

Assessment Rubrics and Sharing with Stakeholders

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Introduction

The Department of Music at Washburn University has developed a comprehensive and efficient assessment program that allows it to collect, analyze, and share data and information. The various assessments are directly related to the department's student learning outcomes (SLOs) and include a variety of direct and indirect measures. These measures represent how the department is linking assessment to student learning and sharing the results and any needed changes based on those results to a variety of stakeholders.

Mission Statement

Consistent with the mission of the University and the College of Arts and Sciences, the Department of Music is dedicated to sharing a personal commitment to musical excellence as exemplified in creative activities, research, teaching and public performances contributing to the expansion of knowledge in the field of music. This personal commitment to our students encourages them to think creatively, speak effectively, and write critically. Through musical performances and sponsorship of musical activities, the music department strives to enrich the cultural, aesthetic, and creative life of the university, the community, the region, and the nation.

Student Learning Outcomes Department of Music

These outcomes represent what students should know, understand, and be able to do after completing their music degree programs and relate directly to the department's Mission Statement above. SLOs 1, 2, 3, and 4 are common to the Bachelor of Arts in Music, the Bachelor of Music in Performance, and the Bachelor of Music in Education (BME). SLO 5 is related to the BME.

Music Students will be able to:

1. Demonstrate Performance Skills (think creatively, present effectively)
2. Demonstrate Reading/Writing Music
3. Demonstrate Analyzing/Describing Music
4. Demonstrate Listening Skills in Music (write critically, research skills)
5. Demonstrate Skills in Teaching Music

Rubrics

Rubrics are used because they provide specific information regarding the overall level of student achievement for course grades, performing, etc., and identify the specific abilities being demonstrated at those levels. This information is shared with students, faculty, and other stakeholders such as accreditation entities.

Example 1: Performance Rubric SLO 1: Performance Skills

This rubric was designed to offer a more systematic form of performance assessment for music students when they perform their applied performance juries at the end of each semester. The performance indicators were developed by the faculty and are adjusted depending on the performance area (e.g., Intonation or Piano or Percussion). The rubrics are completed by the faculty of the specific applied area (e.g., voice, strings, keyboard, brass, woodwind, and percussion), there must be a majority of faculty who pass the student with a minimum overall score of 75% for the student to pass the jury. The jury score is used in conjunction with other criteria established by the individual applied teachers to determine a final grade for applied lessons; however, the jury score/grade can only be raised one letter grade by the applied teachers to determine the final applied lesson grade.

Student Name	Date	Voice/Instrument		MU						
WIN #										
Rating	Note Accuracy	Tone Quality	Rhythmic Accuracy	Articulation (Style-Delivery)	Musicality & Expression	Intonation	or	Piano	or	Percussion
10	Notes performed accurately. Technical passages are executed with security and confidence.	Focused tone, placement, resonance, volume, appropriate vibrato, tension free, well-supported. Even registers throughout. Proper grip and stroke height.	Tempo, meter and rhythm are accurate and secure.	Attack, release, delivery are properly executed as indicated in music. Appropriate for style, standards and cultural traditions.	All aspects of musical expression are properly expressed. Dynamics, intensity, tempo modulations, etc. properly executed. Effectively communicates form & emotional content.	Push is centered. Push and intervals are accurate throughout.	Melodic, harmonies, and supportive materials are properly balanced with clarity.			Tempo fitting is accurate. Drums are tensioned appropriate to size & function.
8-9	Inaccurate intonation interferes minimally with overall performance.	Focused tone, some unevenness in registers/resonance, vibrato & volume. Occasional lack of energy and volume. A few grip and stroke height inconsistencies.	Mostly accurate. A minimal amount of imprecise rhythms. Consistent tempo and meter.	Articulation is mostly appropriate for music performed.	Most aspects of musical expression are properly expressed. Minimal inconsistencies. Generally accurate in musical expression.	Basically good total center, occasional among or out-of-tune notes.	Mostly clear and balanced texture.			Tempo fitting usually accurate. Drums usually tensioned appropriately.
5-7	Errors interfere with the overall performance.	Inconsistent tone production, vibrato, energy, resonance & volume. Some visible tension noted. Grip is tense and inconsistent stroke height. Tone lacks focus, volume, resonance & energy. Visible tension. Grip is tense. Inconsistent stroke height and down stroke.	Inconsistent rhythms. Tempo and meter need to be more accurate.	Lacks articulation needed to properly communicate style of the piece. Delivery inconsistent, imprecise rhythms.	Musical expression is inconsistent, needs more sensitivity to musical expression. Overall lack of musical expression.	Poor total center. May cut-off tone notes interfere with performance.	Unbalanced texture interferes with the overall performance.			Tempo fitting often inaccurate. Drums often tensioned poorly.
1-4	Numerous errors result in an ineffective performance.					Lack of total center results in ineffective musical performance.	Does not understand appropriate texture.			Tempo fitting mostly inaccurate. Drums tensioned inappropriately.

