

Elizabeth Frasciello
 Assignment 3: Assessing Performing Skills in Elementary
 Assessing in Music Learning
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Category	You got it!	Keep Practicing
Steady Beat	Student is able to keep a steady beat.	Student shows difficulty keeping a steady beat.

Category	You got it!	Keep Practicing
Mirroring	Student is able to mirror movement.	Student shows difficulty mirroring movement.

Category	You got it!	You're Getting There!	Keep Practicing!
Vocal Quality	Student uses singing voice. Tone is always clear and focused.	Student uses singing voice. Tone is sometimes clear and focused.	Student has not identified singing voice.

The most difficult part of designing a rubric is titling the levels of ability. As a teacher, I don't want to discourage the student. However, the student needs to know the true quality of their performance. It's tricky to find the best way to let the student know their standing with just a few words. I chose "You got it!" for the highest level of achievement because it tells the student that they demonstrated what I was looking for. I chose "You're Getting There" as the intermediate level in order to show that the student is on the right track. I chose "Keep Practicing" for the lowest level because the student needs to know that they need to work harder.

I learned that an important part of designing such a short rubric, is deciding exactly how to describe what earns a specific level. For example, the absolute minimum for vocal quality was not using a singing voice at all. The next level indicates that the student uses a singing voice, but the tone is not necessarily very clear. The highest level of achievement would indicate a student uses a singing voice that is consistently clear and focused. The bi-level, sing criterion is a little simpler. They are either able or unable to demonstrate the skill.