

# SMART Sightreading

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## Action Research in the High School Instrumental Program

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# Outline

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- SMART Goal
- Creswell's Practical Action Research
- Watkins-Farnum Performance Scale
- 2008-2009 School Year
- Questions
- Successes, Challenges, and Changes
- Data Summary
- Questions

# Webster CSD

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- Suburb of Rochester, NY
- 9,000 students in 11 schools
- 1,500 students in each of 2 high schools
- 400 instrumental students 9-12
- 6 instrumental teachers
- Sightreading data for over 900 students

# SMART Goal

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Strategic and Specific

Measurable

Achievable

Results-oriented

Timebound

# Sightreading

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“Music sight-reading is a critical component of music literacy and a test of comprehension of the musical symbol system.”

# 2008-2009 SMART Goal

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Team SMART Goal	Strategies and Action Steps	Timeline
<p>By the end of each grade level 75% of students will sightread at the following NYSSMA sightreading levels:</p> <p>9<sup>th</sup> grade – level 3 10<sup>th</sup> grade – level 4 11<sup>th</sup> grade – level 5 12<sup>th</sup> grade – level 5</p>	<ol style="list-style-type: none"><li>1. Develop common sightreading assessment process.</li><li>2. Assess instrumental students using common sightreading assessment/rubric to determine a baseline sightreading level.</li><li>3. Analyze/discuss student results.</li><li>4. Remediate weak areas as needed during lessons and band/orchestra rehearsals (i.e. – pitch, rhythm)</li><li>5. Assess all instrumental students in the middle of the 4<sup>th</sup> quarter.</li></ol>	<ol style="list-style-type: none"><li>1. October</li><li>2. Beginning of 2<sup>nd</sup> quarter (November)</li><li>3. December</li><li>4. Jan-Apr</li><li>5. Middle of 4<sup>th</sup> quarter (May)</li></ol>

# Action Research Design

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“Action research designs are systematic procedures done by teachers to gather information about, *and subsequently improve* their teaching and their student learning.”

# Action Research and SMART Goals

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## Action Research

1. Choose Design
2. Identify a Problem
3. Locate Resources
4. Identify Necessary Data
5. Implement Data Collection
6. Analyze the Data
7. Develop a Plan for Action
8. Implement Plan and Reflect

## SMART Goal

1. Practical Action Research
2. Sightreading
3. Watkins-Farnum
4. Form A / Form B
5. November 2008
6. December 2008
7. January 2009
8. January-May 2009



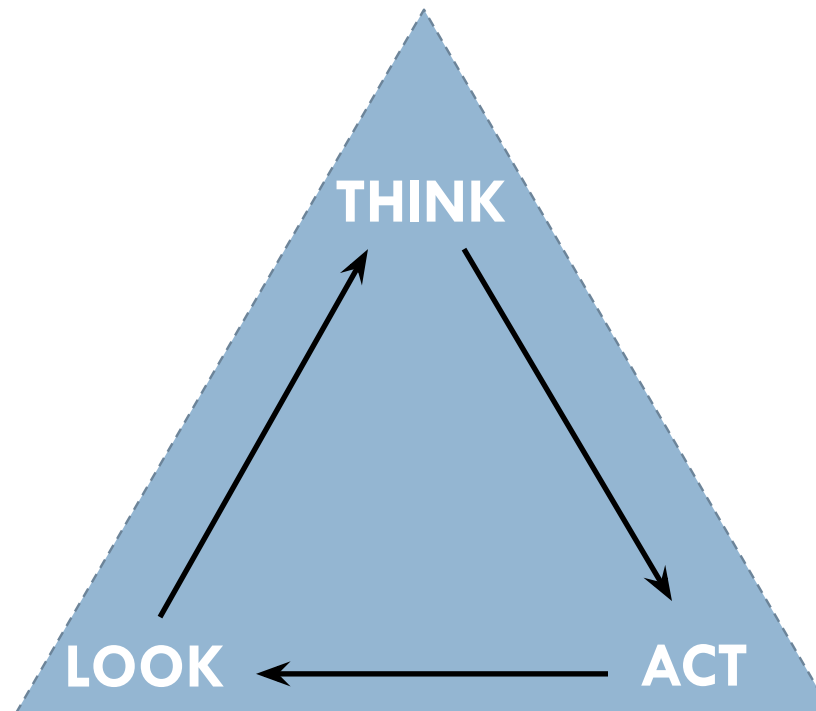
# Dynamic Process

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“Action researchers engage in a dynamic process involving iterations of activities... the key idea is that the researcher ‘spirals’ back and forth between reflection about a problem, data collection, and action.”

