

Part 6

THE INTERPRETATION AND USE OF THE RESULTS OF THE ADVANCED MEASURES OF MUSIC AUDIATION

Interpretation of the Test Results

The *Advanced Measures of Music Audiation* is a test designed to act as an objective aid to the teacher in assisting each student to make the best use of his or her music aptitudes through appropriate music instruction and opportunities. Scores on the *Advanced Measures of Music Audiation* should never be used to deprive any student of music instruction or to prevent any student from participating in music activities. Whether students receive high or low scores on the *Advanced Measures of Music Audiation*, they should be given types of instruction and opportunities in music that best suit their individual musical needs.

The Comparative Evaluation of Tonal and Rhythm Aptitudes

In most cases a student's Tonal and Rhythm raw scores on the *Advanced Measures of Music Audiation* will be different. Sometimes the variation between the two raw scores for the Tonal and Rhythm tests represents a real difference and sometimes the variation is caused by error of measurement and, therefore, has little meaning. It is impossible to know what represents a real difference. Nonetheless, if a student's raw scores on the two tests differ by more than a standard error of measurement (found in association with normative information for specific groups in Part 7 of this manual), it is likely that a real difference does exist. When such a difference in raw score points is found, compensatory instruction should be initiated immediately.

A student's Tonal and Rhythm raw scores should be examined both idiographically and normatively. An idiographic analysis (comparing a student with himself or herself), determines whether there is a real difference between a student's Tonal and Rhythm raw scores, and, if so, which of the two raw scores is higher. The determination of the magnitude of a student's Tonal, Rhythm, and Total percentile ranks, regardless of whether the raw score for the Tonal test or the Rhythm test is higher, provides the basis for a normative analysis (comparing a student with other students). The degree and type of idiographic and normative interaction suggest the most appropriate types of instruction for meeting the student's individual musi-

cal needs. For example, although a student's Rhythm raw score may be significantly higher than his or her Tonal raw score, his or her rhythm aptitude, in terms of the percentile rank equivalent of the Rhythm raw score, may not be higher than fifty percent of his or her peers.

The Identification of Musically Gifted Students

The Total test percentile rank on the *Advanced Measures of Music Audiation* is used to identify musically gifted students, those with high music aptitude who have the potential to achieve high standards in music. Musically gifted students may or may not have above average intelligence or be academically gifted. It is incorrect to assume that all musically gifted students have superior intelligence or that all students who have superior intelligence are musically gifted. Although a musically gifted student with superior intelligence will learn more rapidly than a musically gifted student with average intelligence, a musically gifted student with average intelligence will learn more quickly and prove to become a better musician than an intellectually gifted student with average music aptitude.

Use of the Test Results

The seven purposes of the *Advanced Measures of Music Audiation* as stated in Part 1 of this manual are summarized below. Following each purpose are short general suggestions for using the results of the test. None of the criterion scores proposed should be considered absolute. Moreover, the suggestions are by no means intended to be comprehensive. It is expected that individual teachers will go beyond the suggestions offered, will adapt criterion scores to serve the special needs of their institutions, and will use the test results in a variety of ways for improving music instruction. It is recommended that all information available about a student, both subjective and objective, be used in conjunction with the results on the *Advanced Measures of Music Audiation* in making education decisions.

The Purposes of the Test

To serve as a part of the criteria for entrance to a college or university department or school of music.

Students who score above the 50th percentile on the Tonal test, the Rhythm test, and the Total test in terms of music major norms may be considered especially capable of profiting from instruction in music in institutions of higher learning. The higher their percentile ranks above 50, the more they may be expected to profit from such instruction. The lower their percentile ranks below 50, the less they may be expected to profit from such instruction.

To identify college and university students, non-music as well as music majors,

who possess the music aptitude to achieve high standards in music.

Music majors who score above the 90th percentile on the Tonal test, the Rhythm test, and the Total test in terms of music major norms and non-music majors who score above the 90th percentile on the Tonal test, the Rhythm test, and the Total test in terms of non-music major norms may be expected to excel in their music studies as compared to other students in their peer groups.

To establish objective and realistic expectations for the music achievement of college and university music and non-music majors.

