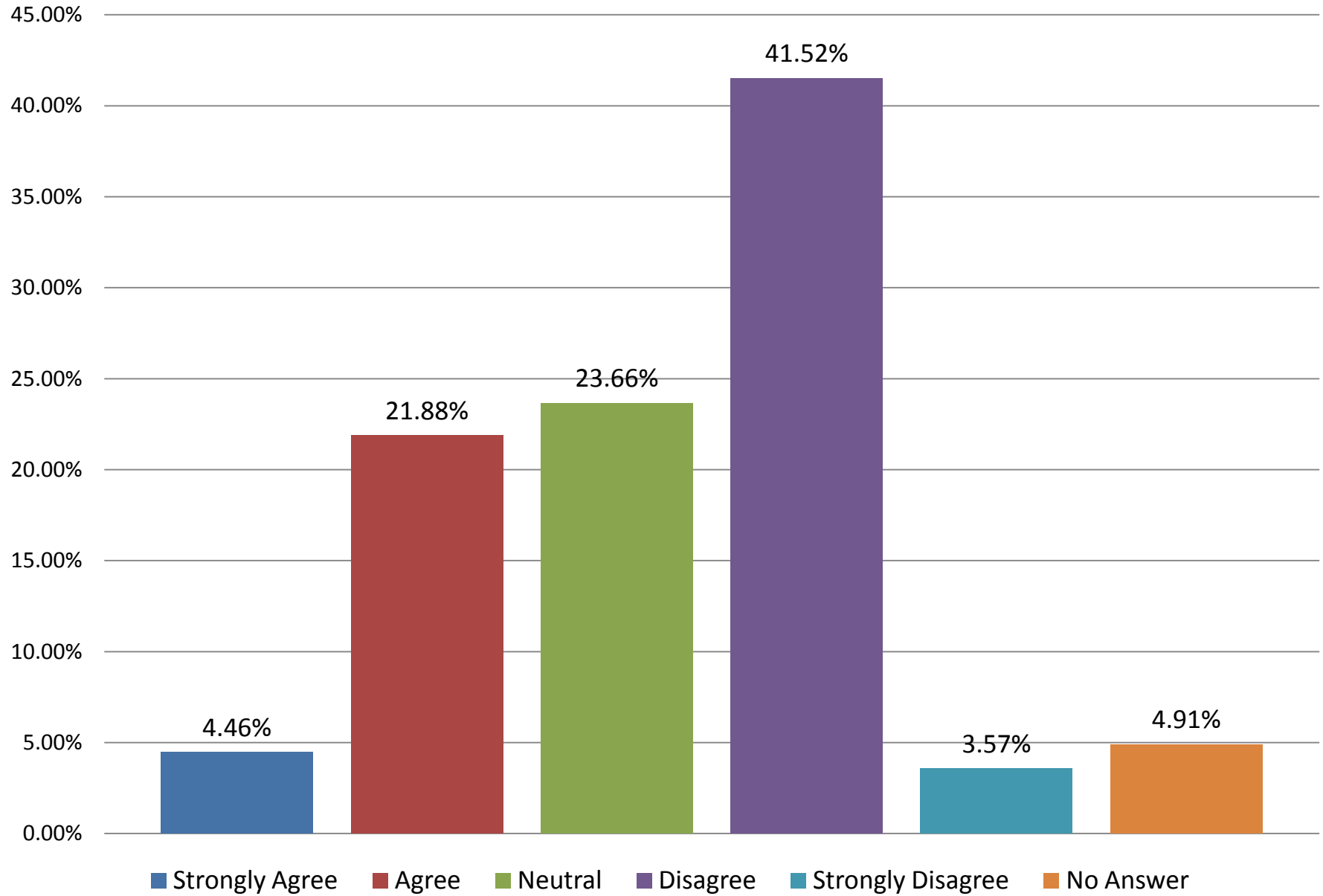
I feel pressured to assess my students more often.



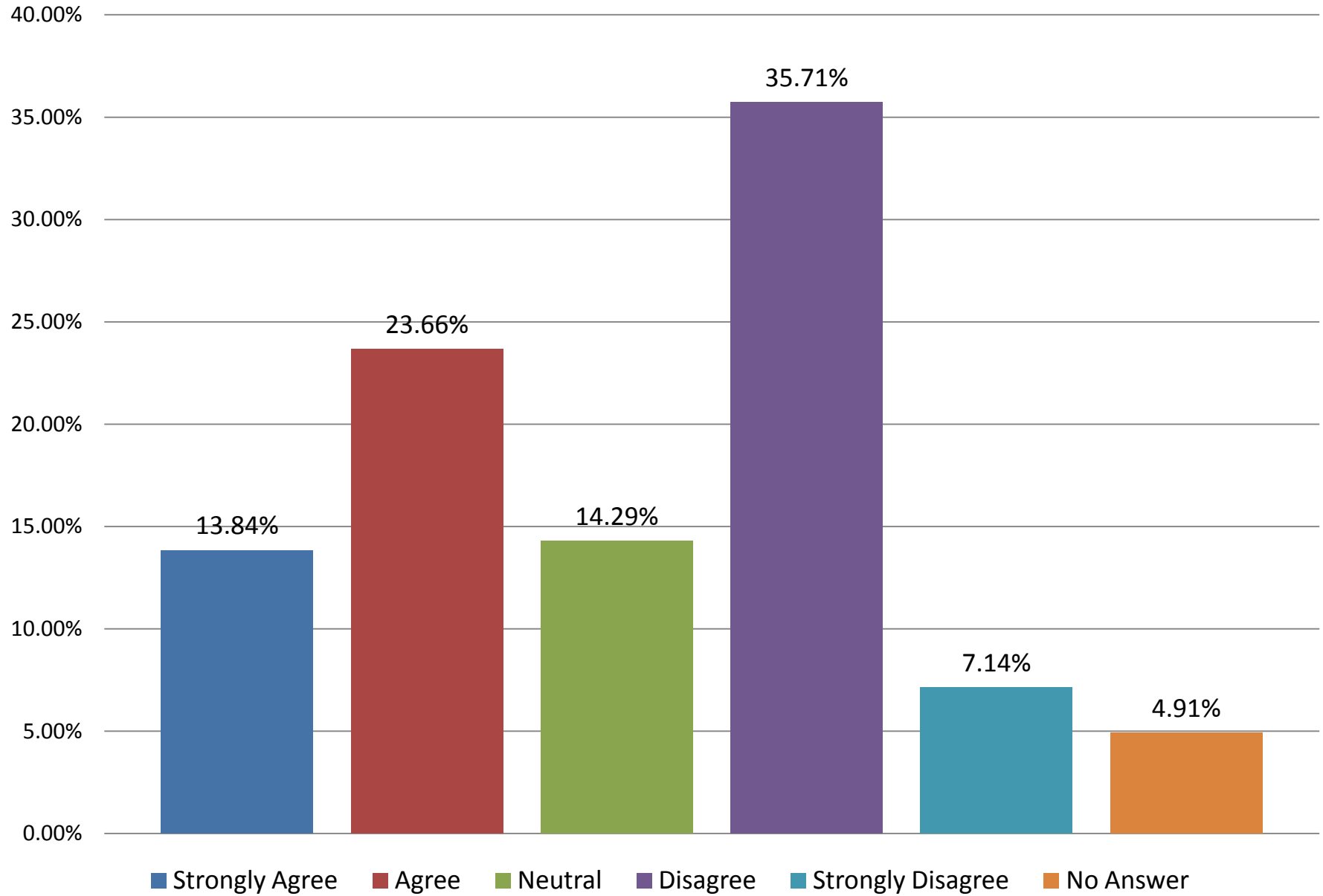
I need to know more about assessing musical behaviors.



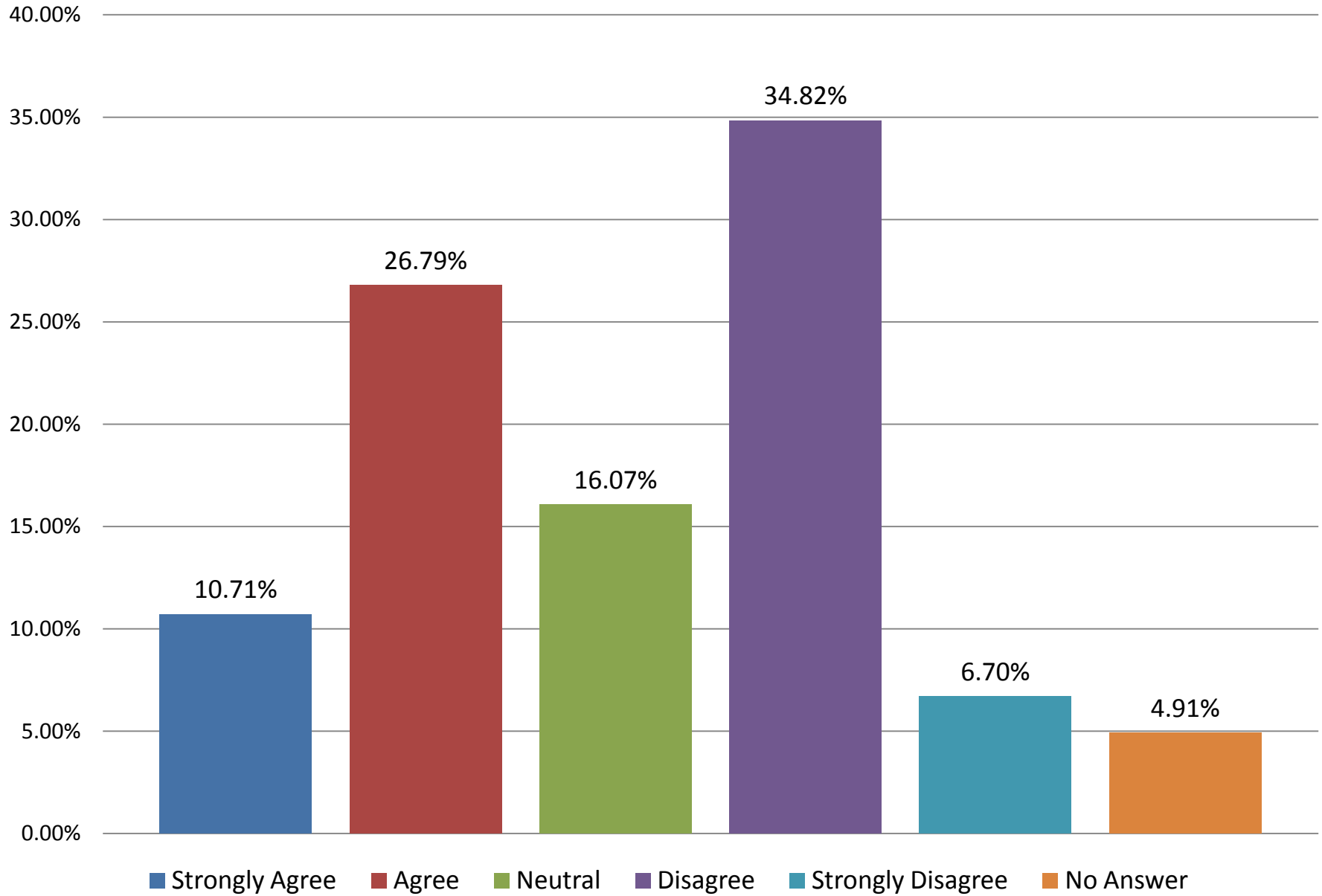
My students view assessment as negative.



