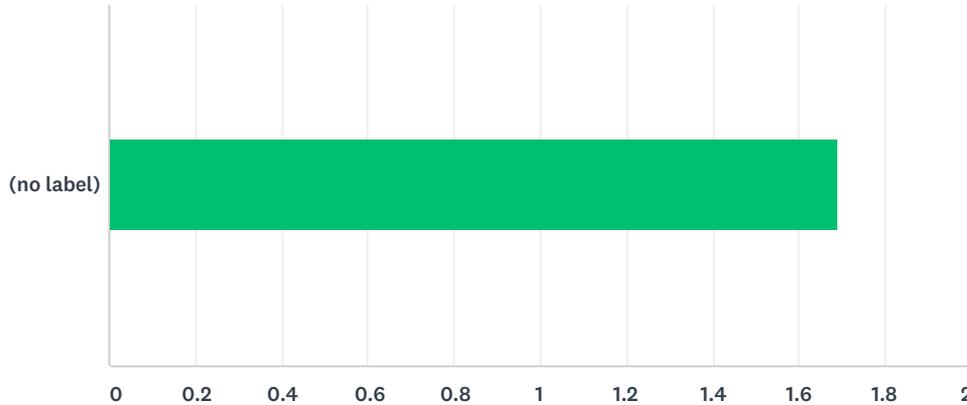


Q1 The standards in this strand are developmentally appropriate.

Answered: 13 Skipped: 0

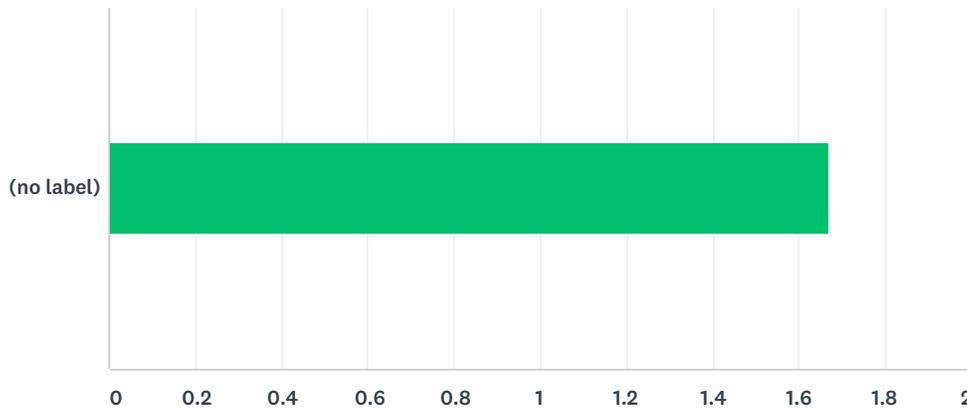


| | 1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL. | 2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES. | 3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW. | 4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS. | TOTAL | WEIGHTED AVERAGE |
|------------|---|---|--|---|-------|------------------|
| (no label) | 69.23% 9 | 7.69% 1 | 7.69% 1 | 15.38% 2 | 13 | 1.69 |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|--|--------------------|
| 1 | Grade levels are not indicated but would not be relevant due to differences in grade levels that vary from district to district. | 1/31/2019 7:22 PM |
| 2 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 3 | The word 'select' needs to be removed. No students select music that is performed by ensembles. 4.A should be removed - the instructor would be the only person who would need to be assessed on 'select'ion of repertoire. | 1/3/2019 8:32 AM |
| 4 | #4- Why are we putting so much stress on students selecting music? This is the directors job. It would fall in the student's job when they are selecting solos and small ensembles....but still with direction from the instructor/teacher/director. #5- The wording of this standard makes it seem as if the students are taking turns directing/running rehearsal? Does not make sense at all. #6- Very little, if any, of the MSHSAA large ensemble qualifiers are not stated in the ONLY standard that is actually directed at performing music!!!!!!!!!!!! Tone? Rhythm? Pitch? Balance? Blend? Key signatures? | 12/18/2018 7:56 AM |

