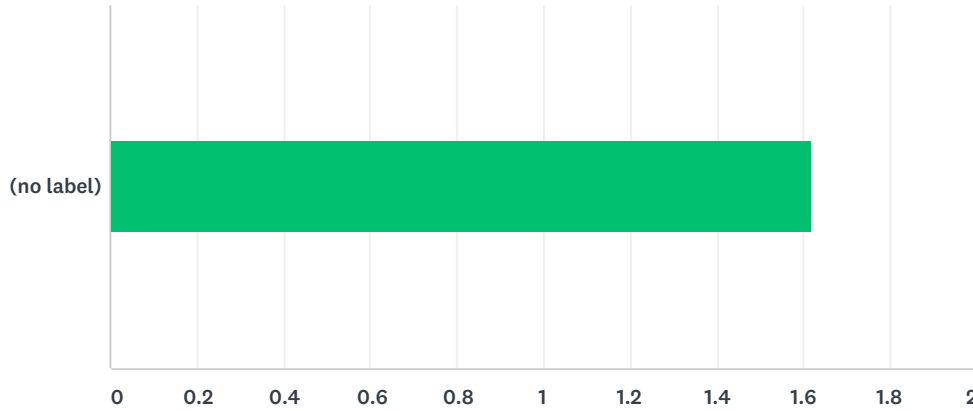


Q1 The standards in this strand are developmentally appropriate.

Answered: 13 Skipped: 0

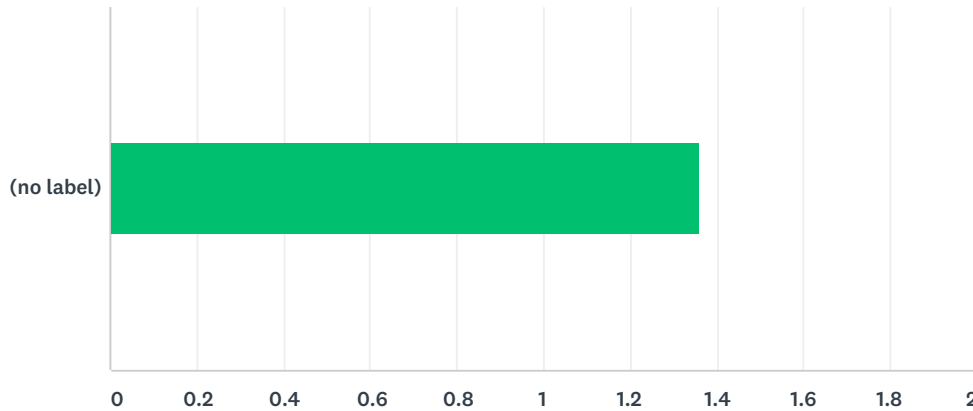


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	69.23% 9	7.69% 1	15.38% 2	7.69% 1	13	1.62

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The categories are acceptable are sequential. The grade levels of ensemble vary widely and it would not be appropriate to indicate specific grade levels.	1/31/2019 7:31 PM
2	"limited guidance" should be moved up to 2nd or 3rd grade and 1st grade should just have "guidance". This is not appropriate for early childhood.	1/30/2019 12:34 PM
3	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM
4	SHOW CHOIR NEEDS to count as a GYM credit. If you have watched the physical labor that goes into rehearsals (which Troy HS meets as a class as well as 2x per week outside of school) you would see the exertion needed. It requires more than some of the so called gym classes that are walking the track. It is also hard for music and theatre students to get all the music in they can and still get their gym goal. My daughter for one is a music and visual arts student. Final semester of sr year has to take two gym classes. SHOW CHOIR SHOULD BE A CREDIT! In other states it is.	1/3/2019 7:43 AM

