Effective music teachers begin their instructional planning only after they have formally or informally observed, assessed, and/or evaluated their students’ current levels of knowledge and skills. Then they can design music lessons that build on those experiences and knowledge. Realistically, however, individual and group assessment and evaluation present logistical challenges for music educators because of the large numbers of students that they work with during the academic year. Nevertheless, as teachers have the obligation to assess and evaluate both individual and student groups, the principles of assessment and evaluation of music listening skill development are discussed here. Specifically, the chapter reviews the creation and maintenance of music listening portfolios and use of assessment rubrics and checklists. Furthermore, the chapter presents guidelines for assessing PK-12 student music listening maps, movements, and verbal descriptions, and for engaging students in goal-setting and self-reflection of their music-listening skill development.