Q2 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 12 Skipped: 1

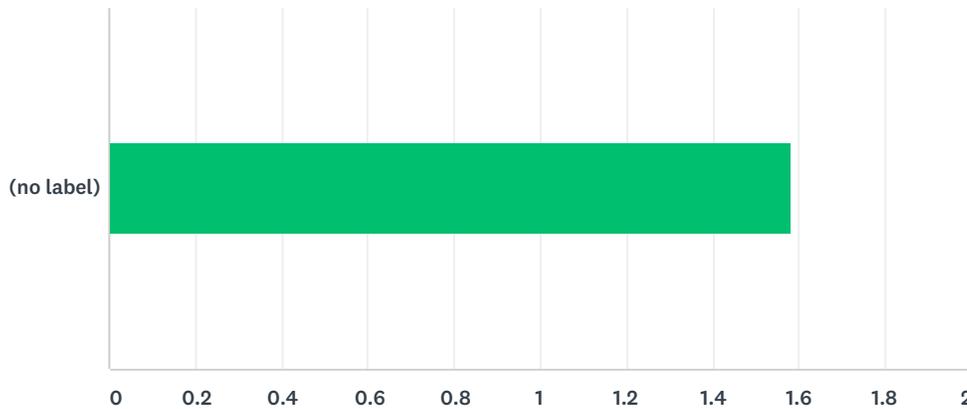


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|------------|---|---|--|---|-------|------------------|
| (no label) | 66.67% 8 | 16.67% 2 | 0.00% 0 | 16.67% 2 | 12 | 1.67 |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|--|--------------------|
| 1 | The standards are organized by the artistic process. It would be helpful to have more clarifying information. | 1/31/2019 7:22 PM |
| 2 | MU: Pr5a.E: These are somewhat vague from Proficient to Advanced levels. | 1/31/2019 4:28 PM |
| 3 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 4 | #4 and #5 ----these are college level, music major type standards....they do not belong in the average middle school or high school ensemble setting.... | 12/18/2018 7:56 AM |

Q3 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 12 Skipped: 1

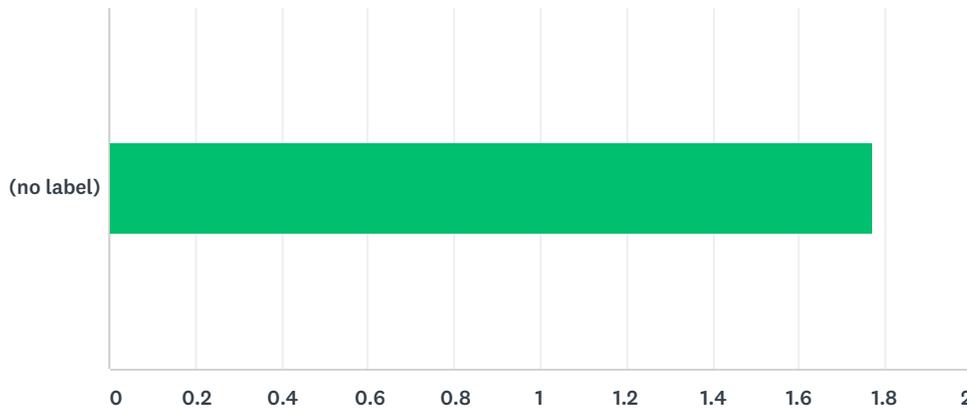


| | 1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL. | 2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES. | 3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW. | 4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS. | TOTAL | WEIGHTED AVERAGE |
|------------|---|---|--|---|-------|------------------|
| (no label) | 75.00% 9 | 8.33% 1 | 0.00% 0 | 16.67% 2 | 12 | 1.58 |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|--|--------------------|
| 1 | Standards do articulate the expectations from a process rather than a content perspective. The rigor is much higher than previous existing standards because these standards describe how students are to engage with the content. | 1/31/2019 7:22 PM |
| 2 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 3 | Wrong aim... Middle school students should be firmly focused on the fundamentals which are not even mentioned in these standards: TONE!!! Rhythm (time signatures) Pitch (key signatures) Scales (major, minor, chromatic) Articulation/Expression/Dynamics Ensemble balance/blend | 12/18/2018 7:56 AM |