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

Answered: 11 Skipped: 2

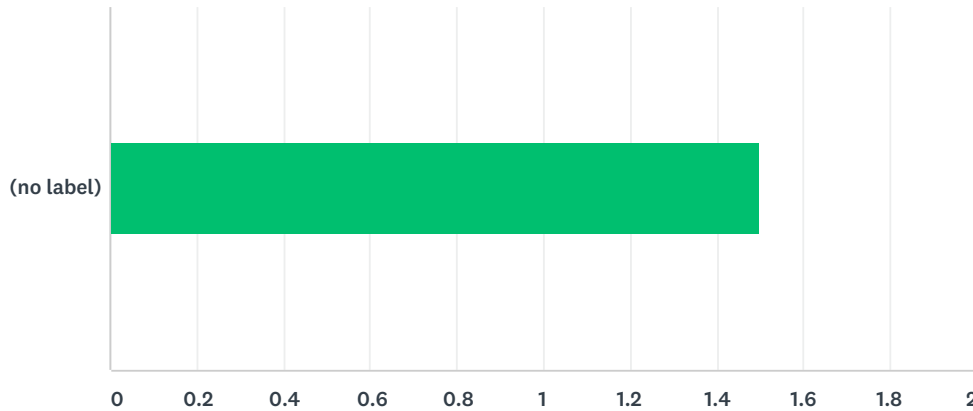


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(no label)	81.82%	9.09%	0.00%	9.09%	11	1.36
	9	1	0	1		

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

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

Answered: 12 Skipped: 1

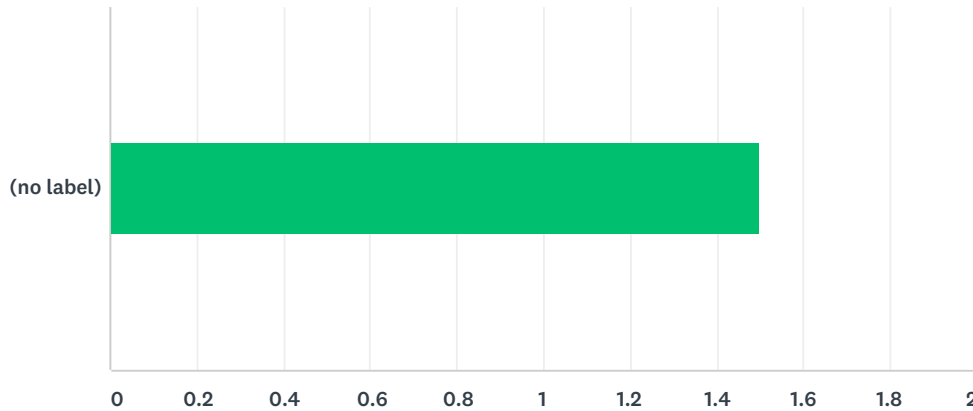


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(no label)	75.00% 9	8.33% 1	8.33% 1	8.33% 1	12	1.50

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards place emphasis on active engagement by the student.	1/31/2019 7:31 PM
2	Rigor is up to personal interpretation of the standards.	1/30/2019 12:34 PM
3	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

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

Answered: 12 Skipped: 1

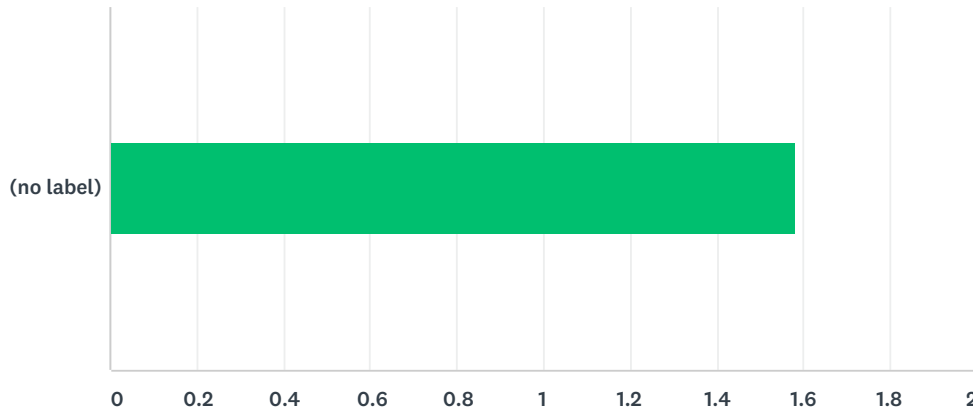


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(no label)	75.00%	8.33%	8.33%	8.33%	12	1.50
	9	1	1	1		

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	While the expectations listed in the standards are often not used, there are many models for assessing the criteria in the standards.	1/31/2019 7:31 PM
2	Assessment will differ between educators and students. Demonstrating "personal interest" can mean that kids who are having a bad day with behavior assess poorly, even though they can read or perform the the music.	1/30/2019 12:34 PM
3	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