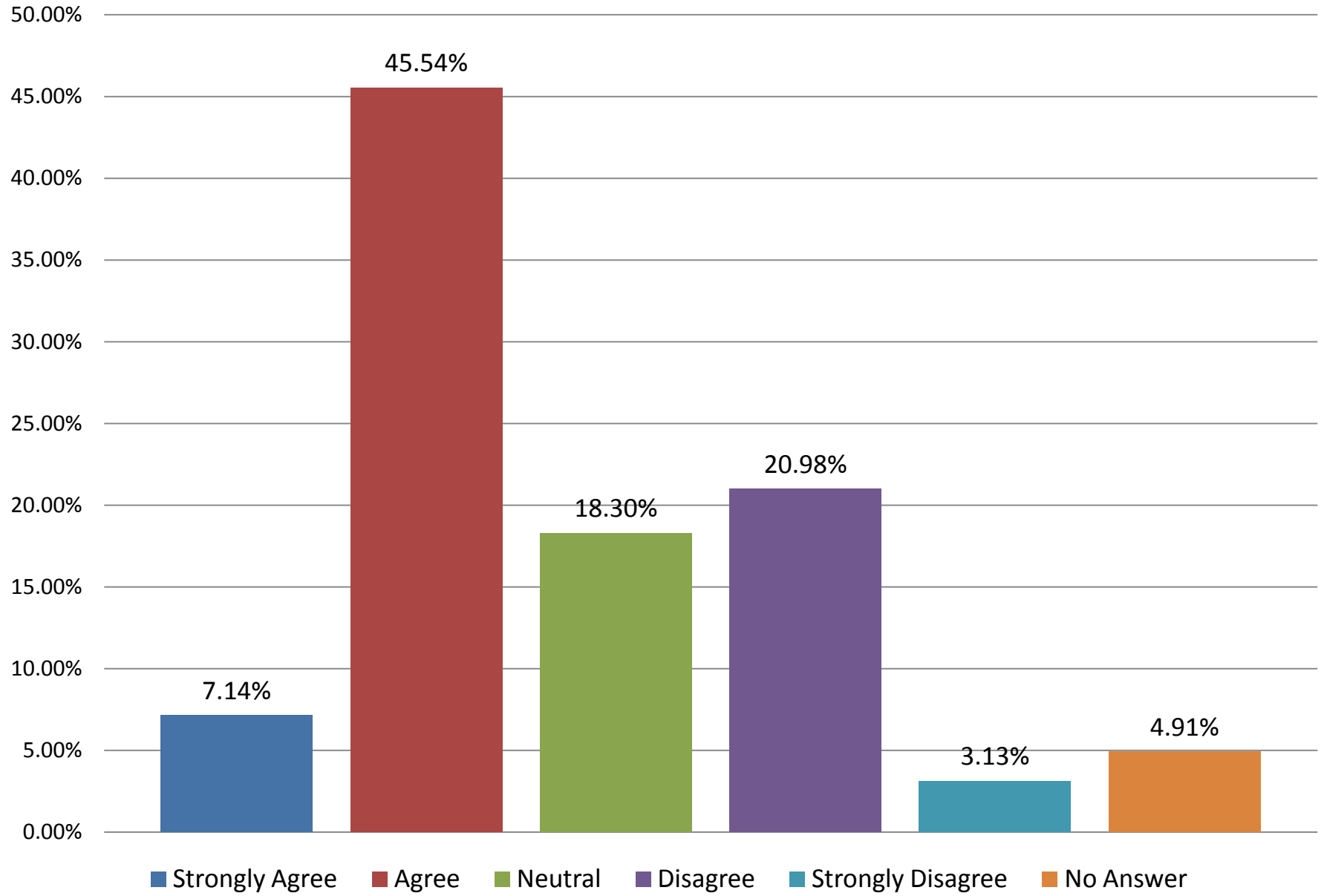
I don't have time to assess the students in my classroom.



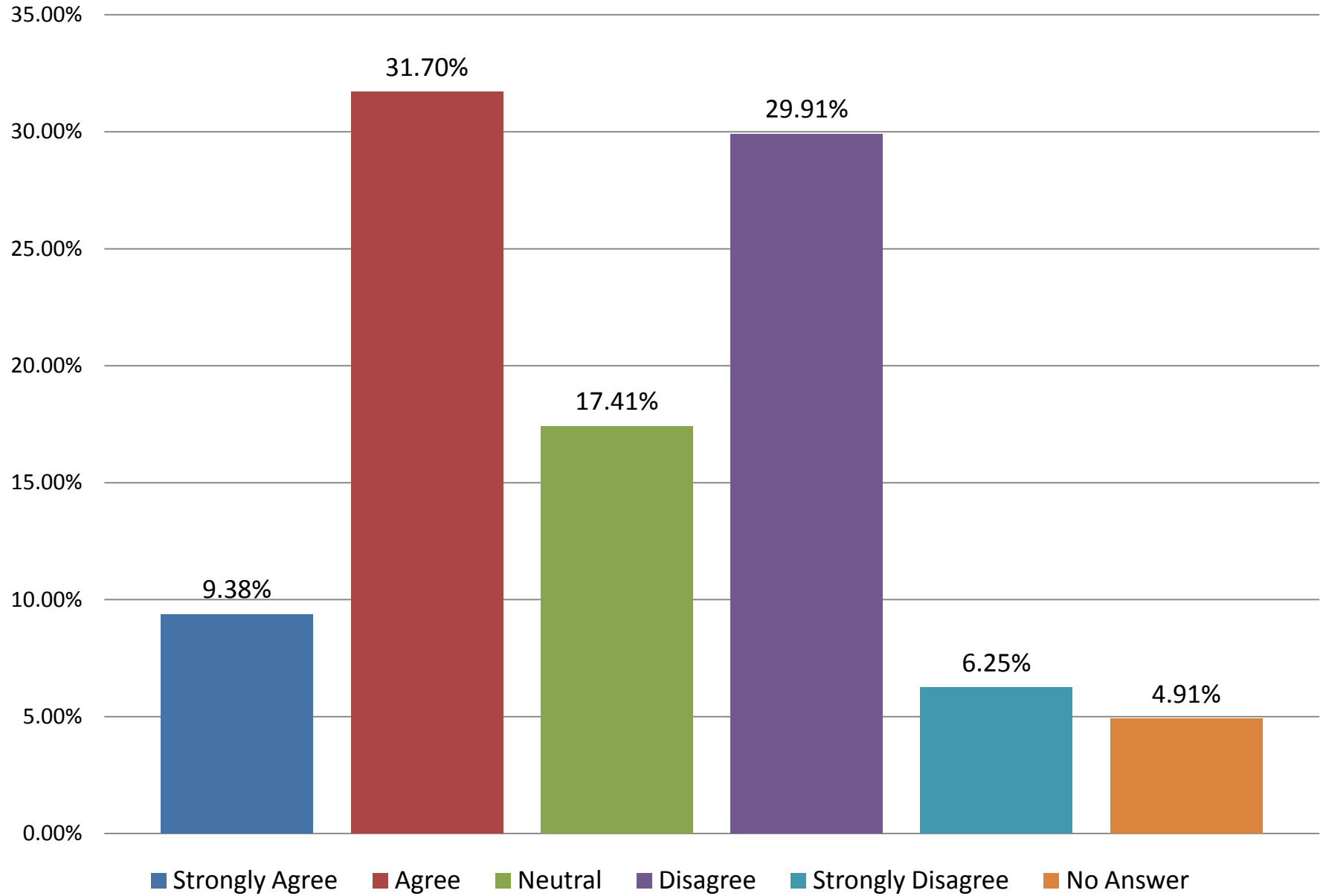
Assessment takes time away from my teaching.