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 13 Skipped: 0

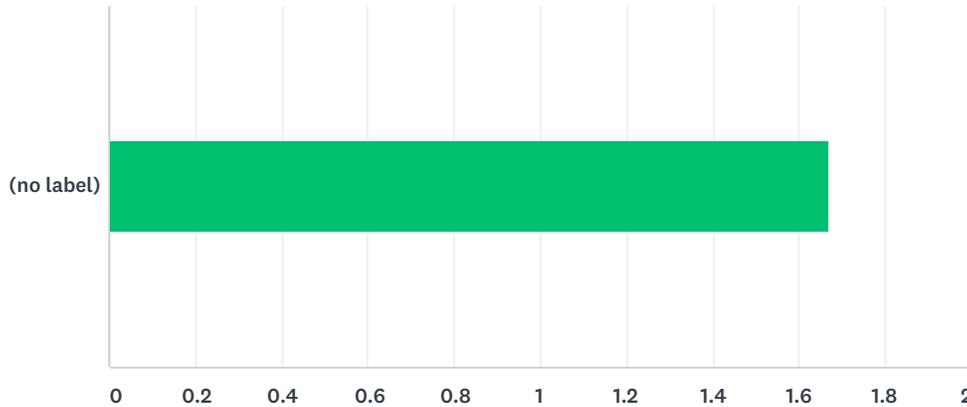


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|------------|---|---|--|---|-------|------------------|
| (no label) | 69.23% | 7.69% | 0.00% | 23.08% | 13 | 1.77 |
| | 9 | 1 | 0 | 3 | | |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|---|--------------------|
| 1 | Standards can be assessed. There are many resources available. | 1/31/2019 7:22 PM |
| 2 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 3 | The word 'Select' in Standard 4.A is inappropriate for assessment of the student. This is something is the charge of the ensemble director. It should be assessed, but the educator should be assessed on this, not the students. At the Jr High And High School level there are rarely opportunities to have students program a concert in reality or as an assessed assignment. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent doing pencil/paper project work. | 1/3/2019 8:32 AM |
| 4 | #4- Students selecting works? with a 90 piece beginning band...each student selects a work? #5- Students running rehearsal? with a 200 piece marching band...each student runs rehearsal for a bit? #6- This is only standard related to performing music....they can actually be assessed in the classroom, because that is what should be happening in the classroom....that is harder on a state assessment, but MSHSAA has large ensemble festivals to cover this. | 12/18/2018 7:56 AM |