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

Answered: 12 Skipped: 1

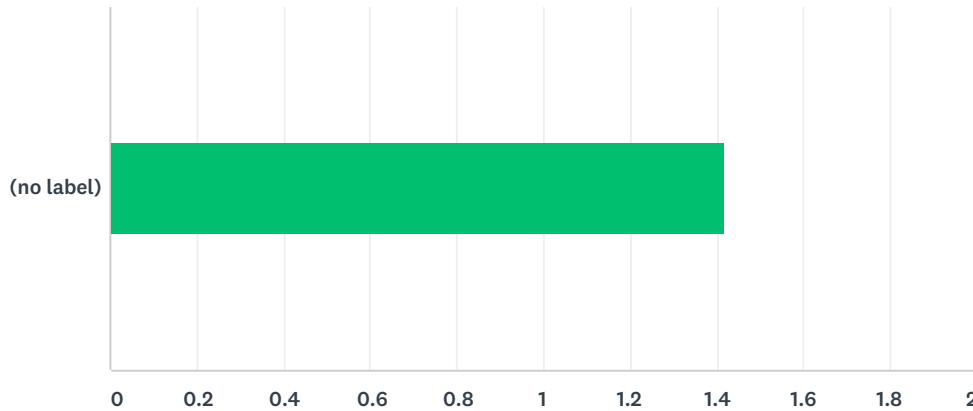


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(no label)	66.67% 8	16.67% 2	8.33% 1	8.33% 1	12	1.58

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The expectations in these standards are not currently used as many ensembles focus on whole class learning in performance. These expectations would place more focus on engagement by the student.	1/31/2019 7:31 PM
2	More definition is needed.	1/30/2019 12:34 PM
3	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

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

Answered: 12 Skipped: 1

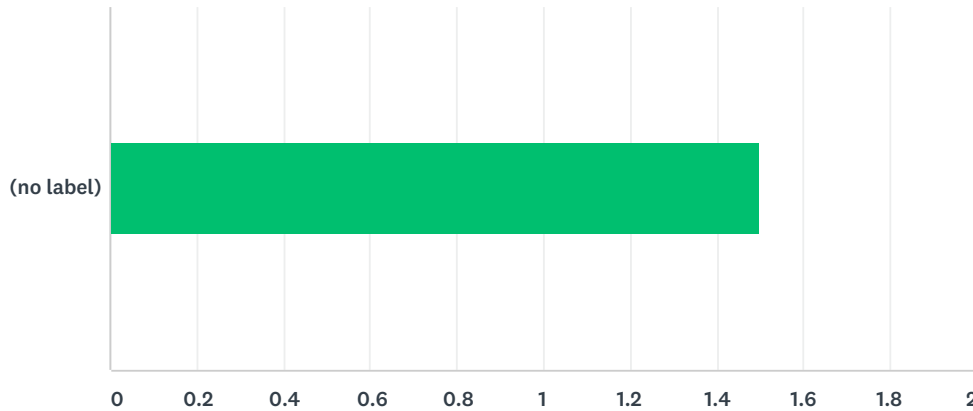


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(no label)	75.00% 9	16.67% 2	0.00% 0	8.33% 1	12	1.42

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The performance expectations do lead up to a readiness for performance. I have issues with the early childhood and elementary expectations. They don't reflect best researched practices that I have studied for early childhood or the reality of my classroom with once a week class times.	1/30/2019 12:34 PM
2	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

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

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%	8.33%	8.33%	8.33%	12	1.50
	9	1	1	1		

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards increase the relevance of music learning for life outside of school.	1/31/2019 7:31 PM
2	Please be more definitive.	1/30/2019 12:34 PM
3	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM

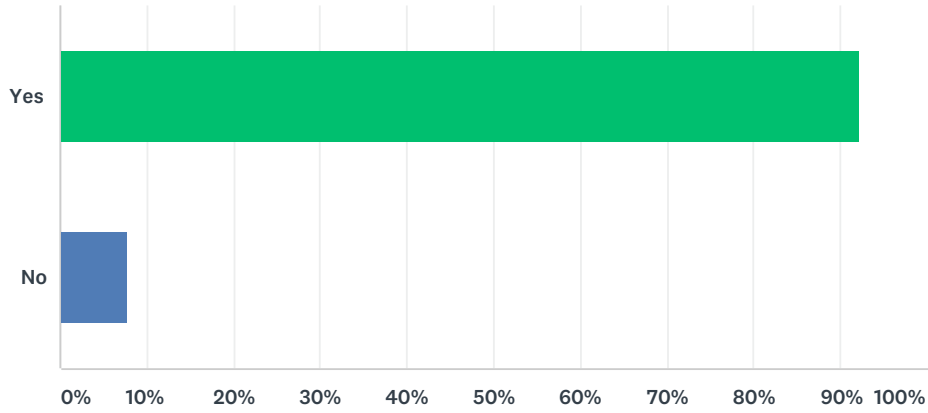
Q8 Overall comments regarding the proposed standards for Music Ensembles (Respond)

Answered: 5 Skipped: 8

#	RESPONSES	DATE
1	These made sense and corresponded well with the General Music Responding strand.	1/31/2019 4:32 PM
2	*I love how these standards address more than just the performing process in music. Life long music skills are evident in these standards and will be better for our Missouri students.	1/31/2019 4:30 PM
3	Please revise to make the elementary and early childhood expectations more concrete and definitive and raise the age level of "limited guidance" to 2nd or 3rd grade.	1/30/2019 12:34 PM
4	This standard is just silly. Students learn what music to choose and why if they go to college to become ensemble directors. Otherwise, this is a non-issue for public school ensemble students.	1/8/2019 10:11 AM
5	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 5:37 PM

Q9 Do you work or reside in Missouri?

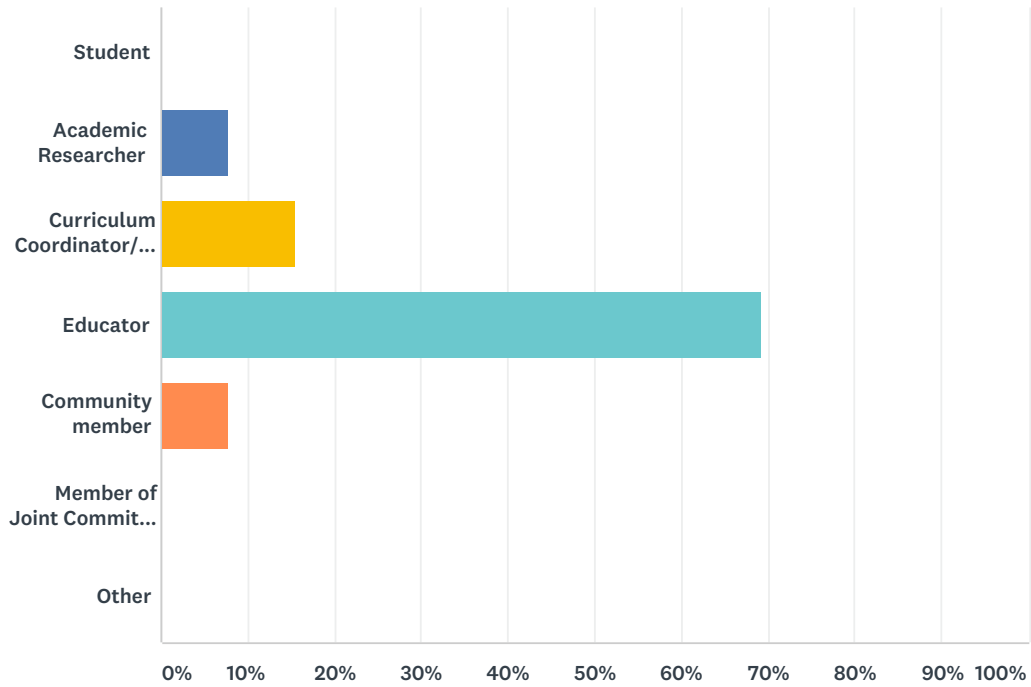
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.31%	12
No	7.69%	1
TOTAL		13

Q10 How might you define your relationship to Missouri schools?