Overall high music achievement may be expected of music majors who score at or above the 80th percentile on the Total test in terms of music major norms and of non-music majors who score at or above the 80th percentile on the Total test in terms of non-music major norms. Overall average music achievement may be expected of music majors who score between the 21st and 79th percentiles on the Total test in terms of music major norms and of non-music majors who score between the 21st and 79th percentiles on the Total test in terms of non-music major norms. Overall low music achievement may be expected of music majors who score at or below the 20th percentile on the Total test in terms of music major norms and of non-music majors who score at or below the 20th percentile on the Total test in terms of non-music major norms.

To efficiently and diagnostically adapt music teaching in private instruction and within a classroom and ensemble to the individual musical differences found among college and university students.

Music majors who score at or above the 80th percentile on the Tonal test in terms of music major norms and non-music majors who score at or above the 80th percentile on the Tonal test in terms of non-music major norms should be given difficult tonal assignments as soon as they have mastered moderately difficult and easy tonal assignments. Music majors who score at or above the 80th percentile on the Rhythm test in terms of music major norms and non-music majors who score at or above the 80th percentile on the Rhythm test in terms of non-music major norms should be given difficult rhythm assignments as soon as they have mastered moderately difficult and easy rhythm assignments.

Music majors who score between the 21st and 79th percentiles on the Tonal test in terms of music major norms and non-music majors who score between the 21st and 79th percentile on the Tonal test in terms of non-music major norms should be given moderately difficult tonal assignments as soon as they have mastered easy tonal assignments. Music majors who score between the 21st and 79th percentiles on the Rhythm test in terms of music major norms and non-music majors who score between the 21st and 79th percentile on the Rhythm test in terms of non-music major norms should be given moderately difficult rhythm assignments as soon as they have mastered easy rhythm assignments.

Music majors who score at or below the 20th percentile on the Tonal test in terms of music major norms and non-music majors who score at or below the 20th percentile on the Tonal test in terms of non-music major norms should be given

easy tonal assignments. Music majors who score at or below the 20th percentile on the Rhythm test in terms of music major norms and non-music majors who score at or below the 20th percentile on the Rhythm test in terms of non-music major norms should be given easy rhythm assignments.

To assign college and university students to specific music classes, ensembles, and types of private instruction that are designed to meet their individual musical needs.

Depending upon their normative and idiographic standings on the Tonal test and the Rhythm test in terms of music major norms and non-music major norms, music majors and non-music majors should be given music instruction and opportunities that will best satisfy their individual musical needs and the individual musical differences among them.

To assist college and university music students with objectivity in making career decisions.

Musicians who score above the 90th percentile on the Tonal test, the Rhythm test, and the Total test in terms of music major norms and who have received appropriate formal instruction in music may reasonably expect to follow music successfully as a part time or full time vocation. Those who demonstrate also a high level of musical sensitivity, in terms of musical expression, are likely to be most successful.

To efficiently and diagnostically adapt music teaching within a classroom and ensemble and in private instruction to the individual musical differences found among high school students.

Using *Jump Right In: The Music Curriculum* and *Jump Right In: The Instrumental Series*, students who score at or above the 80th percentile on the Tonal test in terms of high school norms should be given difficult tonal patterns to perform as soon as they have learned to perform moderately difficult and easy tonal patterns. Students who score at or above the 80th percentile on the Rhythm test in terms of high school norms should be given difficult rhythm patterns to perform as soon as they have learned to perform moderately difficult and easy rhythm patterns.

Using *Jump Right In: The Music Curriculum* and *Jump Right In: The Instrumental Series*, students who score between the 21st and 79th percentiles on the Tonal test in terms of high school norms should be given moderately difficult tonal patterns to perform as soon as they have learned to perform easy tonal patterns. Students who score between the 21st and 79th percentiles on the Rhythm test in terms of high school norms should be given moderately difficult rhythm patterns to perform as soon as they have learned to perform easy rhythm patterns.

Using *Jump Right In: The Music Curriculum* and *Jump Right In: The Instrumental Series*, students who score at or below the 20th percentile on the Tonal test in terms of high school norms should be given easy tonal patterns to perform. Students who score at or below the 20th percentile on the Rhythm test in terms of high school norms should be given easy rhythm patterns to perform.