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 12 Skipped: 1

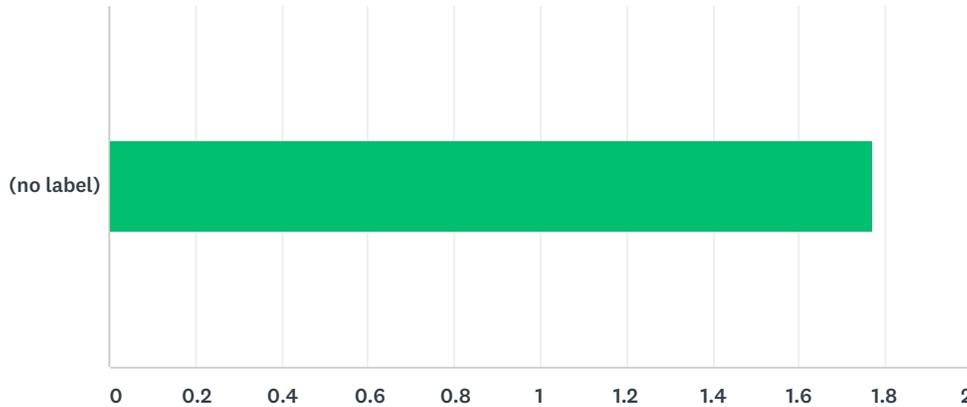


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|------------|---|---|--|---|-------|------------------|
| (no label) | 66.67% 8 | 16.67% 2 | 0.00% 0 | 16.67% 2 | 12 | 1.67 |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|---|--------------------|
| 1 | Many educators are not familiar with the organization of these standards. They are explainable to parents; however more clarity and visual diagrams should be included to make this understandable to all stakeholders. | 1/31/2019 7:22 PM |
| 2 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 3 | The word 'Select' in Standard 4.A is inappropriate for assessment of the student. This is something is the charge of the ensemble director. It should be assessed, but the educator should be assessed on this, not the students. At the Jr High And High School level there are rarely opportunities to have students program a concert in reality or as an assessed assignment. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent doing pencil/paper project work. | 1/3/2019 8:32 AM |
| 4 | I do fully understand the scope and sequence for these 3 standards. | 12/18/2018 7:56 AM |

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 13 Skipped: 0

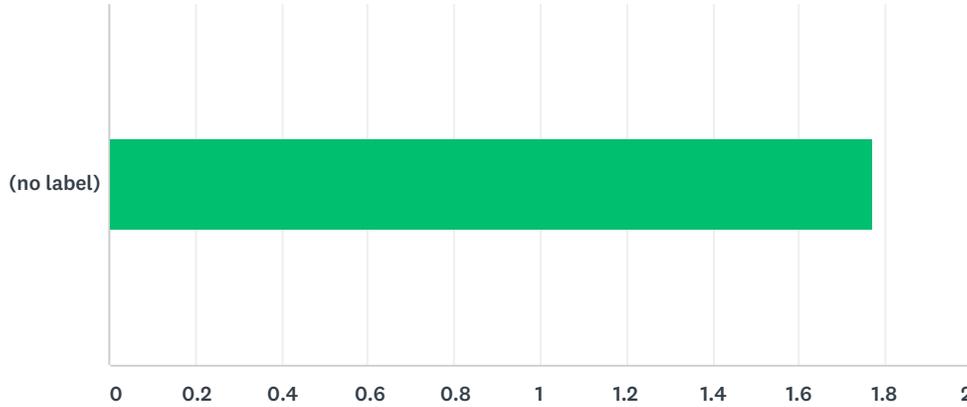


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|------------|---|---|--|---|-------|------------------|
| (no label) | 69.23% | 7.69% | 0.00% | 23.08% | 13 | 1.77 |
| | 9 | 1 | 0 | 3 | | |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|---|--------------------|
| 1 | This standards provide for skills that are applicable to a wide array of music making. It emphasize that the student is the one who must do the thinking. | 1/31/2019 7:22 PM |
| 2 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 3 | The word 'Select' in Standard 4.A is inappropriate for assessment of the student. This is something is the charge of the ensemble director. It should be assessed, but the educator should be assessed on this, not the students. At the Jr High And High School level there are rarely opportunities to have students program a concert in reality or as an assessed assignment. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent doing pencil/paper project work. | 1/3/2019 8:32 AM |
| 4 | For college and career readiness...auditions of any type...students need to play and memorize scales of multiple types. The word "scale" is not even used in these standards. | 12/18/2018 7:56 AM |

Q7 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 13 Skipped: 0



| | 1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL. | 2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES. | 3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW. | 4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS. | TOTAL | WEIGHTED AVERAGE |
|------------|---|---|--|---|-------|------------------|
| (no label) | 69.23% 9 | 7.69% 1 | 0.00% 0 | 23.08% 3 | 13 | 1.77 |

| # | SUGGESTED REVISIONS FOR STANDARDS: | DATE |
|---|---|-------------------|
| 1 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 2 | The word 'Select' in Standard 4.A is inappropriate for assessment of the student. This is something is the charge of the ensemble director. It should be assessed, but the educator should be assessed on this, not the students. At the Jr High And High School level there are rarely opportunities to have students program a concert in reality or as an assessed assignment. The demands of the performing ensemble to provide opportunities for musical growth, the performances for school culture and public review, and the class sizes of these groups are such that time in the classroom rarely can be spent doing pencil/paper project work. | 1/3/2019 8:32 AM |