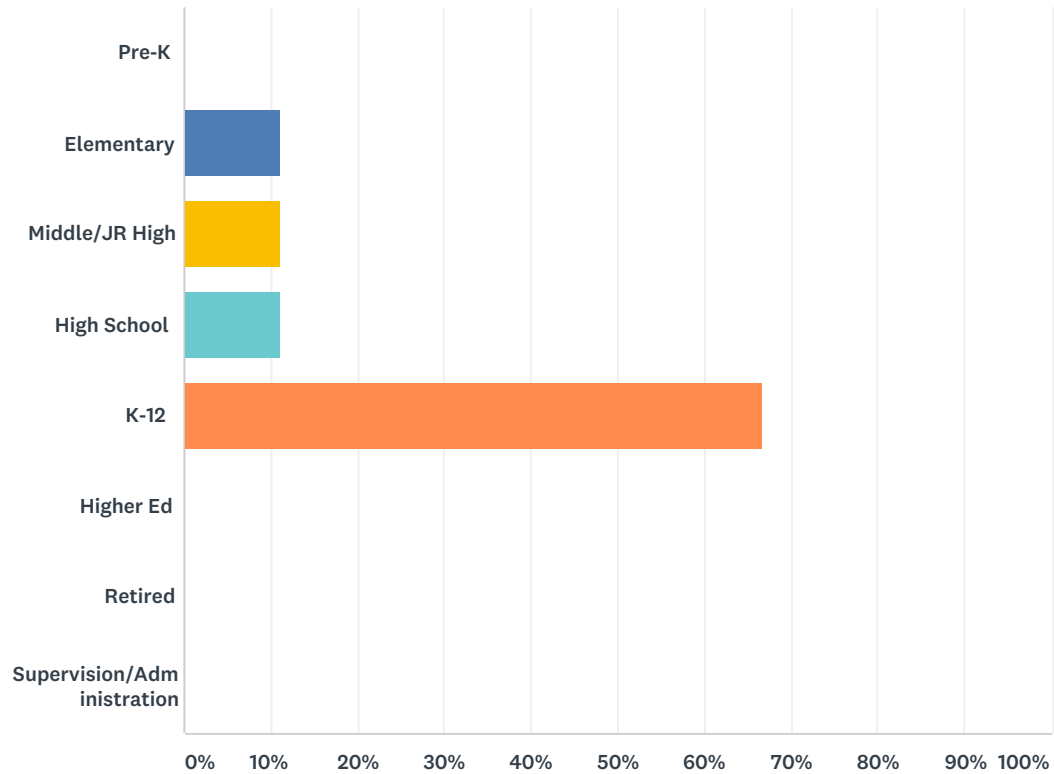
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	7.69%	1
Curriculum Coordinator/Specialist	15.38%	2
Educator	69.23%	9
Community member	7.69%	1
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: 9 Skipped: 4

