

# Instrumental Performance Rubric

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Pitch Accuracy</b>	<i>0% of pitches played correctly and are in tune</i>	<i>&lt;59% of pitches played correctly and are in tune</i>	<i>60-79% of pitches played correctly and are in tune</i>	<i>80-89% of pitches played correctly and are in tune</i>	<i>90-99% of pitches played correctly and are in tune</i>	<i>100% of pitches played correctly and are in tune</i>
<b>Rhythmic Accuracy</b>	<i>0% of the rhythms played correctly</i>	<i>&lt;59% of the rhythms played correctly</i>	<i>60-79% of the rhythms played correctly</i>	<i>80-89% of the rhythms played correctly</i>	<i>90-99% of the rhythms played correctly</i>	<i>100% of the rhythms played correctly</i>
<b>Time</b>	<i>Steady beat is followed for 0% of the performance</i>	<i>Steady beat is followed for &lt;59% of the performance</i>	<i>Steady beat is followed for 60-79% of the performance</i>	<i>Steady beat is followed for 80-89% of the performance</i>	<i>Steady beat is followed for 90-99% of the performance</i>	<i>Steady beat is followed for 100% of the performance</i>
<b>Technique</b> <i>Playing position and embouchure</i>	<i>Demonstrates instrument specific technique 0% of the performance</i>	<i>Demonstrates instrument specific technique &lt;59% of the performance</i>	<i>Demonstrates instrument specific technique 60-79% of the performance</i>	<i>Demonstrates instrument specific technique 80-89% of the performance</i>	<i>Demonstrates instrument specific technique 90-99% of the performance</i>	<i>Demonstrates instrument specific technique 100% of the performance</i>
<b>Expression</b> <i>Articulations, dynamics, and style</i>	<i>0% of the expression markings played</i>	<i>&lt;59% of the expression markings played</i>	<i>60-79% of the expression markings played</i>	<i>80-89% of the expression markings played</i>	<i>90-99% of the expression markings played</i>	<i>100% of the expression markings played</i>
<b>Tone</b>	<i>Uses developmentally appropriate tone 0% of the performance</i>	<i>Uses developmentally appropriate tone &lt;59% of the performance</i>	<i>Uses developmentally appropriate tone 60-79% of the performance</i>	<i>Uses developmentally appropriate tone 80-89% of the performance</i>	<i>Uses developmentally appropriate tone 90-99% of the performance</i>	<i>Uses developmentally appropriate tone 100% of the performance</i>

# Sample Music Rubrics

**Roman Wölfel**



## **Sample Music Rubrics:**

*An English Teacher's Guide to Performance Tasks & Rubrics* Amy Benjamin, 2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

## **Standards-based Activities with Scoring Rubrics:**

**Performance-based projects** ,2002      *Using Rubrics for Performance-Based Assessment* Todd Stanley, 2021-10-03 Writing a rubric that can accurately evaluate student work can be tricky Rather than a single right or wrong answer rubrics leave room for interpretation and thus subjectivity How does a teacher who wants to use performance based assessment in this day and age of educational data and SMART goals find a way to reliably assess student work The solution is to write clear rubrics that allow the evaluator to objectively assess student work This book will show classroom teachers not only how to create their own objective rubrics which can be used to evaluate performance assessments but also how to develop rubrics that measure hard to assess skills such as leadership and grit and how to empower their own students to create rubrics that are tailored to their work

*Kodaly in the Kindergarten Classroom* Micheal Houlahan, Philip Tacka, 2015-03-06 Since the mid twentieth century Zolt n Kod ly s child developmental philosophy for teaching music has had significant positive impact on music education around the world and is now at the core of music teaching in the United States and other English speaking countries Kod ly in the Kindergarten Classroom is the first comprehensive handbook to update and apply the Kod ly concepts to teaching music in early childhood classrooms Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Through six years of field testing with music kindergarten teachers in the United States Great Britain and Hungary the home country of Zolt n Kod ly authors Miche l Houlahan and Philip Tacka have developed a methodology specifically for 21st century classrooms Houlahan and Tacka use the latest research findings in cognition and perception to create a system not only appropriate for kindergarteners particular developmental stages but also one which integrates vertically between kindergarten and elementary music classes The methods outlined in this volume encourage greater musical ability and creativity in children by teaching kindergarteners to sing move play instruments and develop music literacy skills In addition Kod ly in the Kindergarten Classroom promotes critical thinking problem solving and collaboration skills Although the book uses the Kod ly philosophy its methodology has also been tested by teachers certified in Orff and Dalcroze and has proven an essential guide for teachers no matter what their personal philosophy and specific training might be Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere

*Collections of Performance Tasks & Rubrics* Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop

your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers *A Collection of Performance Tasks and Rubrics* Deborah Blaz,2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company Rubric Assessment Goes to College Mary J. Goggins Selke,2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as *Rubric Assessment Goes to College*