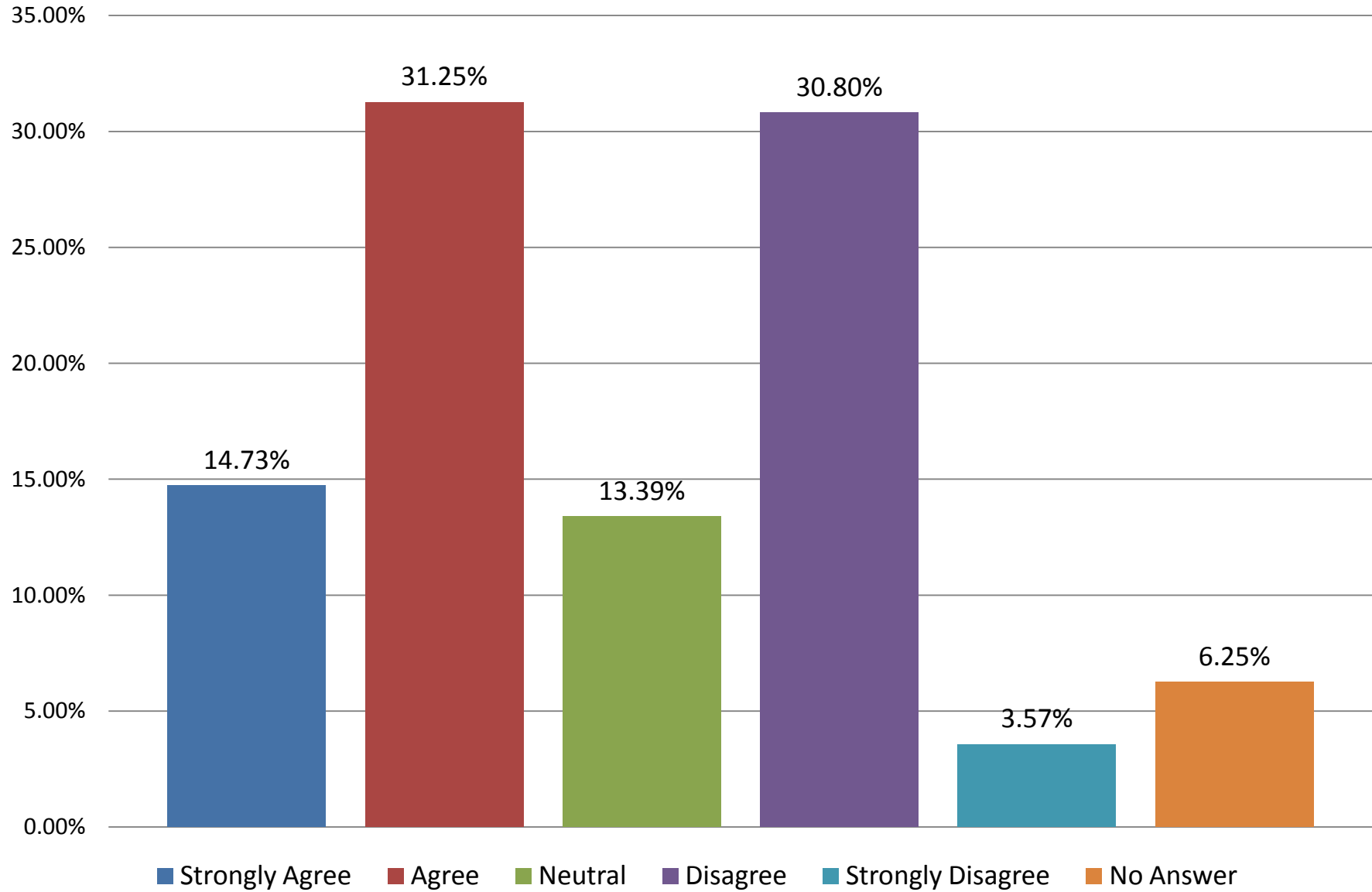
I know effective ways to assess large groups.



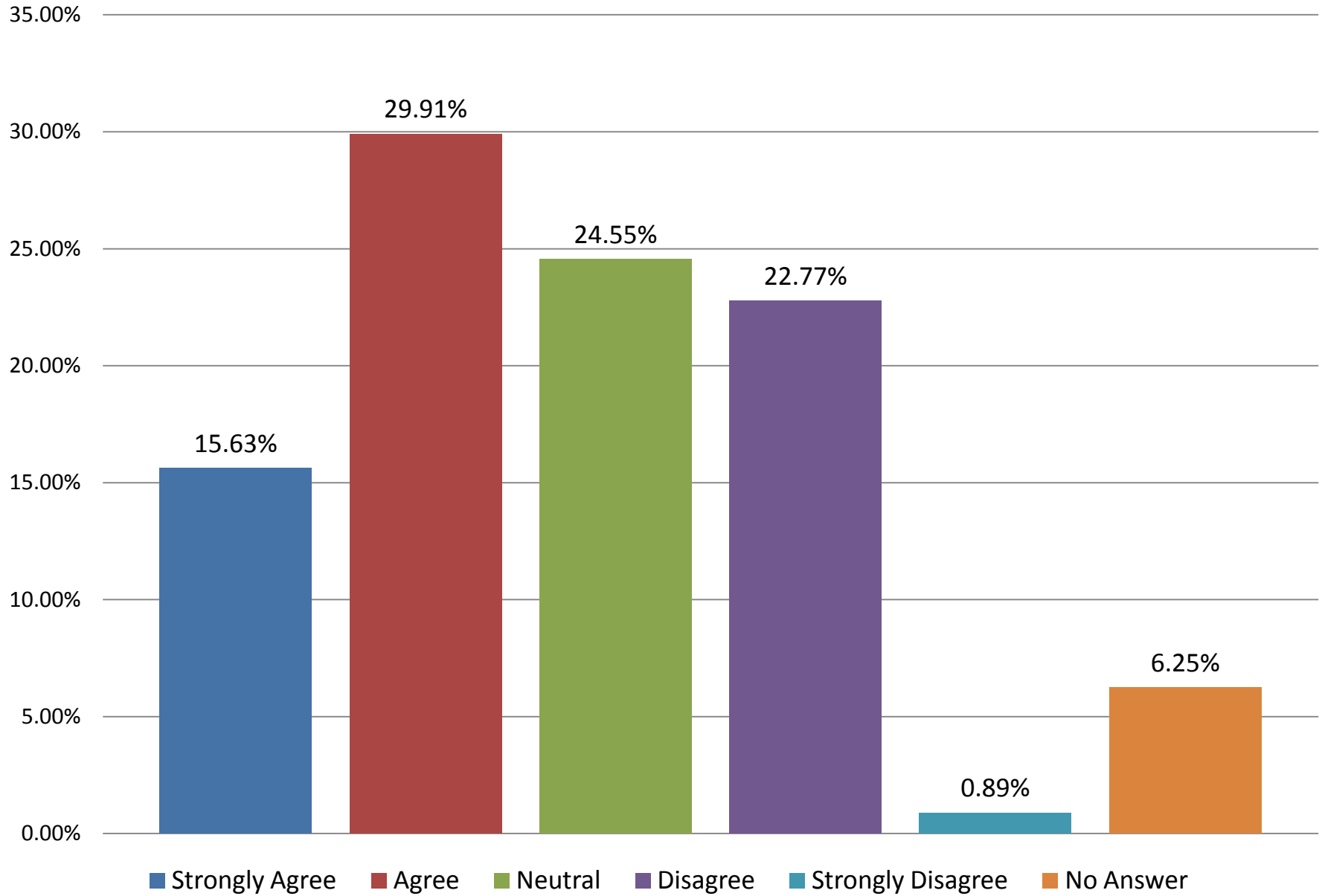
Assessing individual students takes away from the others in class.



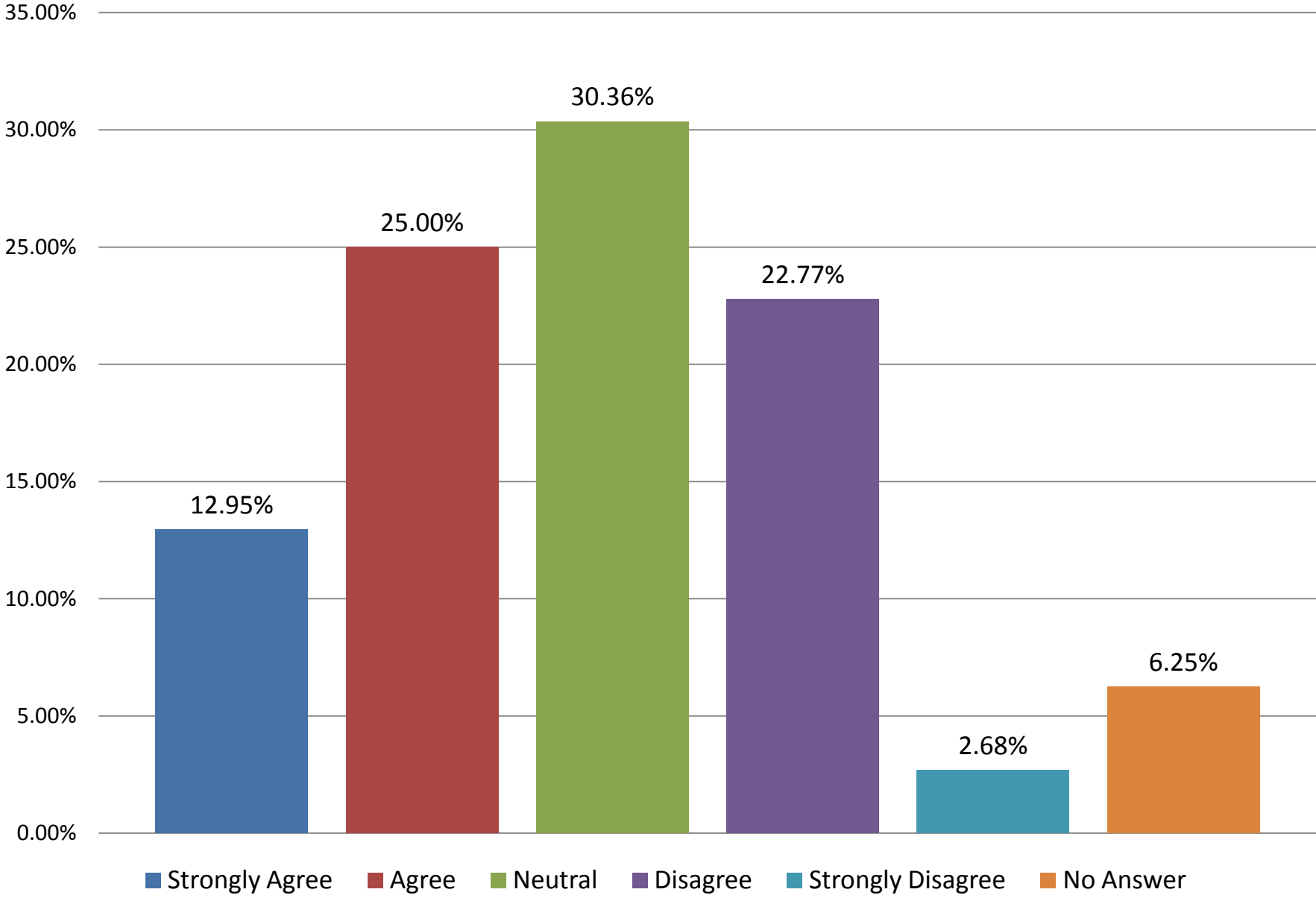
I cannot cover all of the material I need to cover if I am assessing students all the time.