# Look – Think – Act

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# Watkins-Farnum Performance Scale

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- 14 exercises
- 2 equivalent forms ( $r = 0.95$ )
- Unit of scoring – musical measurement

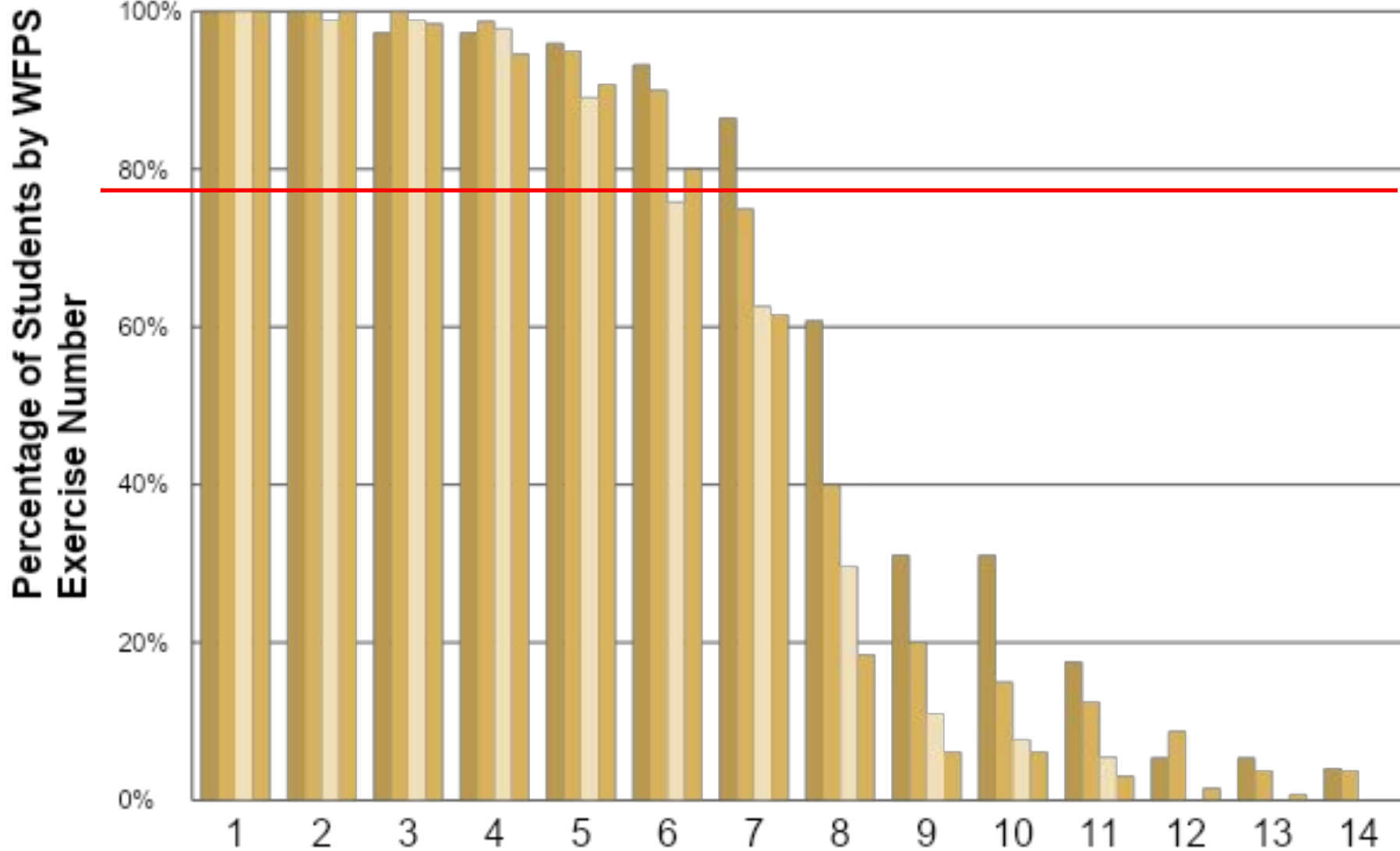
Errors include:

- Pitch
- Rhythm
- Rests
- Holds or Pauses
- Tempo
- Pulse
- Expression
- Slurs
- Repeats

Ex.	Possible Score	Number of Errors	Score
1	13	5	8
2	10	0	10
3	10	0	10
4	10	0	10
5	10	12	0

Total Score 38

# Fall 2008 WFPS Form A



# 2008-09 WFPS Last Completed Exercise

13

## Number of students by last completed exercise

Exercise #	3	4	5	6	7	8	9	10	11	12	13	14	End
# Failed	1	4	6	16	32	52	<b>132</b>	67	7	19	19	4	8

## Percentage of students who failed Exercises 8 and 9

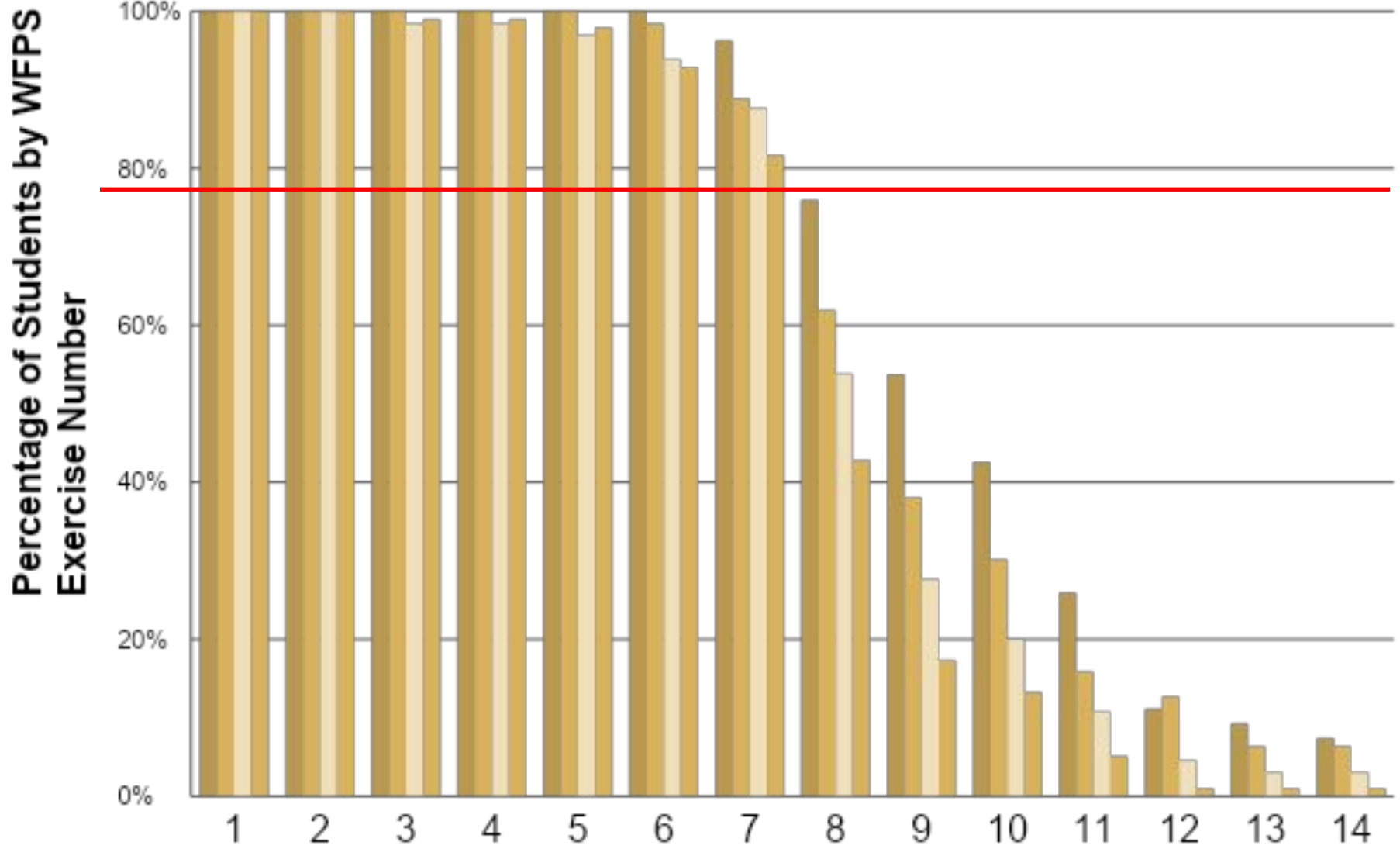
Exercise #8 (6/8 time signature)	Exercise #9 (cut-time)
<b>50%</b>	<b>55%</b>