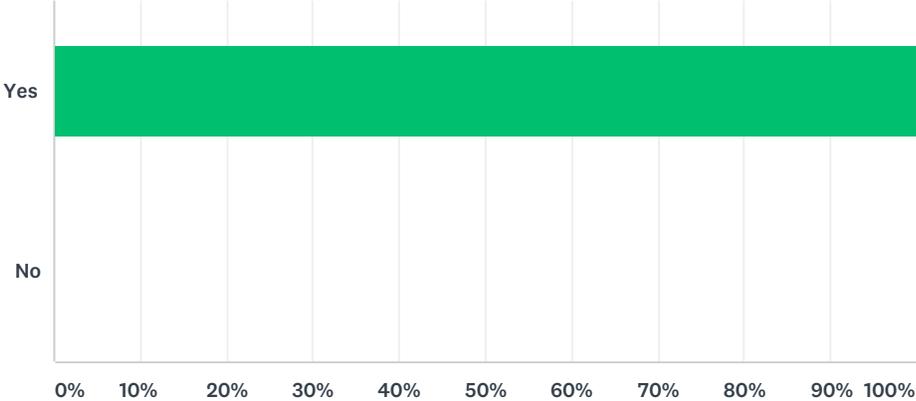
Q8 Overall comments regarding the proposed standards for Music Ensembles (Perform)

Answered: 7 Skipped: 6

| # | RESPONSES | DATE |
|---|--|--------------------|
| 1 | Including enduring understandings and essential questions and a clear conceptual framework would make these standards more usable and understandable. | 1/31/2019 7:22 PM |
| 2 | *These standards are great! I am glad to see the multiple areas for the different ways music is taught in schools. I like the way these standards push educators to think beyond what they have always taught and expand the artistic processes they teach to our kids. | 1/31/2019 4:32 PM |
| 3 | Mostly clear and appropriate. I am not sure I would explicitly define Novice and Intermediate as 5-8 and Proficient-Advanced as HS. I am concerned that rural or at-risk HS bands may think that Novice or Intermediate categories define them because of size or limited abilities, but the coding suggests those are 5-8th grades. From a rural school perspective, having separate novice and intermediate categories for HS might be less of a blow than labeling lower achievement levels for ensembles as Middle School when a HS band could be starting at the novice level. | 1/31/2019 4:28 PM |
| 4 | These standards are good but should be shifted to the right. Novice ensembles are learning to play their instruments: that should be their focus. | 1/8/2019 10:08 AM |
| 5 | The vast majority of these standards for 'Perform' are acceptable. But it is confusing to administrators, parents and many younger educators to include words like "Select" as it pertains to repertoire. If it is a state standard, it will be the charge of some administrators to demand that the expectation be covered. This expectation is unrealistic and not the purpose of a performing ensemble. While I agree that for music educators and professional and collegiate performers being able to select music that is appropriate is a very important thing. It should not and could not be taught or assessed in the performing ensemble structure. | 1/3/2019 8:32 AM |
| 6 | These have completely missed the mark. Very little related to actually performing and learning musical content. The concepts of "singing" or "playing an instrument" are not even mentioned. | 12/18/2018 7:56 AM |
| 7 | The standards are clear and easy to understand. I like format of the National Core Arts Standards, but they are too broad. The MO are easuer to follow and build on from year to year. | 12/7/2018 5:36 PM |

Q9 Do you work or reside in Missouri?