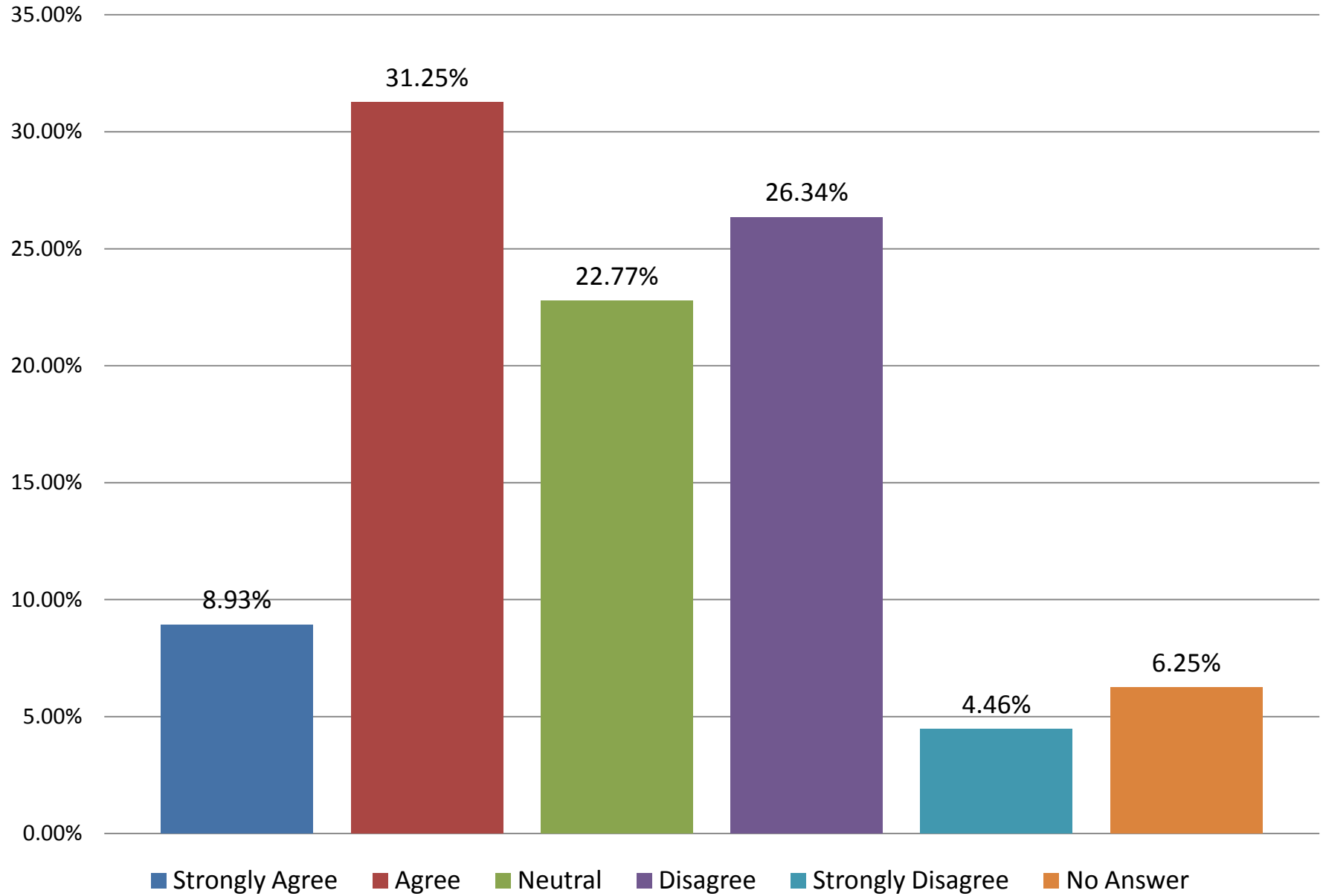
I do not want to be told what I have to assess.



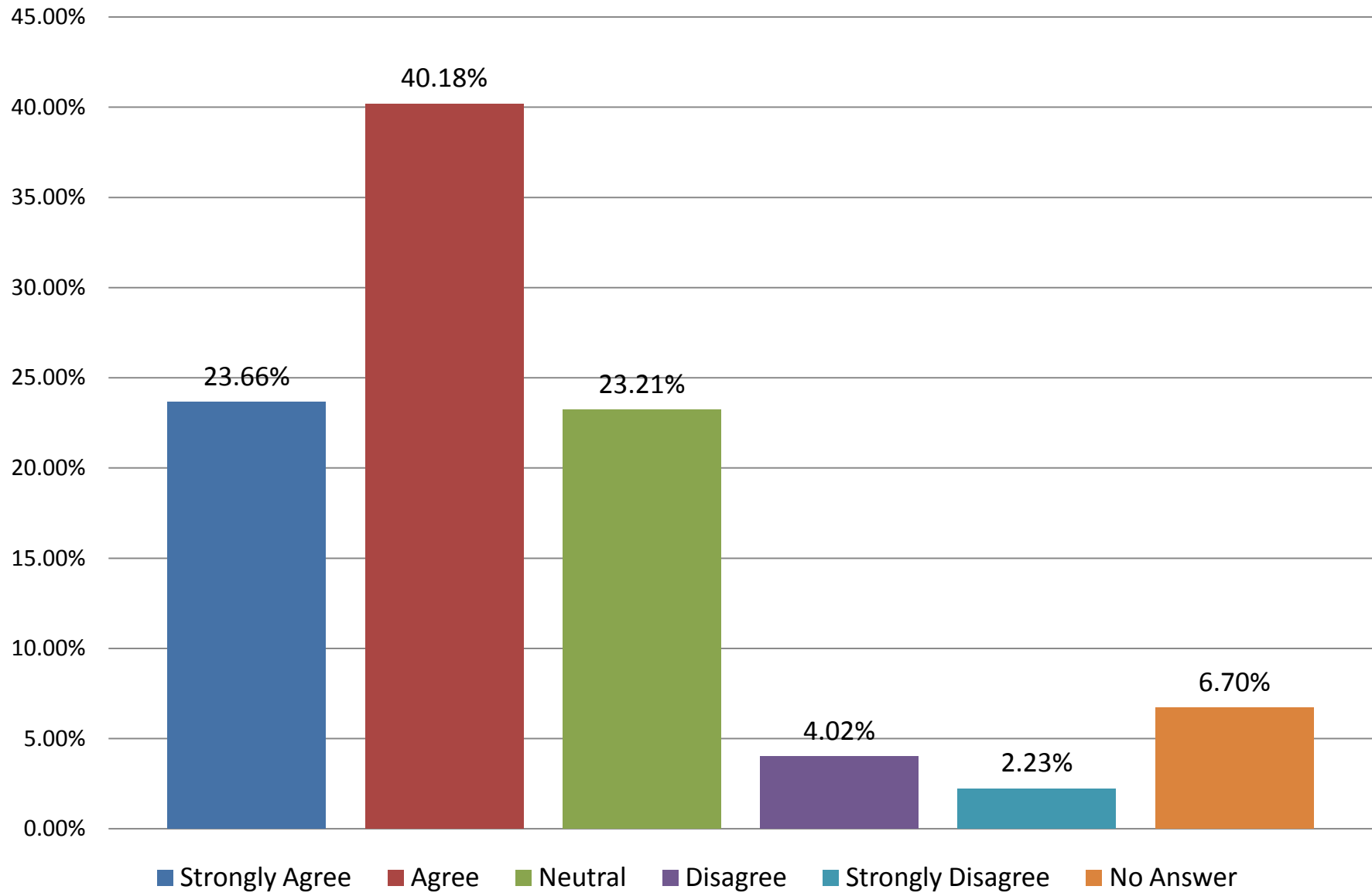
There is too much bureaucracy in the assessments we use.