# Look, THINK, Act

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- Rhythm readiness movement activities
- Counting with numbers
- Chanting with Music Learning Theory syllables
- Rhythm patterns
- Rhythmic improvisation
- Increasing sightreading
  - SmartMusic
  - “Rhythm Master” method book
- Choosing repertoire in 6/8 and cut-time
- Rhythmic dictation

# Spring 2009 WFPS Form B



# 2008-09 WFPS Last Completed Exercise

16

Number of students by last completed exercise

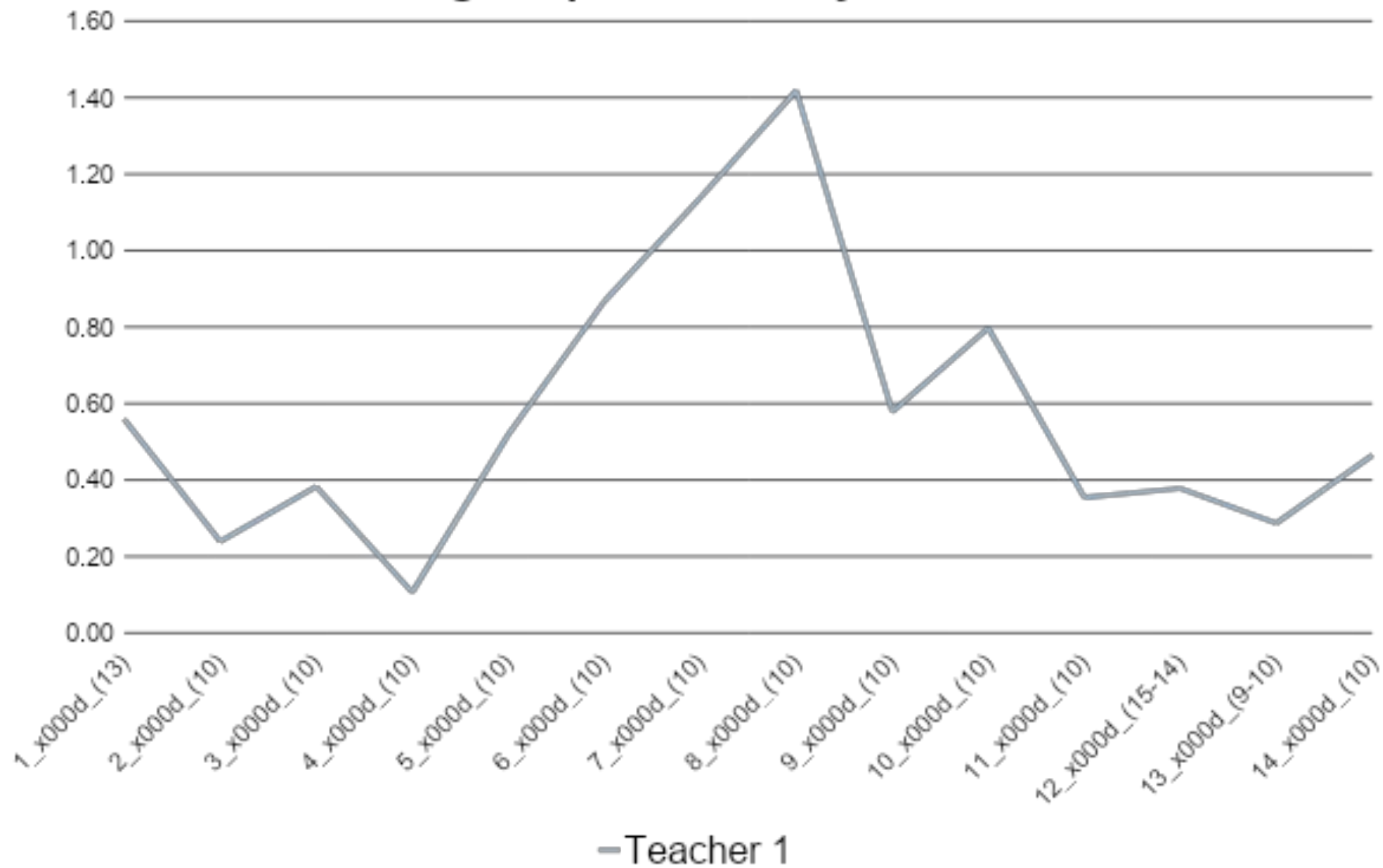
Exercise #	3	4	5	6	7	8	9	10	11	12	13	14	End
# Failed	1	4	6	16	32	52	<b>132</b>	67	7	19	19	4	8
Spring 2009	0	2	0	5	10	32	<b>98</b>	74	21	35	20	6	12

