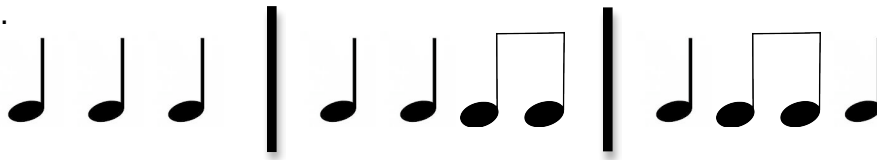


Name _____

Date _____

1.



This is an example of a rhythm in:

- a. 4 / 4 Time
 - b. 3 / 4 Time
 - c. 6 / 8 Time
 - d. 2 / 2 Time
2. The pentatonic scale is made of the following solfege syllables:
- a. do re mi fa la
 - b. do re mi la ti
 - c. do re mi la sol
 - d. do mi sol la ti

3.



The red mark tells the performer to:

- a. increase volume
- b. decrease volume
- c. increase speed
- d. decrease speed

Elizabeth Frasciello
Assessing Music Learning: Assignment 6

7.



This key signature indicates which minor key?

- a. f# minor
- b. g# minor
- c. a minor
- d. g minor

8.

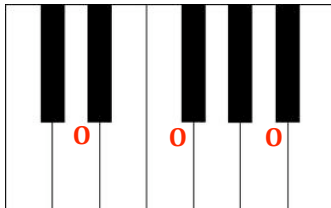


This key signature indicates which major key?

- a. F# Major
- b. D Major
- c. G Major
- d. C# Major

9. Re Fa La creates a major chord. True / False (Circle one)

10. The chord represented is a d minor chord. True / False (Circle one)



Creating a multiple-choice assessment is tricky. It is difficult to create an assessment without any performance and it seems like multiple-choice isn't the most effective way to format the assessment. I think you could ask more questions with more meaningful responses by including fill-in-the-blank questions or short answer. Perhaps the best way to format a multiple-choice assessment would be to group different subjects in the layout. (Keep all rhythm questions together, keep all staff questions together, etc.) With music history or listening questions multiple-choice would be helpful, but for music theory questions it might be a better assessment if the answers were completely generated by the student.