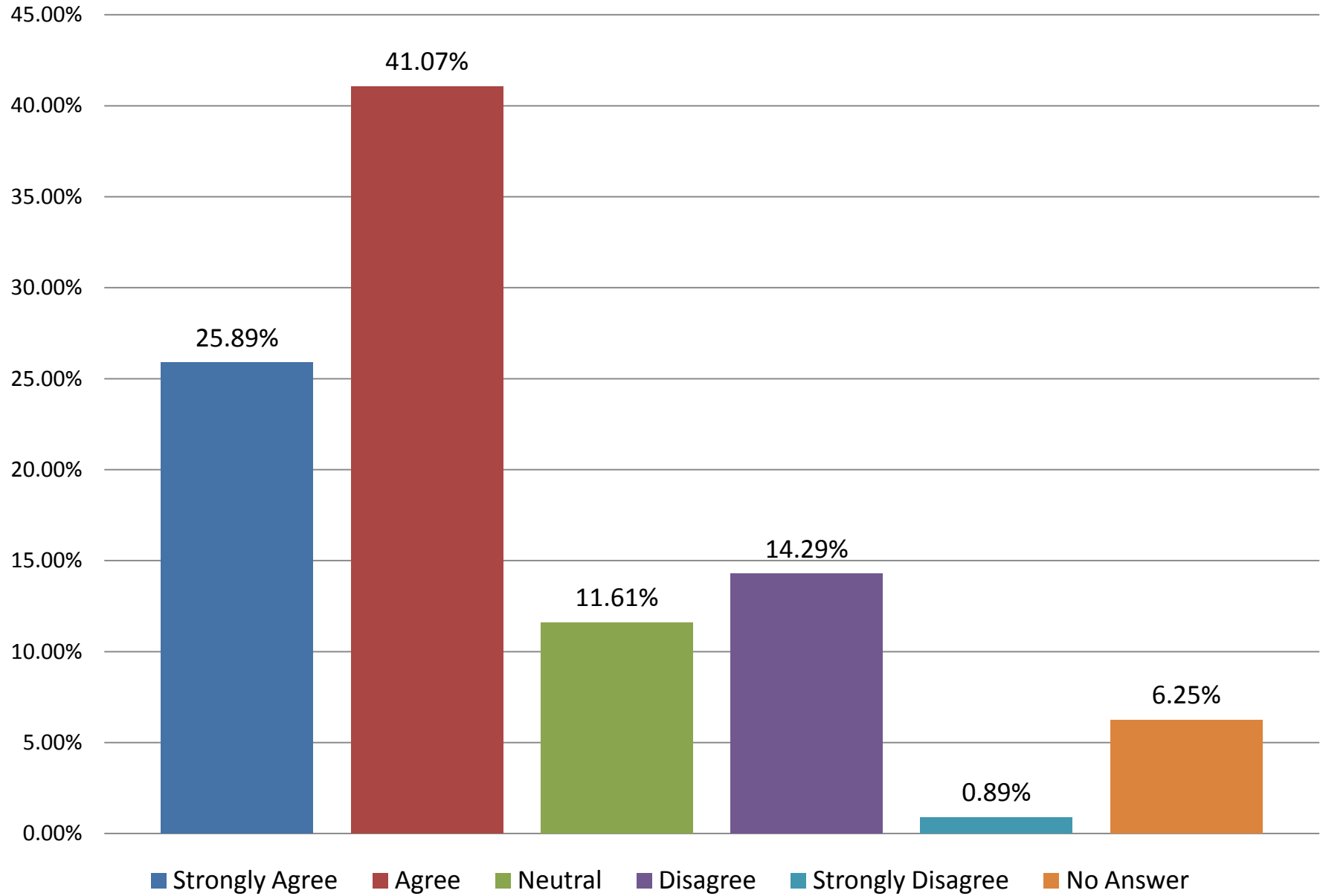
I think that student assessment will be used to judge my teaching skills.



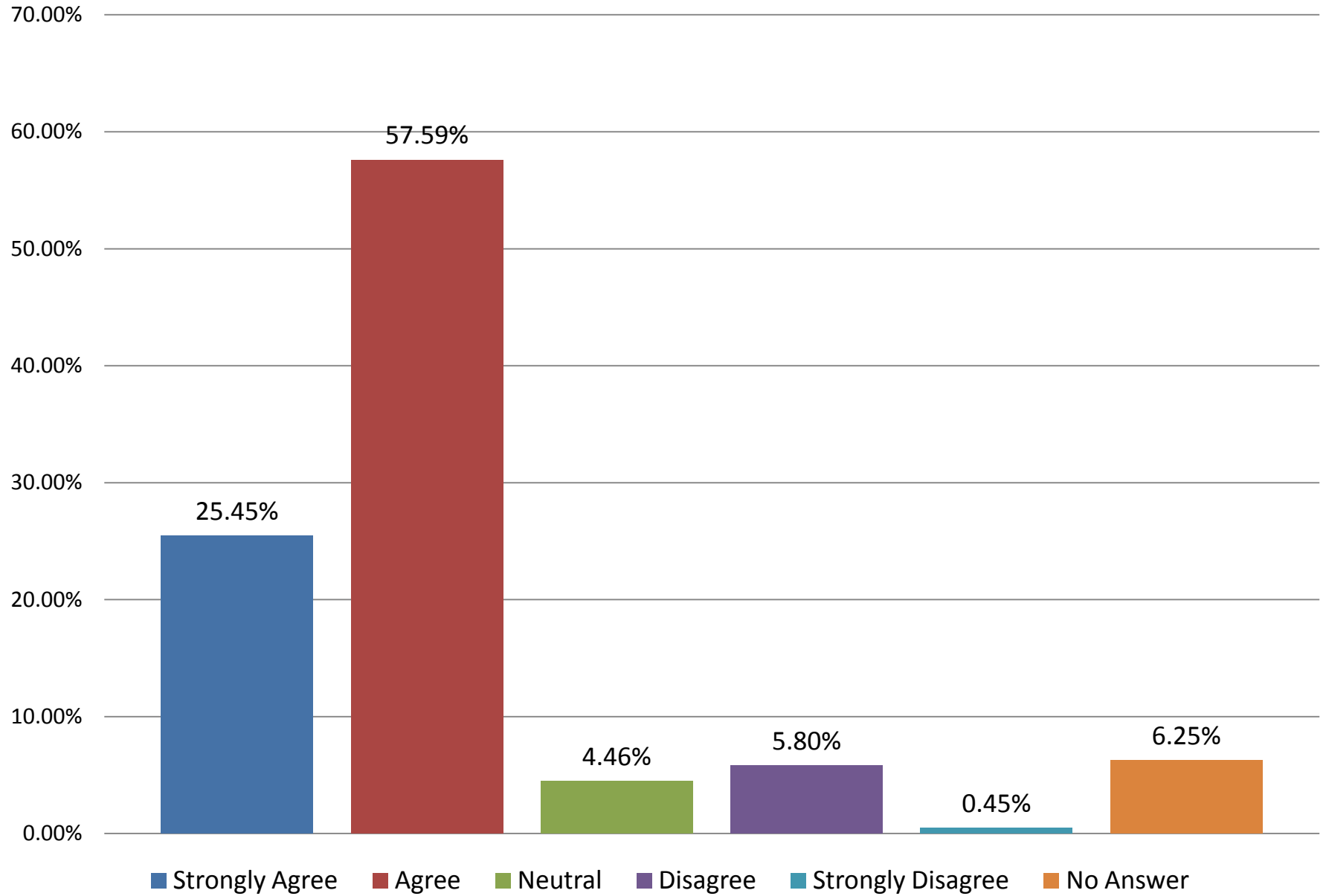
Assessments developed by others (e.g., textbook companies, school district common assessments) may not be developed by music educators.



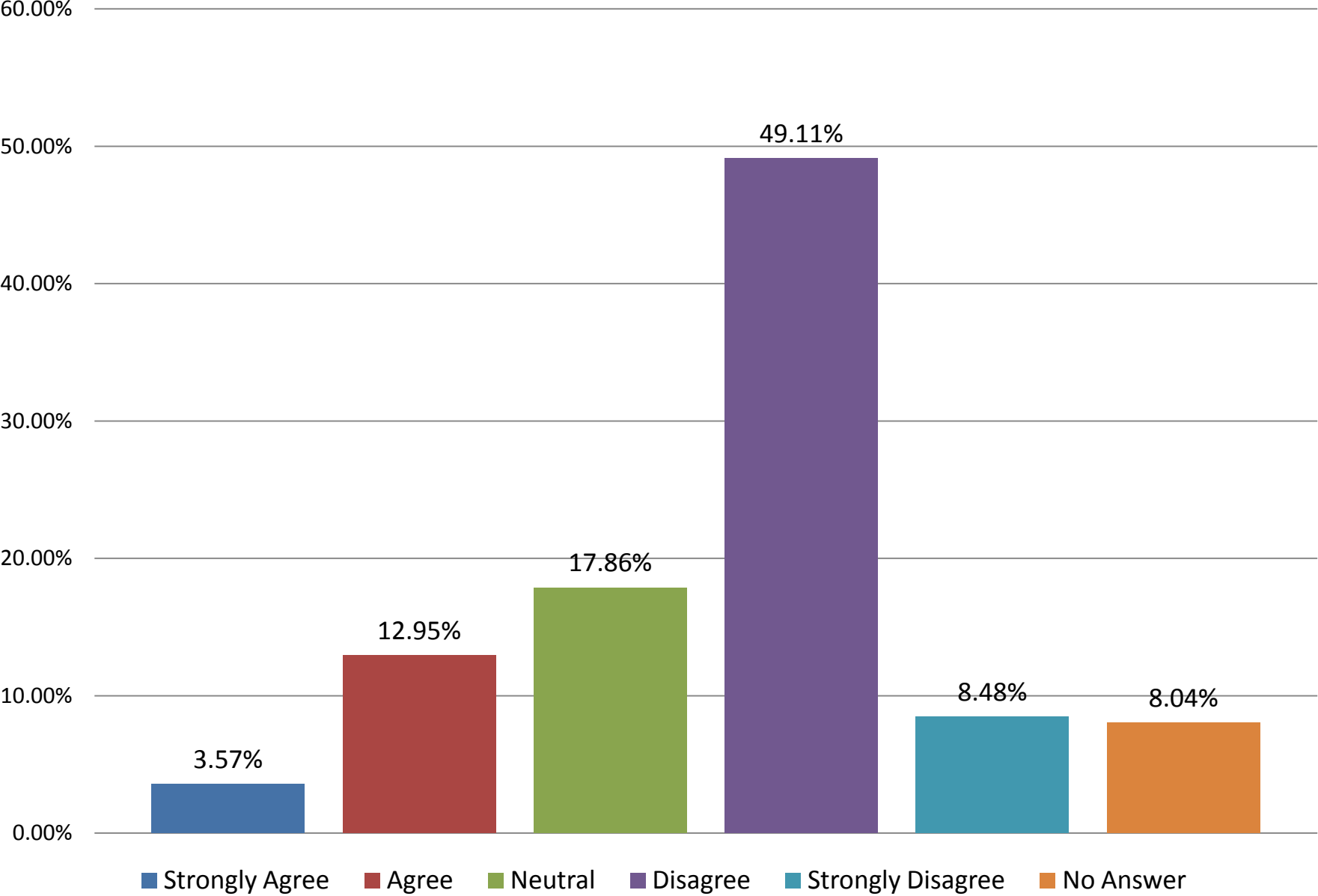
Paper and pencil tests in music may not test what I want to test.