Percentage of students who failed Exercises 8 and 9

Exercise #8 (6/8 time signature)	Exercise #9 (cut-time)
50%	55%
<b>46%</b>	<b>52%</b>



## Form A – Form B Average Improvement by Teacher



# Updated SMART Goal

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## 2009-2010

Strategies and Action Steps	Timeline
1. Assess the 9 <sup>th</sup> grade instrumental students using common sight-reading assessment/rubric to determine a baseline sight-reading level (10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> grade instrumental students baseline levels will be taken from their 2008-2009 post-assessment).	1. October
2. Analyze/discuss student results.	2. December
3. Remediate weak areas as needed during lessons and band/orchestra rehearsals (i.e. – pitch, rhythm)	3. Jan-Apr
4. Assess all instrumental students to attain student growth results	4. April

# NYSSMA Level to Individual Improvement

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## 2008-2009

### SMART Goal

By the end of each grade level 75% of students will sightread at the following NYSSMA sightreading levels:

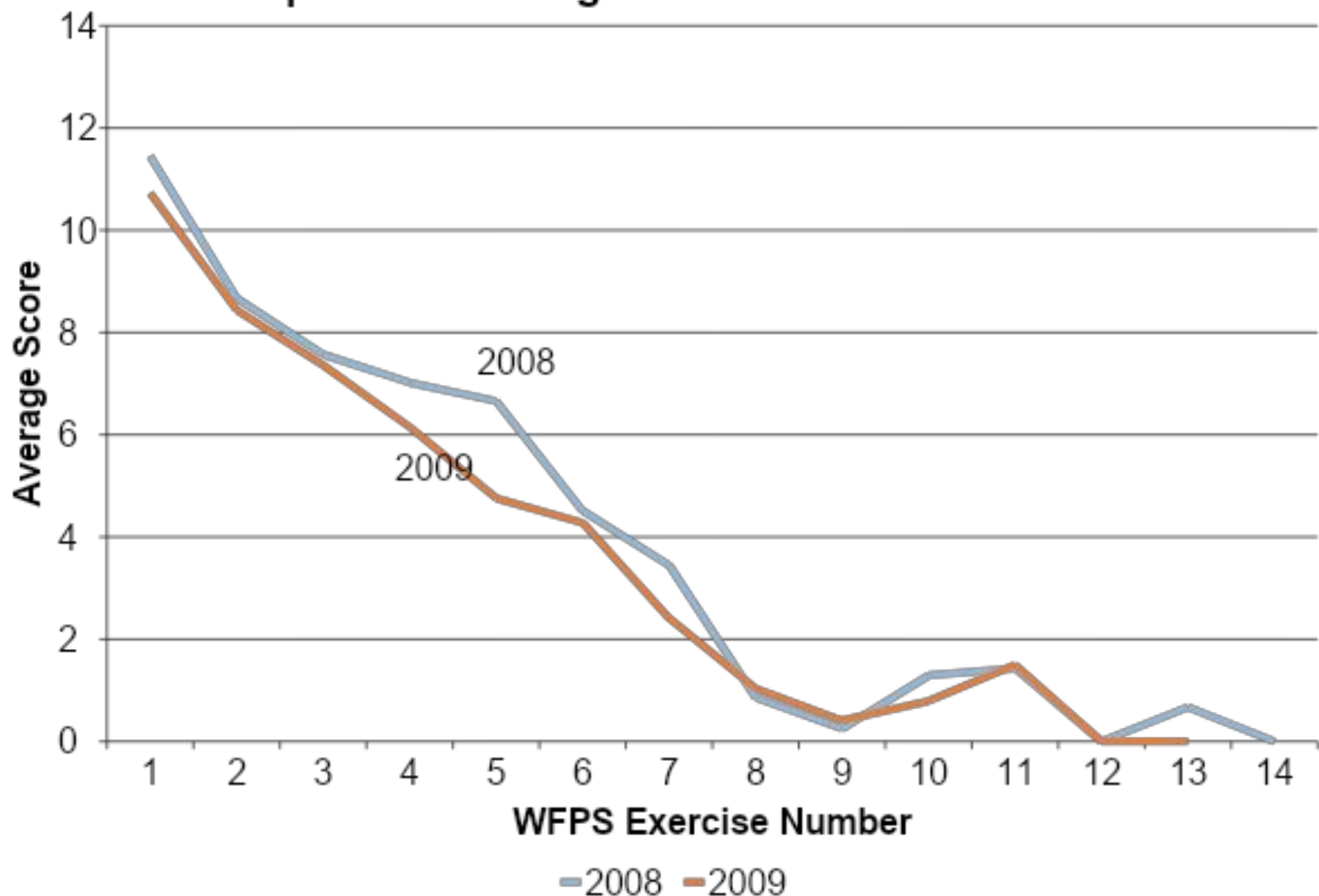
9<sup>th</sup> grade – level 3  
10<sup>th</sup> grade – level 4  
11<sup>th</sup> grade – level 5  
12<sup>th</sup> grade – level 5

## 2009-2010

### SMART Goal

Based on the results from the 2008-2009 school year Watkins-Farnum Performance Scale Assessment results, 70% of students will increase their individual scores from pre-assessment to post-assessment by 5%.