Data

Semester/Year	1	2	3	4	5	6	7	8	9	10	Avg Score
Music Major Juries (N = 159)											
Performance Indicators				0.6							
Note Accuracy				2%		1.89%	6.92%	36.48%	40.88%	13.21%	8.541
Tone Quality						62.00%	10.06%	47.18%	32.08%	10.06%	8.409
Intonation			0.6			1.26%	15.09%	33.96%	39.00%	10.69%	8.428
Rhythmic Accuracy				2%		0.62%	3.15%	28.93%	44.66%	22.02%	8.818
Articulation						1.26%	6.92%	32.70%	41.51%	17.61%	8.673
Musicality & Expression						62.00%	11.32%	44.03%	29.56%	14.47%	8.459
Average Score											8.555

Data Sharing

Students

Every semester students receive their jury rubric sheets so they may discuss with their applied lesson teachers the results and how they can specifically improve their performance skills.

Faculty

In addition to analyzing the jury rubric sheets for their applied lesson students, the faculty review the overall results to determine if scoring is consistent among faculty and if there are any trends with regard to the development of performance skills in the department.

Data Sharing (continued)

Other Stakeholders

Because the rubric provides aggregate and disaggregate data, it is also analyzed and reported to various entities on and off campus, including:

- Department of Music Curriculum Committee
- Washburn University Assessment Committee
- National Association of Schools of Music (music accreditation)
- Kansas State Department of Education (state teacher education accreditation)
- Council for the Accreditation of Educator Preparation (national teacher education accreditation)

Use of Data

The department uses feedback from the stakeholders with whom the data is shared and makes changes to the various music degree programs as needed.

Example 2: Piano Proficiency Exam Rubric SLO 2: Reading/Writing Music

This exam is given at the conclusion of the Group Piano sequence of classes (MU 133, 134, 213, 214). Students must pass this performance exam before they are allowed to take upper division music ensembles, lessons, and classes. The exam requires students to demonstrate their abilities to perform on the piano the following musicianship skills: technique, repertoire, sight reading, harmonization, and transposition.

Rating	Technique	Repertoire	Sight Reading	Harmonization & Improvisation	Transposition
10-9	Scales and arpeggios are executed with security and confidence within the range of required tempo. Standard fingerings are applied.	Rhythm, notes are performed accurately. Articulations and pedals are executed appropriately for style and cultural tradition. Accurate memorization.	Rhythm, key signature and notes are accurately read with an appropriate and consistent tempo.	Harmonies and harmonic progressions are applied in accordance with the style of the given melody. Creative accompaniment pattern improvised and fluent in execution.	Melody and harmonic progressions are transposed accurately with security and confidence.
8-7	Mostly accurate. A minimal amount of errors in rhythm, notes, or fingering.	Mostly accurate. A minimal amount of errors in rhythm, notes, or memorization.	Minor errors in rhythm or note reading. A minimal amount of hesitation in reading.	A minimal amount of errors in harmonic application. Acceptable improvised accompaniment pattern.	A minimal amount of errors in transposing melody and harmony.
6-5	Minor errors interfere with the overall performance.	Inconsistent tempo and errors interfere with the overall performance.	Inaccurate note reading, rhythm and inconsistent tempo interfere with the overall reading.	Errors in harmonic application. Improvised accompaniment pattern does not represent the style of the melody.	Errors interfere with the overall execution.
4	Numerous errors result in an ineffective performance.	Numerous errors result in an ineffective performance.	Numerous errors result in an ineffective performance.	Numerous errors result in an ineffective performance.	Numerous errors result in an ineffective performance.

Data and Data Sharing

	Sp 13	Fa 12	Sp 12	Fa 11	Sp 11	Fa 10	Sp 10	Fall 09	Sp 09	Fall 08	Sp 08
Pass Rate	N = 1 100%	N = 3 100%	N = 0 NA	N = 3 100%	N = 0 NA	N = 7 85%	N = 1 100%	N = 5 100%	N = 0 NA	N = 12 92%	N = 1 100%

As with the Performance Rubric, the data for this assessment is shared with students, faculty, and various entities as needed. Changes are made if indicated.

Example 3: Rubrics and Course Grades-Based Assessments

Music students must receive a minimum course grade of "C" (70%) for all course work in music. Students who do not achieve the minimum course grades are advised regarding specific strategies to help them improve and must repeat those courses. Music students who do not achieve "target" as a course grade are advised regarding specific strategies to help them improve in subsequent music classes.

Beginning fall 2006, the Department of Music adopted the following four level rubric for grading:

- Advanced = 90-100%
- Target = 80-89%
- Developing = 70-79%
- Unacceptable = 69% or below.

All music faculty are required to base their grading on it to provide more consistent feedback to students and to enable data comparisons and analyses with regard to music student outcomes.

MU 316: Music Theory IV

Grade	A Advanced (90-100%)	B Target (80-89%)	C Developing (70-79%)	D Unacceptable (69--below)	F Unacceptable
Spring '13 N = 5	100%				
Spring '12 N = 2		N = 1 50%			N = 1 50%
Spring '11 N = 3	N = 5 63%	N = 1 12%	N = 1 12%	N = 1 12%	
Spring '10 N = 5	N = 4 80%	N = 2 20%			
Spring '09 N = 5	N = 2 40%	N = 2 40%	N = 1 20%		
Spring '08 N = 4	N = 1 25%	N = 1 25%	N = 1 25%		N = 1 25%