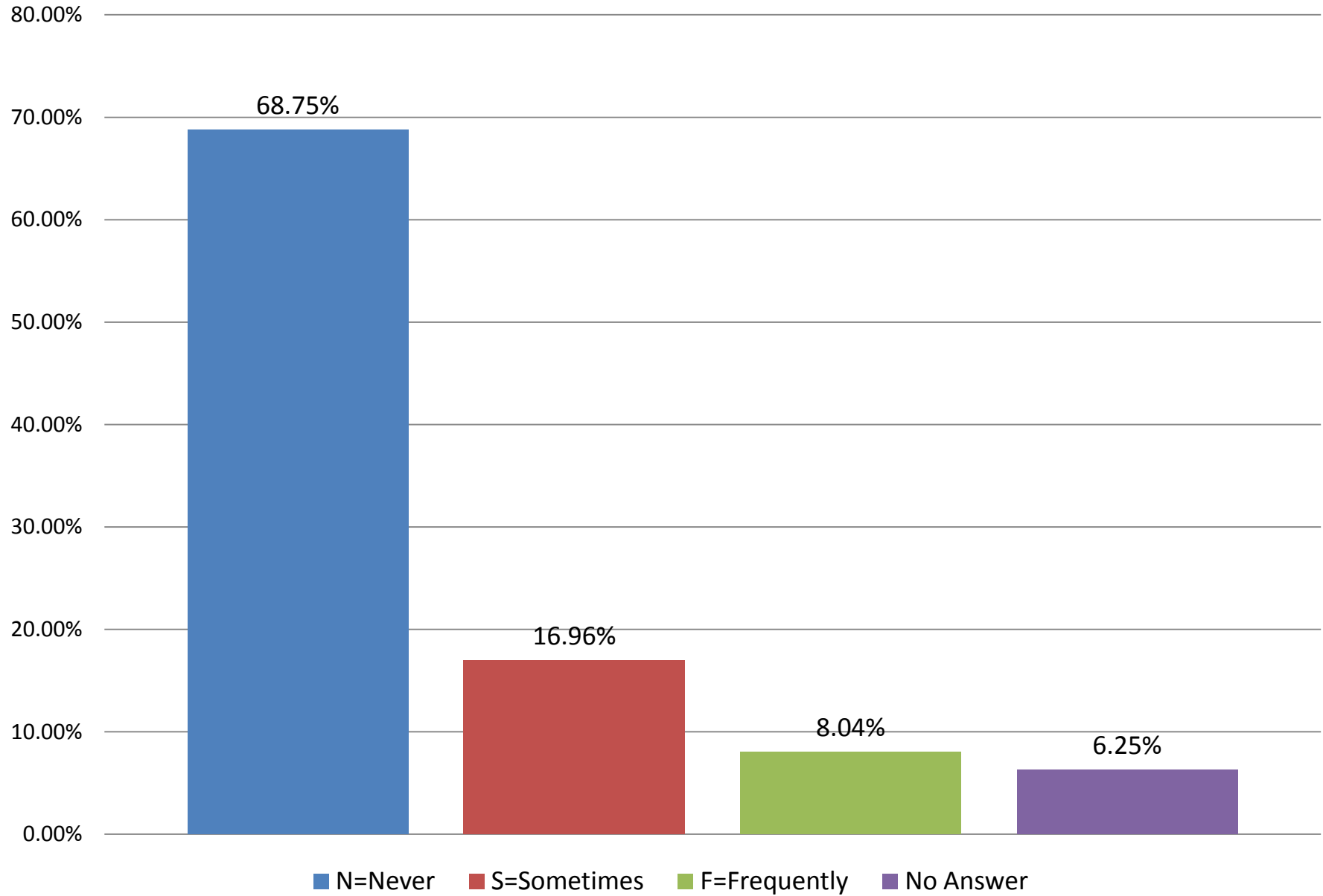
I understand the difference between a skill and a concept.



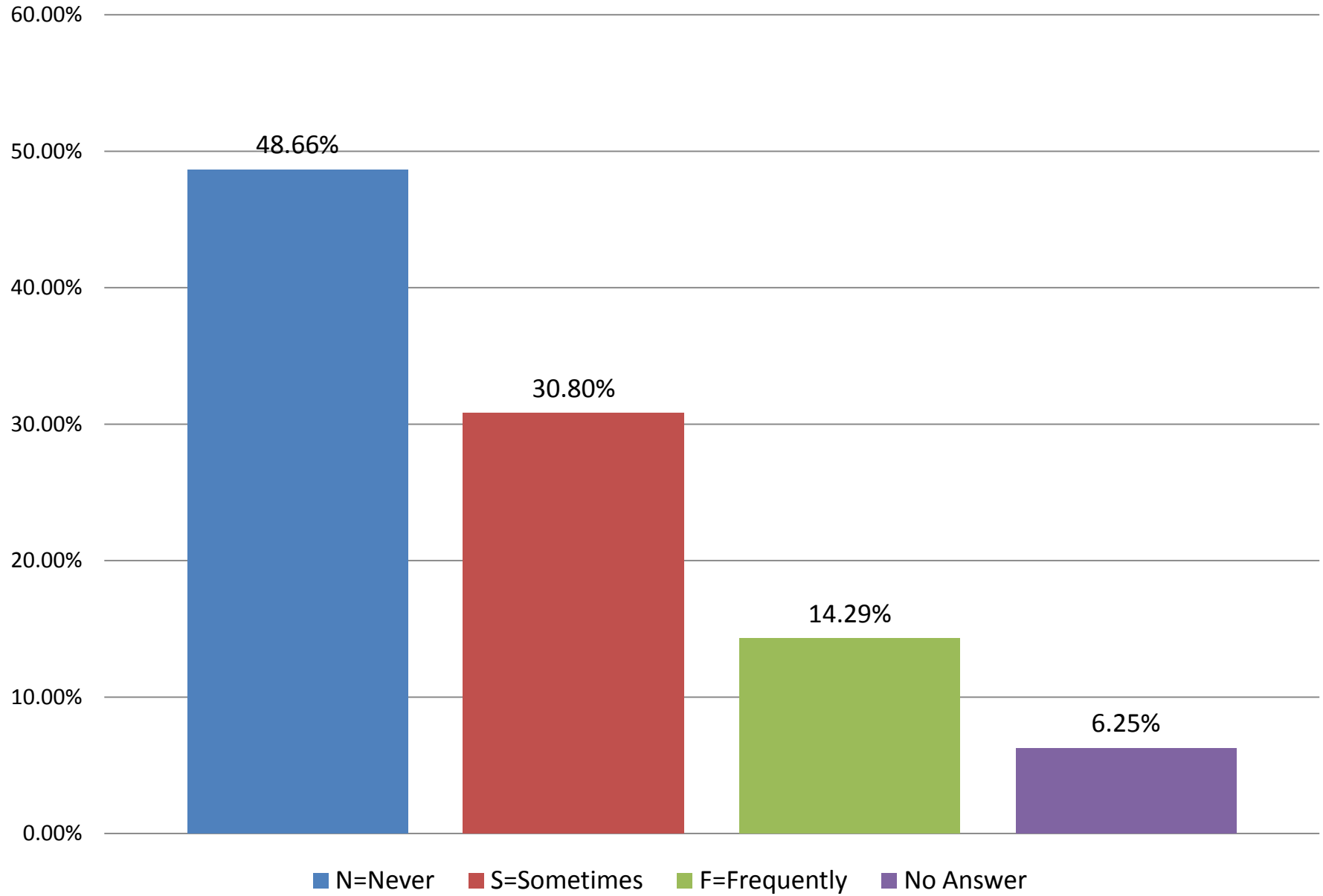
Assessing students individually takes the fun out of making music.