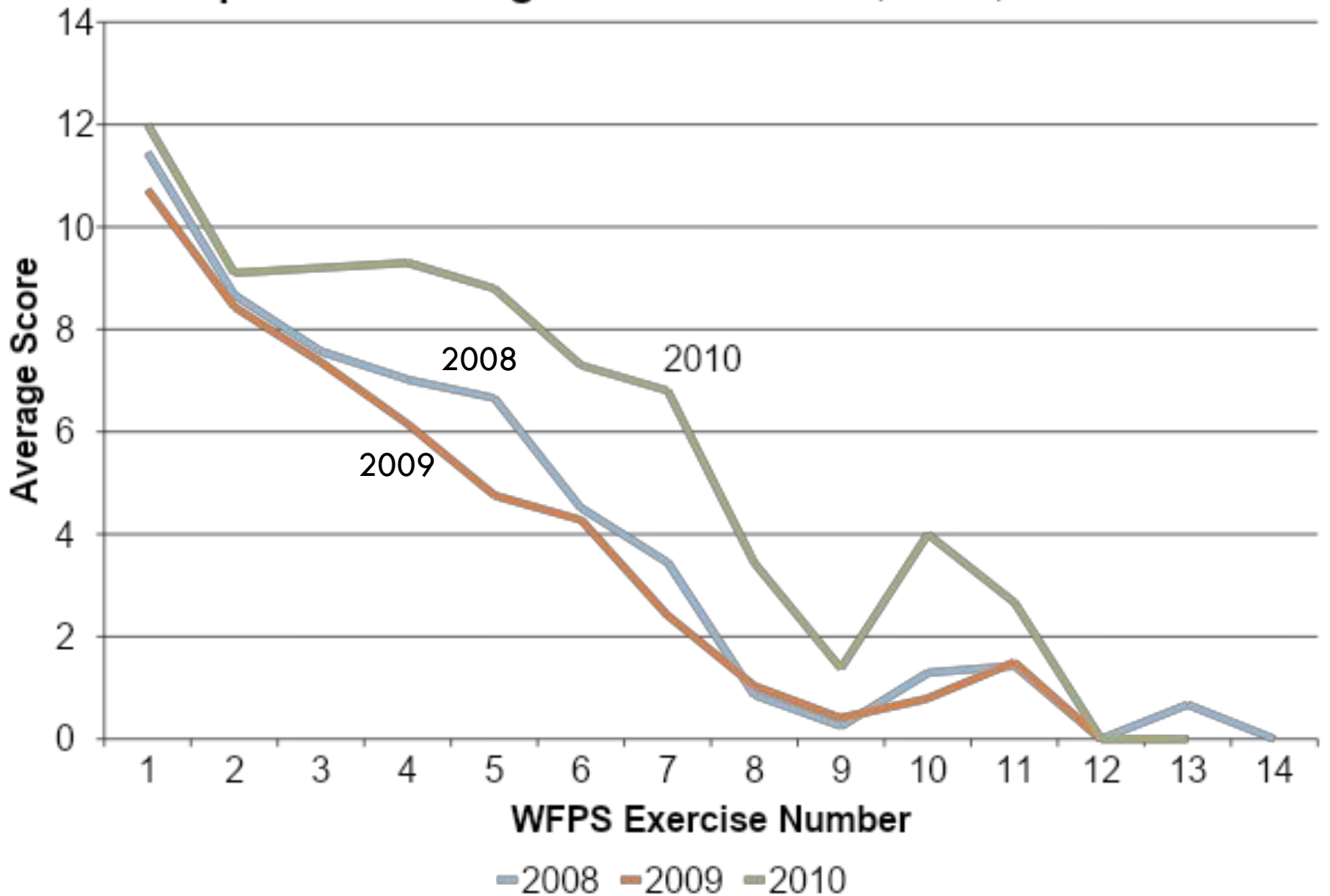
# Comparison of 9th graders from 2008 and 2009



Year	Test	# of Students	Who Tested
Fall 2008	Form A	404	9-12
Spring 2009	Form B	348	9-12
Fall 2009	Form B	146	9 (and missing 10-12)
Spring 2010	Form A	397	9-12
Fall 2010	Form A	155	9 (and missing 10-12)
Spring 2011	Form B	422	9-12

Year	Percentage of students at 5% or greater	Average percent improvement	Number of students	Percentage of total population
2008-09	72%	28%	280	72%
2009-10	55%	13%	308	75%
2010-11	51%	11%	348	78%

# Comparison of 9th graders from 2008, 2009, and 2010



# 2011-2012 Changes

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- All data now entered in Infinite Campus
  - Teachers can see former grades
  - Soon have ability to run reports using Ad Hoc reporting
- Recent inter-rater reliability training and practice
- Inclusion of all 7<sup>th</sup> and 8<sup>th</sup> grade students
- Teachers are excited about affecting change



# THANK YOU!

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