

Proctoring Instructions to Accompany the Music Measures Booklet

The Manual and the Measures

This Proctor's Manual will guide you through the process of administering the Music Measures Booklet, a collection of measures that gather information about your students' socio-emotional growth over time. Please read through these instructions before administering the measures to your students.

ADDITIONAL NOTE: The Music Measures Booklet is designed as a companion to the School Measures Booklet and includes analogous questions. The Music Booklet gathers information about student perceptions of themselves in relationship to studying music, while the School Booklet gathers information about student perceptions of themselves in an academic setting. **It is best to read the proctoring instructions for the Music Measures Booklet after reading the proctoring instructions for the School Measures Booklet.**

Given that the Music Booklet is similar to the School Booklet, many sections of the proctoring instructions for the music measures reference the school instructions.

When is the best time to administer the measures?

Both the Music Measure Booklet and the School Measure Booklet are best used at the beginning of the school year (fall) and once again at the end of the school year (spring). This allows you to track change over time in your students' perceptions of themselves. Ideally you would repeat the measures for several years to build a profile of growth for students' involved in your music program.

For which students are the measures designed?

The National Study designed and used these measures with 3rd through 5th graders who participated in El Sistema-inspired programs throughout the U.S. They have also successfully been used with 6th graders. For younger students, it is recommended that adaptations be made, primarily to accommodate reading levels.

Who should proctor? What is involved?

An ideal proctor is one who is a trusted figure to the children, who will be able to answer questions and provide support. However, an ideal proctor is also not the students' primary music educator in the program.

In administering the measures the proctor's job is to read the booklet out loud, help children follow the format, paraphrase (when needed) to help students' comprehend, encourage students to answer honestly for themselves, but *not* to suggest how they should answer the questions.

In the elementary years children's reading proficiency varies widely and all children should be able to participate without struggling. Therefore the proctor should read the instructions for each measure, but also each item and response option. Some students may find this tedious (as might the proctor), but it will help students to provide the most accurate responses. For students who finish quickly, there are spaces provided for responding to some open-ended

questions that will enrich your understanding of children’s experience in your music program.

Grouping students

The Music Measures Booklet should be administered **during music program time**, to help emphasize to students that they should answer items with regard to their thoughts and behaviors in the program. Throughout the National Study we found that it worked well to seat students in groups of 5-8 around a table or cluster of desks. This allows proctors to walk around freely and also to monitor closely those tables that may need the most help.

ADMINISTERING THE MEASURES

Once students are grouped and seated, distribute the measure booklets; they are entitled “All About You as a Musician.” It is also useful to distribute pens or pencils.

Page 1: Questions About You

Ask the students to turn to page **1** of the measure booklet. Once you have made certain they have done so, please read the following text:

“Here are some questions about you. You can put your answers in the spaces.”

Then read through each question on the first page. As students make their marks in the booklet, make certain that they are pressing hard with their pencils – if they press too lightly, their marks will not photocopy or scan correctly.

Some students may struggle with their birthday – typically they will know their date of birth, but they might not know the year in which they were born. If this happens, take a moment to work with the student to fill in their birth year by counting their age backwards from the current year.

When you arrive at the second question that reads “*Are you?*” begin by reading the response option “African American/Black” and then move right to “Latino/Hispanic” before going down to “Asian/Pacific Islander.” Continue for the remaining response options. If students select “Other,” ask them to write in how they would describe themselves.

At the bottom of the page, there is an open-ended question. Explain: “*On some of these pages there are some extra questions at the bottom. If you have extra time, you can answer them.*” Read this first example “*Write what you like about doing music.*” and give children a chance to respond. Let them know that they can spell as best they can; we will be reading for their ideas.

Note: One of the reasons we included these items is that some children will want to race ahead, filling out questions on pages before they have heard the instructions. This should be discouraged, as students may not understand what they are answering. If you notice a student doing this, position yourself so that you can make certain they are on the correct page of the booklet. If it continues to be a problem, you can direct the student to the last page of the booklet (page **10**). There they will find a couple of open-ended questions they can answer while their peers complete the page they are on. However, once everyone is

ready to proceed you will need to direct the student's attention back to the correct page of the booklet.

Once all students have had a chance to answer the question about how they describe themselves, ask students to turn to page 2.

Page 2: Being with Other Kids in Your Music Program

Read the following text:

*“Now we’re going to ask some questions about you. When you answer these questions, think about **how you are in this music program** with your teachers and the other kids in your program. So when you answer these questions you should be thinking about your music program.”*

From this point on the measures ask children about their behaviors and opinions in their music program. Many children will have extensive experience taking standardized tests where getting a right answer is stressed.