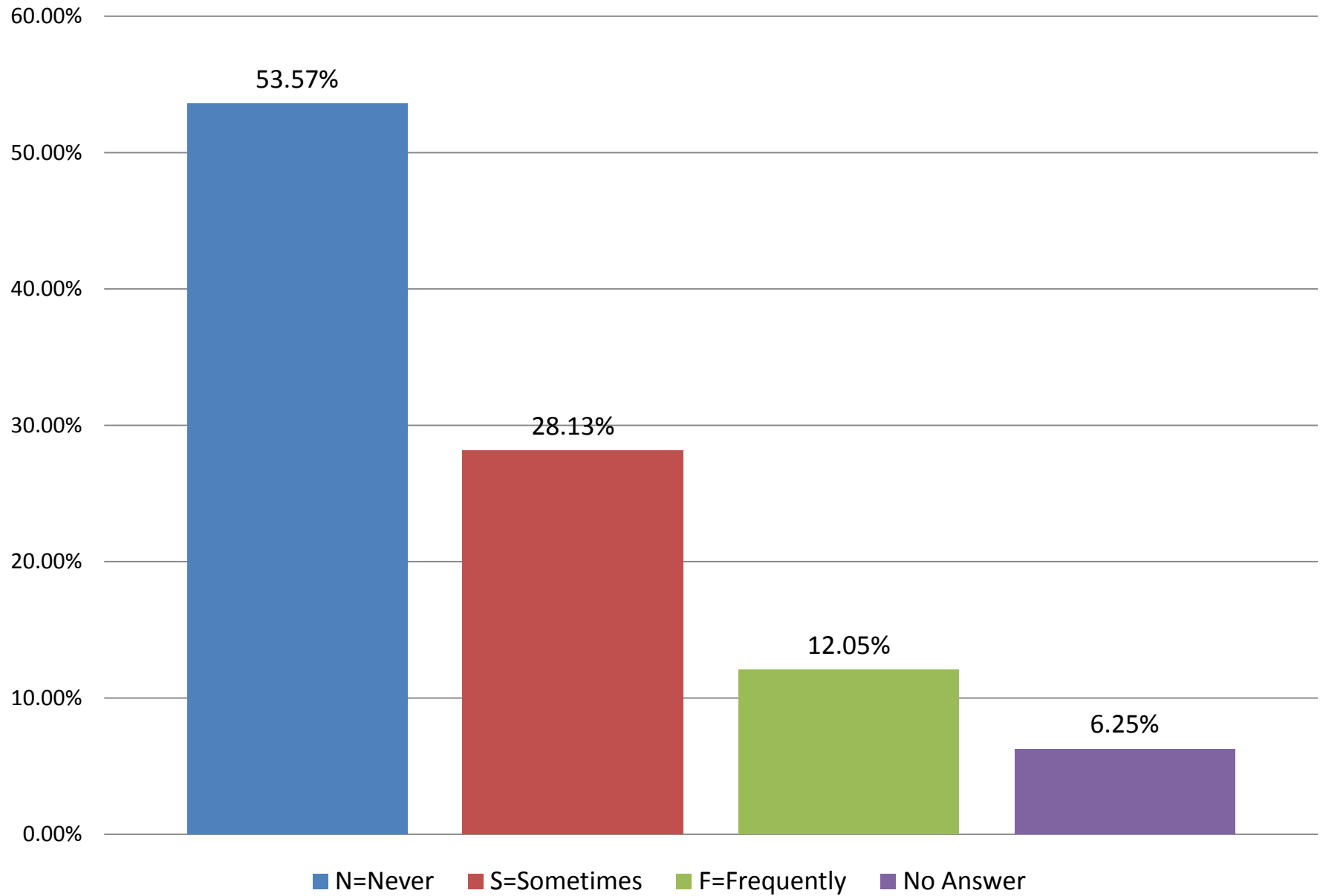
Please rate how often you use SmartMusic when assessing your students.



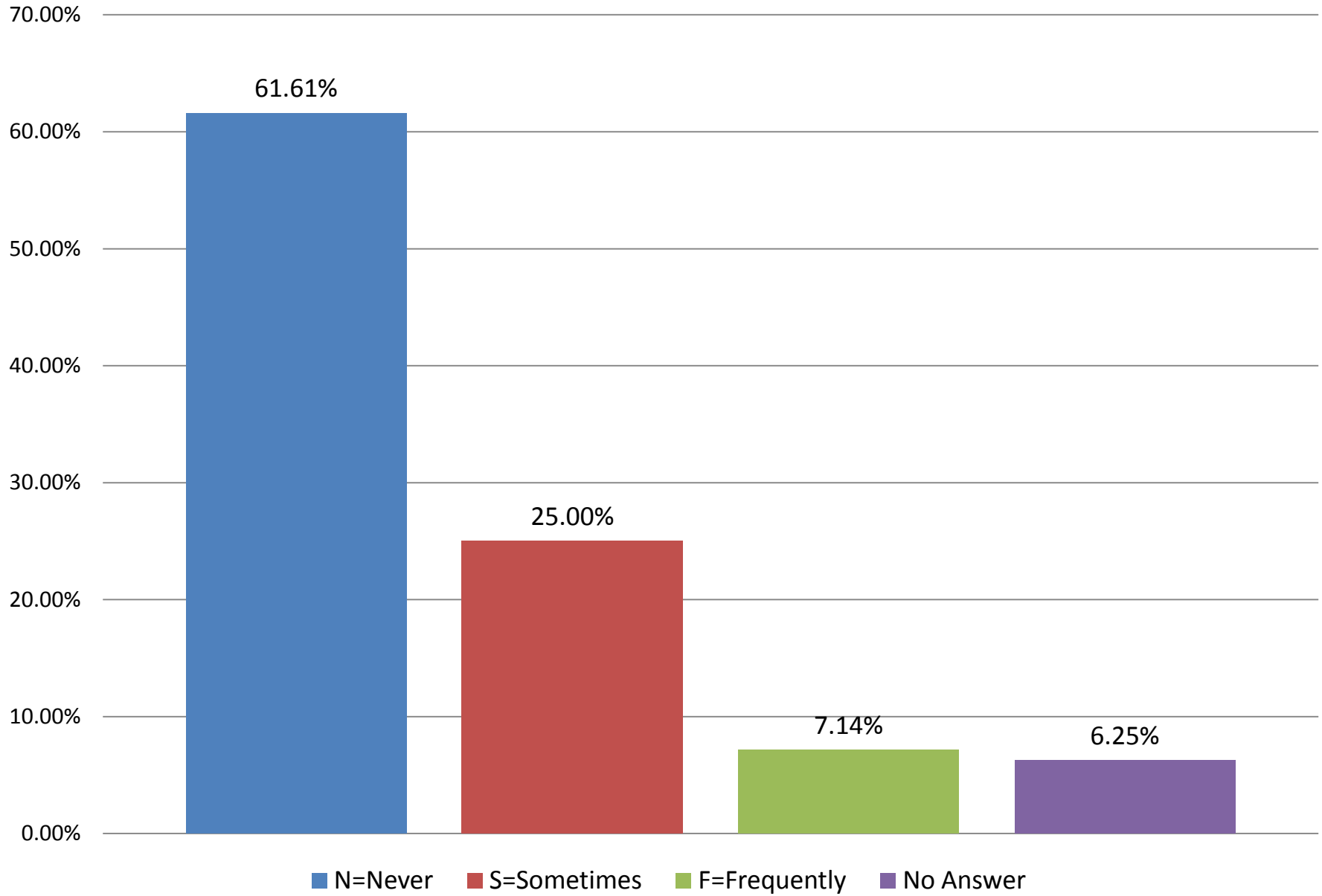
Please rate how often you use Microphone when assessing your students.



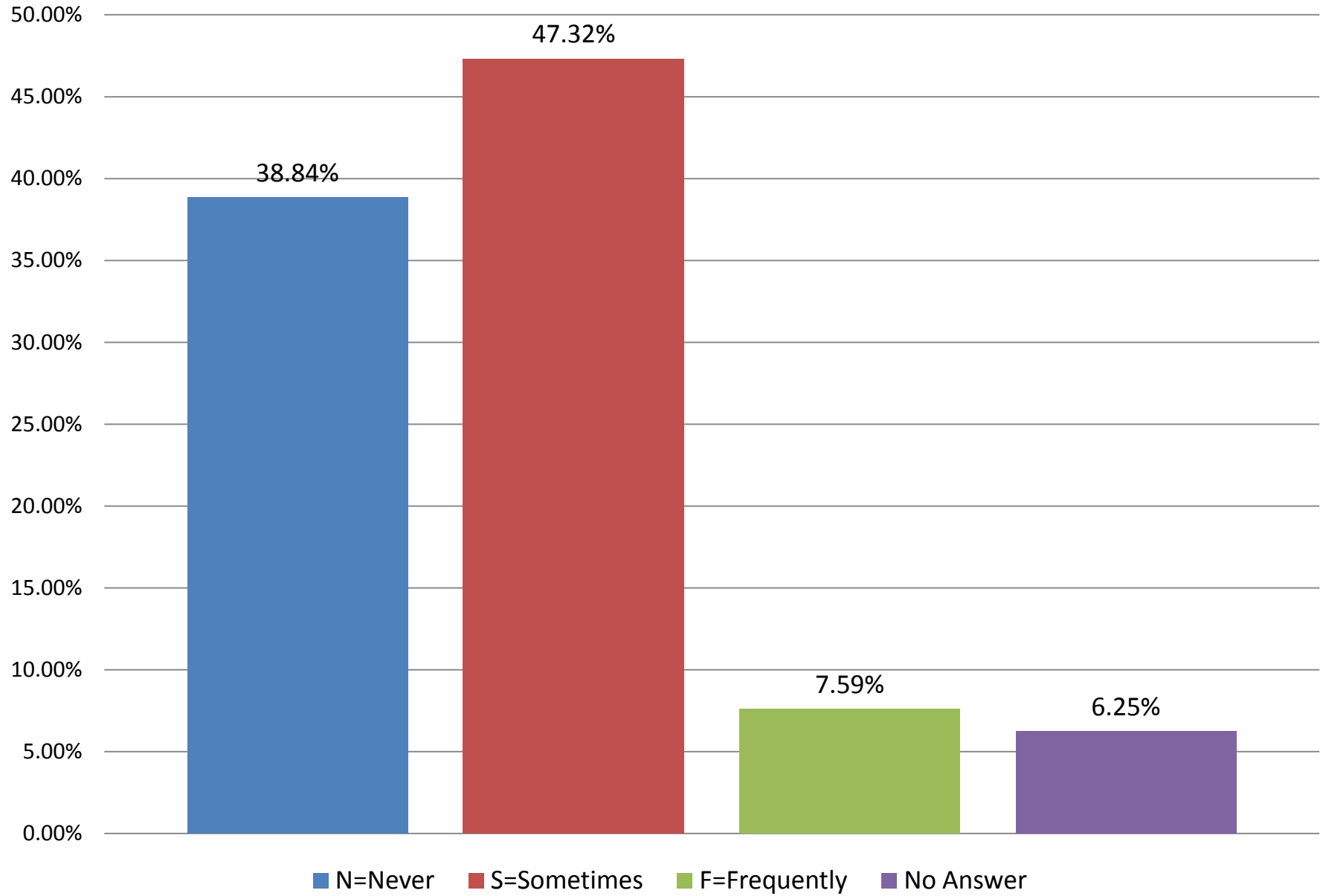
Please rate how often you use Mp3 Recorder when assessing your students.