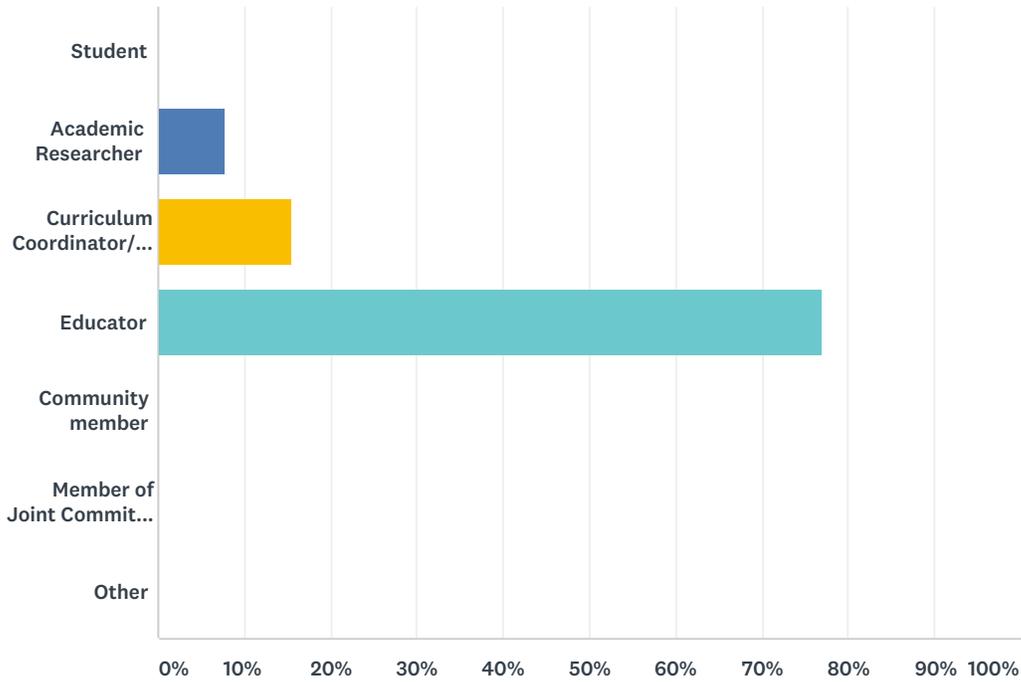
Answered: 13 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 100.00% | 13 |
| No | 0.00% | 0 |
| TOTAL | | 13 |

Q10 How might you define your relationship to Missouri schools?

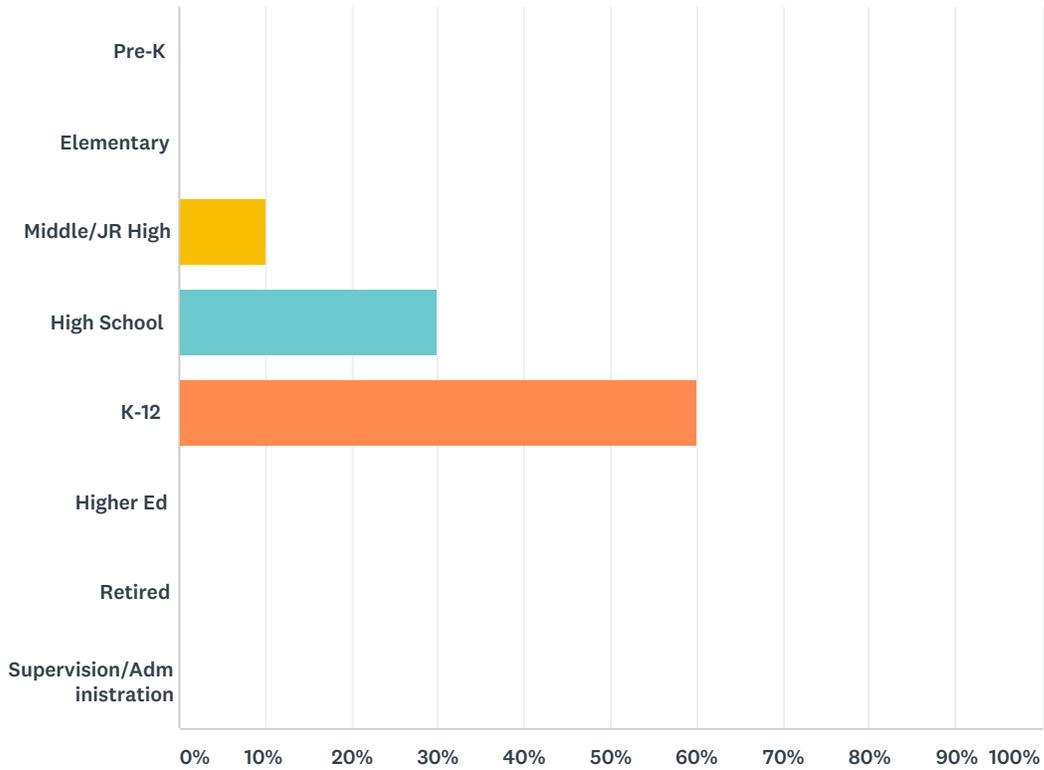
Answered: 13 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|--|-----------|-----------|
| Student | 0.00% | 0 |
| Academic Researcher | 7.69% | 1 |
| Curriculum Coordinator/Specialist | 15.38% | 2 |
| Educator | 76.92% | 10 |
| Community member | 0.00% | 0 |
| Member of Joint Committee on Education | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 13 |

Q11 At what level of education are you associated?