Please explain: *“In these pages, there are no right or wrong answers. Choose or write answers that are true for you. Your answers may well be different from other students, and no one will answer 1 or 4 to every question. That is fine. People have different opinions and experiences.”*

Pause for a moment, and then read the following directions:

*“Being in a music program means working with other kids.
Circle the number that shows how true each sentence is for you.
There are no right or wrong answers. Just tell us what you do **most of the time** in your music program.”*

The first two questions are practice items designed to help us make certain children understand the format of this measure. The questions may seem simple or silly to students, but that is fine. Model thinking aloud about the item: *“Okay, I am in a music program with other kids’ - how true is that? Looking around the room, what would you say? Is it not true, a little true, a lot true or very true?”* Once you and students have agreed it is *“Very true”* move onto the next practice item.

This second practice item calls for students to think about their own behavior. It is there to help them understand that it is fine to admit a range of behaviors (e.g., arguing with other kids). It is your chance as a proctor to underscore this aspect of the measures: *“Sometimes I argue with other kids about the music and how to play it. Think about this for yourself. Do you ever argue when you are working with other kids on a piece of music? Maybe you think it should be played slow and soft and someone else might think it should be played fast and loud? Think about if you ever have these kinds of arguments. For you, is it not true, a little true, a lot true or very true for you? Choose whatever is right for you.”*

Begin reading the questions in the order that they appear.

After reading each question, read the response options as follows:

“So, is that: 1, not true; 2, a little true; 3 a lot true; or 4, very true. Please circle the number that matches how true the sentence is about you.”

When you reach the last question, ask students to turn to page 3.

Page 3: Organizing Yourself for Orchestra

Read the following:

*“Being in an orchestra means thinking and planning.
Sometimes it’s a lot to do.
Circle the number that shows how true each sentence is for you.
There are no right or wrong answers. Just tell us what you do most of the time in your music program.”*

Read the questions in order, reading the response options after each question:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”

When you reach the last question, ask students to turn to page 4.

Page 4: Thinking about Yourself in Your Music Program

Read the following:

*“Kids think different things about themselves.
Circle the number that shows how true you think each sentence is **for you**.
There are no right or wrong answers. Just tell us how true you think each sentence is.”*

Read the questions in order, reading the response options after each question:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”

When you reach the last sentence, ask students to turn to page 5. Let them have a short (just a minute or so) break. A stretch or something fun and silly is appropriate. Then ask students to sit back down and turn to page 6.

Page 6: Thinking about How You Learn Music

Read the following:

*“These sentences are about the different ways that kids think about learning music.
Circle the number that shows how true you think each sentence is.
There are no right or wrong answers. Just tell us how true you think each sentence is.”*

Let’s start with a couple practice items.”

Read the first practice item. Then read through the response options as follows:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”

Do the same for the second practice item.

Read the remaining questions in order, reading the response options after each. When you reach the last question, ask students to turn to page 7.

Page 7: Being a Part of a Music Program

Read the following aloud:

*“Kids have different experiences in their music programs.
Circle the number that tells how true you think each sentence is.
There are no right or wrong answers. Just tell us how true you think each sentence is for you.”*

Read the first question aloud. After reading it, go through the following response options:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”

Once you reach the last question, ask students to turn to page 8.

Page 8: Thinking about You as a Musician

Read the following aloud:

*“Music programs make kids think about what kind of learners they are.
Circle the number that tells how true you think each sentence is.
There are no right or wrong answers. Just tell us how true you think each sentence is for you.”*

Read the practice question aloud. Then go through the following response options:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”

Read the remaining questions in order, going through the response options after each question. If some students get through the questions quickly, direct them to the open-ended item at the bottom of the page that asks them to write about a time when they figured out how to do something hard in their music program (for example, a particularly difficult piece of music, scale, or technique).

When you have completed the last question, ask students to turn to page 9.

Page 9: How Do You Keep Going in Music?

Read the following:

*“Okay, almost done!
In music programs kids decide how hard to try when things are tough or take a long time.
Different kids make different choices.
Circle the number that tells how true you think each sentence is for you.”*

Read the first item. Then read the following:

“So, is that 1, Not true; 2, A little true; 3, A lot true, or 4, Very true.”
Keep going with all the items.

Closing

When students have finished the last item, please thank them for their time.

You can whip around the room, asking each student to call out a word that describes how they feel having completed the whole session. You can start, suggesting how proud you are of them, or how thoughtful they have been, etc. Often, some sort of celebration or small prize is appreciated.