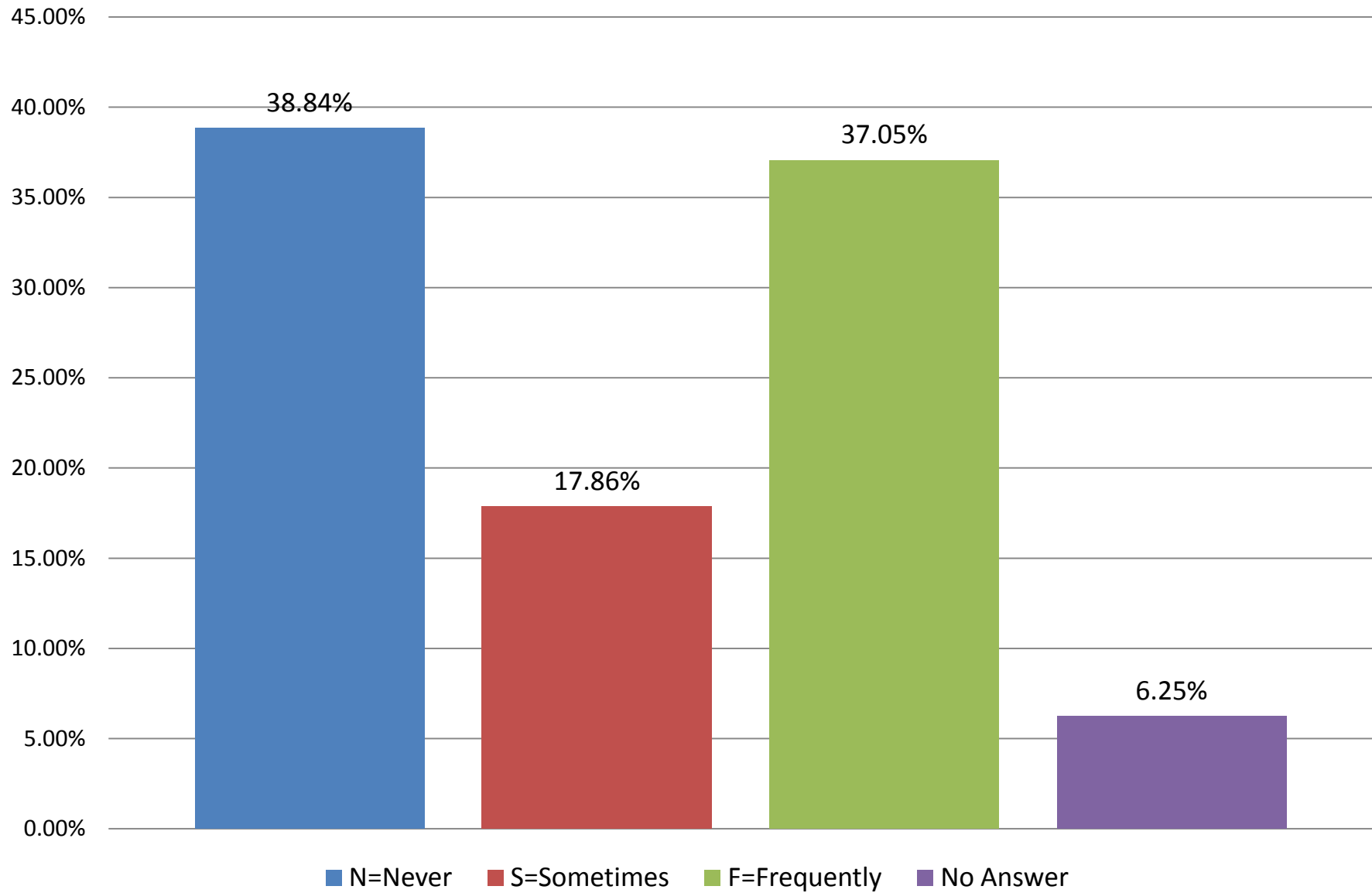
Please rate how often you use Tape recorder when assessing your students.



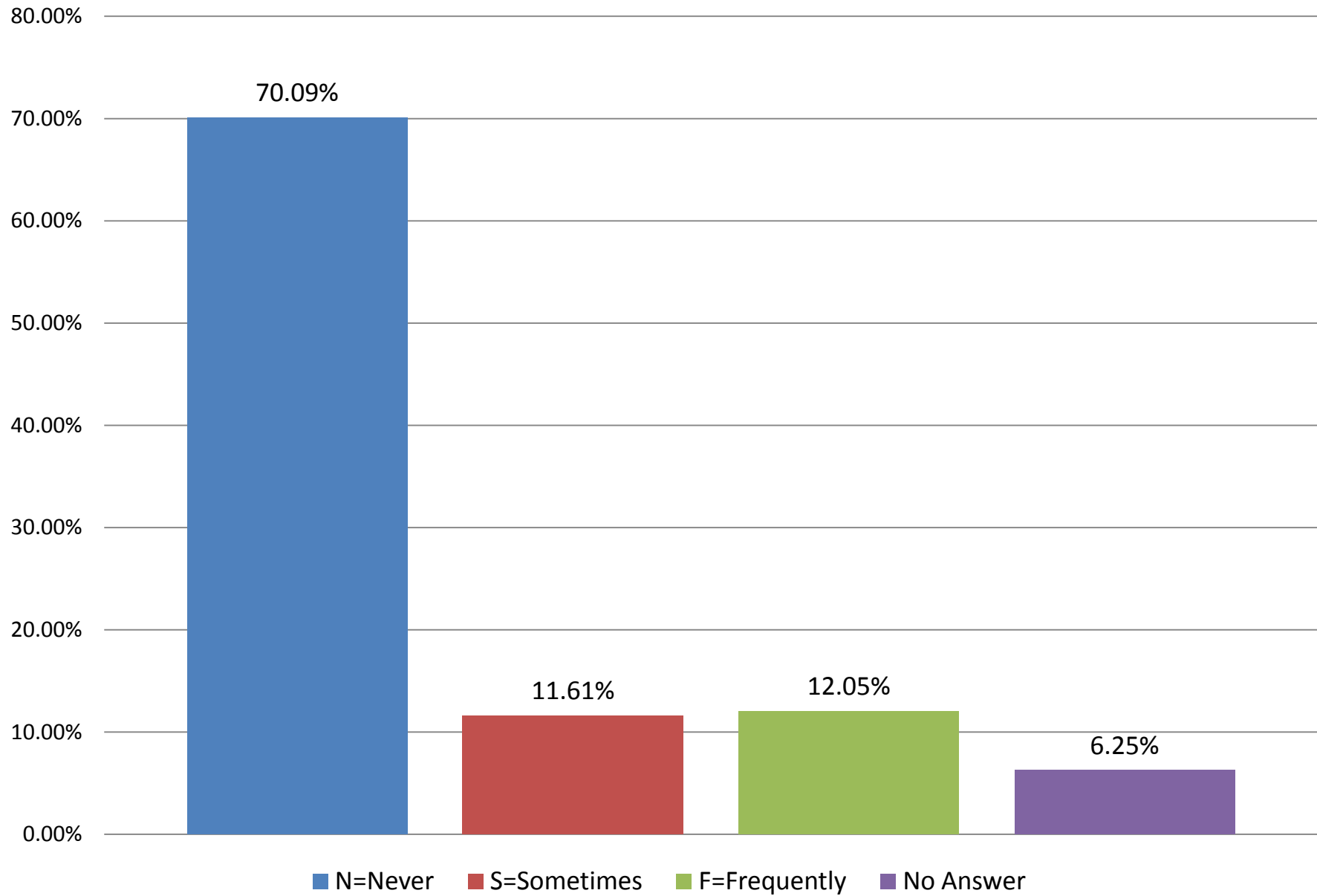
Please rate how often you use Videotape when assessing your students.



Please rate how often you use Computer based grading program when assessing your students.



Please rate how often you use SmartBoard when assessing your students.



Please rate how often you use Software (TapMaster, MusicAce, eMusicTheory.com, Music Theory.net) when assessing your students.