Answered: 10 Skipped: 3

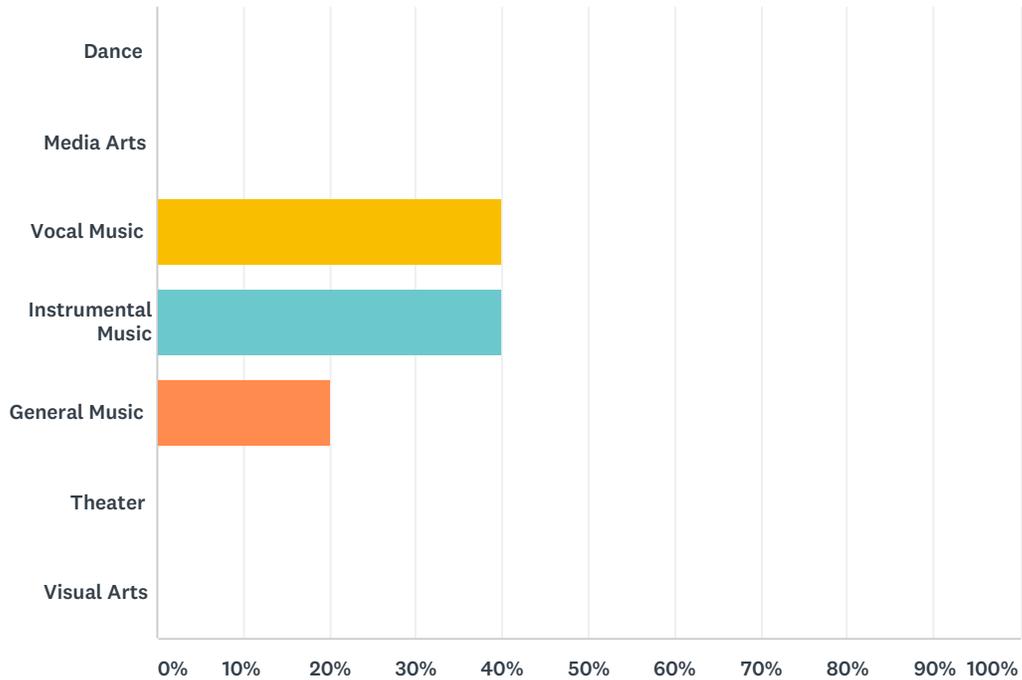


| ANSWER CHOICES | RESPONSES |
|----------------------------|-----------|
| Pre-K | 0.00% 0 |
| Elementary | 0.00% 0 |
| Middle/JR High | 10.00% 1 |
| High School | 30.00% 3 |
| K-12 | 60.00% 6 |
| Higher Ed | 0.00% 0 |
| Retired | 0.00% 0 |
| Supervision/Administration | 0.00% 0 |
| TOTAL | 10 |

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|-------------------------|------|
| | There are no responses. | |

Q12 With what content area do you work?

Answered: 10 Skipped: 3



| ANSWER CHOICES | RESPONSES | |
|--------------------|-----------|-----------|
| Dance | 0.00% | 0 |
| Media Arts | 0.00% | 0 |
| Vocal Music | 40.00% | 4 |
| Instrumental Music | 40.00% | 4 |
| General Music | 20.00% | 2 |
| Theater | 0.00% | 0 |
| Visual Arts | 0.00% | 0 |
| TOTAL | | 10 |

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|------------------------------|--------------------|
| 1 | Instrumental | 1/25/2019 6:01 PM |
| 2 | also 5-12 instrumental music | 12/25/2018 2:03 PM |
| 3 | General | 12/7/2018 5:36 PM |

Q13 What is your work or residential zip code?