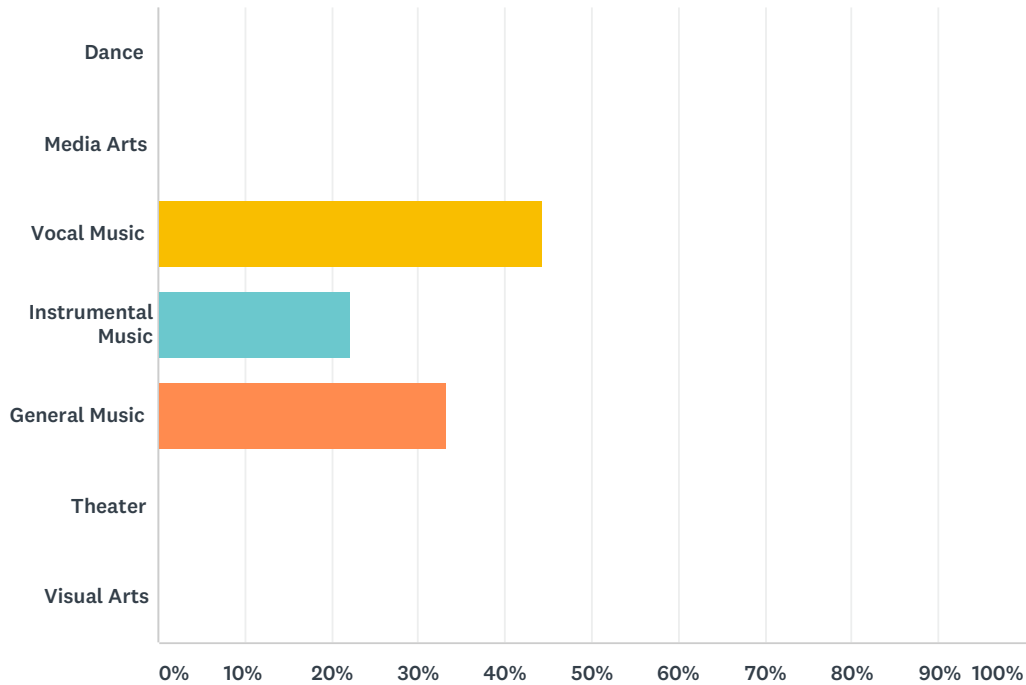


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	11.11% 1
Middle/JR High	11.11% 1
High School	11.11% 1
K-12	66.67% 6
Higher Ed	0.00% 0
Retired	0.00% 0
Supervision/Administration	0.00% 0
TOTAL	9

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

Q12 With what content area do you work?

Answered: 9 Skipped: 4



ANSWER CHOICES	RESPONSES	
Dance	0.00%	0
Media Arts	0.00%	0
Vocal Music	44.44%	4
Instrumental Music	22.22%	2
General Music	33.33%	3
Theater	0.00%	0
Visual Arts	0.00%	0
TOTAL		9

#	OTHER (PLEASE SPECIFY)	DATE
1	Instrumental	1/25/2019 6:04 PM
2	5-12 instrumental music	12/25/2018 2:04 PM
3	General	12/7/2018 5:39 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 4:32 PM
3	65672	1/30/2019 12:34 PM
4	63107	1/28/2019 5:31 PM
5	63645	1/25/2019 6:04 PM
6	64068	1/8/2019 10:11 AM
7	63362	1/3/2019 7:45 AM
8	63301	1/2/2019 8:31 AM
9	65024	12/25/2018 2:05 PM
10	63764	12/24/2018 12:23 PM
11	65284	12/17/2018 8:30 AM
12	65452	12/7/2018 5:39 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 7:33 PM

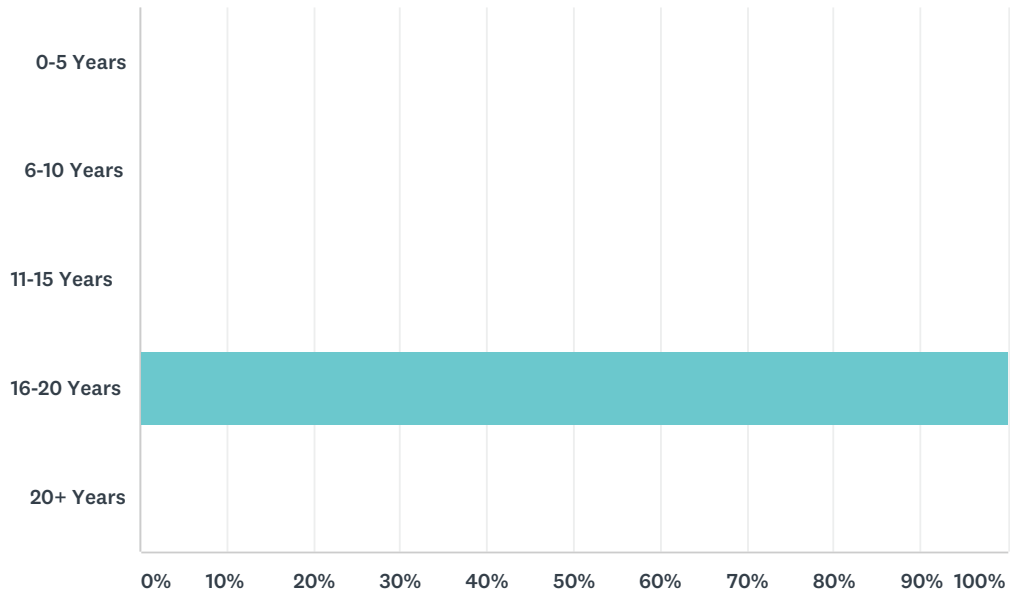
Q15 What is your current role at this institution?

Answered: 1 Skipped: 12

#	RESPONSES	DATE
1	Associate Professor of Music Education	1/31/2019 7:33 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, Psychology of Music-grad, History and Philosophy of Music Education--grad, Current Issues in Music Education, Ethics in Music Education-grad	1/31/2019 7:33 PM

Q18 Name:

Answered: 0 Skipped: 13

#	RESPONSES	DATE
	There are no responses.	