Instrumental Performance Rubric

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

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Kathleen Armour

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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: Using Rubrics for Performance-Based Assessment Todd Stanley, 2021-10-03 Writing a Performance-based projects, 2002 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 Kodaly in the Kindergarten Classroom Micheal Houlahan, Philip Tacka, 2015-03-06 Since the mid twentieth their work 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

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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 Hooked on Literature Jamie Whitfield, 2005 Do you find it hard at times to get kids interested in the piano instructor 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 Meetina 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 Non Commercial No Derivatives 4 0 license

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