

Elizabeth Frasciello
Assessing Music Learning

Skill Being Assessed	3	2	1
Intonation	Consistently in tune; remains in given key throughout entire exercise	Demonstrates recognition of key center with occasional pitch issues	Never in tune; unrecognizable pitches; no concept of key
Expression			
- Phrasing	Student has put clear thought into breath placement; phrases flow smoothly with a clear beginning, middle, and end.	Student doesn't indicate clear phrases (indicated by sporadic breaths and lack of dynamics)	No concept of phrasing or breath
- Text	Student has a clear interpretation of text; understanding of text is present in dynamics, word stress, and physical/facial expression	Student shows understanding of overall text idea using physical/facial expression	Did not convey any interpretation of text
Technical Skills			
- Resonance	Voice is always forward and clear; no excess breath in sound	Voice resonance inconsistent; occasional breath in voice	Voice is always breathy and unfocused
- Register	Sings healthily in appropriate register	Student has some difficulty managing a comfortable singing register	Unable to identify appropriate register for voice
- Vowels	Vowels are clearly shaped	Inconsistent vowel clarity	Sloppy vowel shapes; unclear vowels
- Diction	Text is always clear and correctly pronounced; appropriate balance of consonant and vowel sound	Text is sometimes unclear (includes missing consonant sounds, closing to consonants early, incorrect vowel choice, etc.)	Text is near unrecognizable; consistently incorrect pronunciation
- Range Development	Voice is able to comfortably reach	Student struggles with isolated areas	Student is unable to reach high and/or

	pitches on the higher and lower side of the exercise given for voice	of vocal range	low pitches in exercise give for voice
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Teacher Comments:

This rubric was difficult because of the many aspects of performance being assessed. I chose to use numbers as my assessing system. It seemed that with so many categories, it would be most useful to have a simple number beside each skill indicating performance ability. This made me consider what kind of exercise I would use for the “test.” Carefully choosing repertoire is just as important as creating the assessment rubric. How can you accurately assess a student without giving them appropriate tools to show their ability? Especially when categories such as “register” are being assessed. The teacher needs to choose something that can either be accessible in a higher or lower octave, or choose different music for different voices. It is not fair to say that an alto is unable to reach the upper range of a soprano. I think in the future I might create this on a 5 point scale. There is so much room for “in between” grades in just a 3 point scale that it would probably be more helpful with a larger number scale.