**Teaching General Music** Carlos R. Abril,Brent M. Gault,2016 General music is informed by a variety of teaching approaches and methods that guide teachers in planning and implementing instruction *Teaching General Music* offers a panoramic view of general music pedagogy and critical lenses through which to view these frameworks and practices Including descriptions of each of the distinct approaches to general music teaching Dalcroze Informal Interdisciplinary Kod ly Music Learning Theory Orff Schulwerk Social Constructivism and World Music Pedagogy it provides critical analyses of teaching systems in light of the new ways children around the world engage with and experience music in their lives **The Classroom Teacher's Survival Guide** Ronald L. Partin,2009-10-19 An updated edition of the best selling book for teacher success in the classroom Designed for new and experienced teachers alike this thoroughly revised and updated edition offers a value packed practical source of ready to use tips and strategies for meeting the challenges teachers face everyday while organizing and managing a classroom The third edition includes entirely new sections on teaching English language learners inquiry based learning building positive teacher student relationships wrapping up the school year and much more The book also features many new forms pre written letters checklists and reproducibles along with bonus forms and reproducibles that are available for free download from the web Includes tools and techniques proven to help teachers succeed in the classroom Contains new sections on teaching English language learners teacher student relationships inquiry based learning and more Many handy reproducible forms handouts and checklists Includes access to free downloadable bonus material on the web including pre written letters reproducible forms and worksheets The Portfolio Connection Susan Belgrad,Kay Burke,Robin J. Fogarty,2008-04-08 As a new teacher I am always looking for ideas that will make me feel more confident Using a portfolio will help me show evidence that the students are making progress toward meeting state standards

Stephanie Jones TeacherForrest City High School AR A good overview of the entire portfolio process from its philosophical foundations to the celebration of student achievement Michael F Dwyer English Department ChairOtter Valley Union High School Brandon VT Encourage student creativity and academic growth through portfolios and authentic assessment Research and practice show that portfolios are powerful tools for assessing students authentically communicating with parents about the learning process and helping learners across all grade levels and content areas record their successes and take ownership of their learning The third edition of The Portfolio Connection offers practical advice and reader friendly strategies for implementing student portfolios in the classroom Through step by step procedures the authors help teachers incorporate standards into the portfolio process by providing expanded checklists and rubrics to monitor student progress The updated edition also includes Additional information on e portfolios and integrating technology Steps for conducting student led conferences Portfolio examples for children with special needs Guidance on increasing parent involvement Information on the impact of NCLB on student assessment Discover how you can use portfolios to heighten students self reflection while expanding their critical and creative thinking skills *New Musical Resources* Henry Cowell,1996-03-28 For this 1996 edition David Nicholls provides an explanatory essay and annotations to Henry Cowell s classic text

**International Encyclopedia of Education** ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Theory and Empirical Practice in Research on Social and Emotional Skills** Miloš Kankaraš,Filip De Fruyt,Ricardo Primi,2022-09-22

Assessment in Music Education Timothy S. Brophy, 2008      The Rubrics Way David G. Lazear, 1998 With this resource teachers will learn to step beyond the boundaries of the traditional linguistic mathematical paradigm of assessment In the new brain based assessment paradigm instruction and assessment are two sides of a single coin Using MI based rubrics is the key to building authentic and intelligence fair assessments Provided here are 80 MI based rubrics guidelines which can be applied and adapted to students performances using the various intelligences 240 questions to ask when evaluating or assessing students MI based performances and the content material assessed 240 questions to ask students about their MI based performances to confirm their understanding of the required content material real classroom examples of MI based assessment and rubrics which have been used by teachers and more      Gamifying the Music Classroom Andrew Lesser, 2024 Digital games often referred to as video games have the potential to act as effective educational resources in the teaching of musical concepts and skills This book will serve as an introduction to how digital games can be used in educational contexts for in service and pre service school music teachers and show how to successfully use digital games to create perform respond to and connect musical content in a way that is engaging and relevant for students Specific examples of over 40 digital games are included in lesson plan outlines that along with connections to educational objectives and National Core Arts Standards are designed to be implemented in multiple classroom technology environments Gamifying the Music Classroom Digital Tools for Practical Application will showcase digital game based learning technology as valuable tools not only to produce new innovative ways to teach music but to create meaningful experiences for all students

**Dynamic Group-Piano Teaching** Pamela Pike, 2017-05-08 Dynamic Group Piano Teaching provides future teachers of group piano with an extensive framework of concepts upon which effective and dynamic teaching strategies can be explored and developed Within fifteen chapters it encompasses learning theory group process and group dynamics within the context of group piano instruction This book encourages teachers to transfer learning and group dynamics theory into classroom practice As a piano pedagogy textbook supplement for pedagogy classes or resource for graduate teaching assistants and professional piano teachers the book examines learning theory student needs assessment and specific issues for the group piano instructor      **Hooked on Literature** Jamie Whitfield, 2005 Do you find it hard at times to get kids interested in the literature you assign Engage every child in your classroom with this creative toolbox of teaching ideas for introducing literature in fun and exciting ways Grades 4 10      *Dance Teaching Methods and Curriculum Design* Gayle Kassing, Danielle Jay-Kirschenbaum, Danielle Mary Jay, 2021 Dance Teaching Methods and Curriculum Design Second Edition presents a comprehensive model that prepares students to teach dance in school and community settings It offers 14 dance units and many tools to help students learn to design lesson plans and units and create their own dance portfolio      *Meeting the Challenges to Measurement in an Era of Accountability* Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and

schools as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4–8. Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution-NonCommercial-No Derivatives 4.0 license.

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