Answered: 12 Skipped: 1

| # | RESPONSES | DATE |
|----|-----------|---------------------|
| 1 | 63304 | 1/31/2019 4:32 PM |
| 2 | 63501 | 1/31/2019 4:28 PM |
| 3 | 63017 | 1/28/2019 5:31 PM |
| 4 | 63932 | 1/25/2019 6:01 PM |
| 5 | 64068 | 1/8/2019 10:08 AM |
| 6 | 63084 | 1/3/2019 8:33 AM |
| 7 | 63301 | 1/2/2019 8:30 AM |
| 8 | 65024 | 12/25/2018 2:03 PM |
| 9 | 63764 | 12/24/2018 12:20 PM |
| 10 | 64429 | 12/18/2018 7:56 AM |
| 11 | 65284 | 12/17/2018 8:29 AM |
| 12 | 65452 | 12/7/2018 5:36 PM |

Q14 Which Missouri department of higher education institute do you represent?

Answered: 1 Skipped: 12

| # | RESPONSES | DATE |
|---|---------------------------|-------------------|
| 1 | Missouri State University | 1/31/2019 7:24 PM |

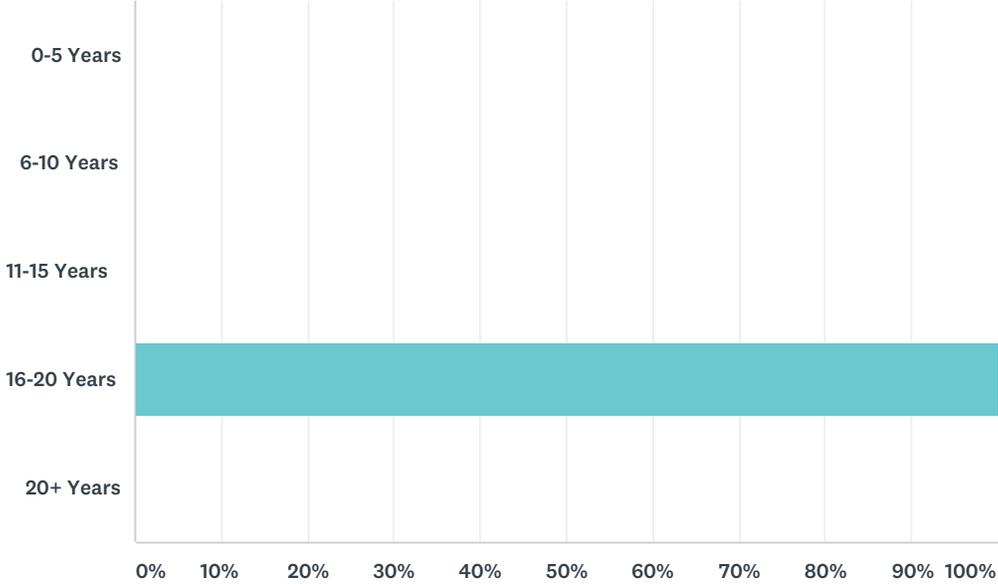
Q15 What is your current role at this institution?

Answered: 1 Skipped: 12

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Associate Professor of Music Education | 1/31/2019 7:24 PM |

Q16 How long have you worked in higher education?

Answered: 1 Skipped: 12



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| 0-5 Years | 0.00% 0 |
| 6-10 Years | 0.00% 0 |
| 11-15 Years | 0.00% 0 |
| 16-20 Years | 100.00% 1 |
| 20+ Years | 0.00% 0 |
| TOTAL | 1 |

Q17 List any current course(s) you teach:

Answered: 1 Skipped: 12

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Student Teaching Supervision, Student Teaching Seminar, Secondary Instrumental Methods, History and Philosophy of Music Education--grad, Psychology of Music-grad, Current Issues in Music Education--grad, Ethics in Music Education--grad | 1/31/2019 7:24 PM |

Q18 Name:

Answered: 0 Skipped: 13

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |