**ScMu 328**

**February 22, 2011**

**Problematic Phrases for Specific Behavioral Objectives**

Note: In each example listed below (a) is an ineffectively written objective and (b) is an objective that can be measured and assessed.

1) Phrases like “the students will learn to…” are problematic because they

are difficult to assess. How do you measure “learn to.” Instead state the specific music skill they will do.

Example:

**Not Measurable:**

The students will **learn to** keep a steady beat

**Measurable:**

The students will **demonstrate** steady beat by doing a dance routine and keeping their feet stepping to the beat %75 percent of the time as assessed by teacher observation

2) Phrases like “the students will know how to…” are problematic because it is difficult to measure. Again, it is better to state in terms of a specific music skill that can be evaluated. The point: How do you know what they know?

Example:

**Not measurable**

The students will **know how to** keep a steady beat

**Measurable**

The students will **keep a steady beat by marching** and listening to “The Stars and Stripes Forever” while teacher plays the beat on a drum as assessed by teacher observation.

3) Phrases like “the students will become more creative” are problematic because it is difficult to assess. It’s better to state the objective in specific terms that can be evaluated.

Example:

**Not Measurable**

The student will **be more creative** in improvising an accompaniment to “Row, Row, Row Your Boat”

**Measurable**

The student will **improvise an accompaniment to** Row, Row, Row Your Boat” using the bars C, G, and C, keeping a steady beat while the rest of the class sings the song and assessed by teacher observation.

4) Phrases like “the students will understand” are problematic because you can’t assess how or whether they “understand.” A specific music skill needs to be the measurable part of the objective.

Example:

**Not Measurable**

The student **will understand** the relationship between quarter notes and half notes.

**Measurable**

The student **will play a drum and keep a steady beat while reading a rhythm containing quarter half notes** with 100% accuracy as assessed by the teacher.

5) Phrases like “the students will create something…” are problematic because it’s difficult to assess. You need to be specific about what they are to create

Example

**Not Measurable**

The student **will create something** to show steady beat

**Measurable**

The student will **use popsicle sticks to create examples of 4-beat measures of ta’s and ti ti’s** and then play their measures on rhythm sticks with 90% accuracy as assessed by teacher.

6) Phrase like “the student will add appropriate moves…” are problematic because it’s not easy to assess if you haven’t stated the parameters for how they are to move

Example:

**Not Measurable**

The students **will add appropriate moves** to keep a steady beat to “Waltz of the Flowers” from the Nutcracker by Tchaikovsky

**Measurable**

The students **will work in groups (as assigned by teacher) to create a heavy-light-light movement patter**n using body percussion while listening to “Waltz of the Flowers” by Tchaikovsky with 75% as assessed by teacher observation.

7) Phrases like “the student will find the beat…” are problematic. If they are to find the beat, state specifically how they are to do it.

Example:

**Not Measurable**

The students **will find the beat** while listening to “When Johnny Comes Marching Home”

**Measurable**

The students **will model Teacher in tapping toes to a steady beat** while listening to “When Johnny Comes Marching Home” as assessed by teacher observation.

8) Phrases like “the student will play part of the melody of a song” are problematic

What part of the melody? What is the expectation? How are they to play it?

Example:

**Not measurable**

The students will **play part of the melody** of “Are You Sleeping”

**Measurable**

The students **will be able to play the first phrase of the melody of “Are You Sleeping” on a xylophone with only the C, D, and E** bars present with 100% accuracy.

**General Comments**

•Don’t forget to include how you will assess their progress in your behavioral objective

•When saying students will do things in a group… specify how the group is to be formed (This is a general comment for your benefit. When you have one class right after another you might not remember how you planned to split the groups.)

•Rather than saying “with the teacher” use the phrase the student will model the teacher…

•When planning creative activity be sure to set parameters. Start small. Remember, you wouldn’t ask a 1st  grader to write a novel. Start with small music ideas… work up to whole songs

•If your plan is for the class to keep a steady beat - state the process, be specific: “demonstrate keeping a steady beat by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_while\_\_\_\_\_\_\_\_\_\_\_\_\_.

•Splitting classes into groups requires some thought. This is an area where you will/might want to consult classroom teacher. There are a variety of ways… Don’t do it the same way all the time.

•When working on rhythmic independence (2 different groups playing a diff. Rhythm) be specific in your objective. Example: Group 2 will tap an eighth note rhythm. Group 2 will tap a quarter note rhythm.