

Assessment Project

The assignment was: students (select choir, grades 11-12) were given the charge to find all the dynamic markings in the enclosed piece – *Blame it on My Youth*. They have done a “Think-pair-share” to discuss what those markings are & how they relate to the music and the text. As a full group, they have made suggestions for interpretation, and they’ve tried singing the suggestions as a full group. Their final task was to take the written quiz & sing m. 22-62 of the piece in quartets (+solo) in which they were assessed using the enclosed rubric.

Your process, as their teacher:

1. We will start this in class together, so you understand the process:
 - a. You have a blank copy of the quiz and each student’s score. You also have a list of each question on the quiz and how the whole class did on that question. Calculate the mean score for each question.
2. We will start this in class together, so you understand the process:
 - a. Graph scores to determine what students know, and what they still need to work on. Watch particularly for questions that many students get correct. If many students got something incorrect, perhaps there are is a poorly worded question that tricked students or other ones that need to be re-taught. Determining where many students did well or poorly will give you input into what the learning trends across the class were. Your graph could depict scores related to each question, or it could be composite scores for each student. You may even wish to create two graphs to more accurately display the data.

Now it’s YOUR turn:

1. I’ve included the rubrics from their singing test. With their rubric scores, do the same process as described above in #2. Analyze how students performed, where they are doing well, and what parts or musical elements they are struggling to do well.
2. I have included feedback on Aimee, Alicia, & Matthew’s rubrics.
3. **This much is due on November 26 at 11:00 a.m.**
4. Answer all the writing prompts in the reflection at the end of this document. **They are due in the same dropbox on Dec 3 by 11:00 a.m.**

Scores on each quiz question

	1 – 5 points possible	2 – 11 points possible	3 – 3 points possible	4 – 4 points possible	5 – 6 points possible	6 – 2 points possible	Quiz Score out of 31
Sara	5	11	3	2	3	0	24
Aimee (Focus Student 1)	4	10	3	2	1	0	20
Kate	5	11	3	3	4	0	26
Tiffany	5	11	3	3	3	0	25
Jessica	5	10	3	2	1	0	22
Jen	4	10	3	2	1	0	20
Tonia	5	10	3	2	1	0	24
Emma	5	10	3	2	1	0	22
Alicia (Focus Student 3)	5	10	3	2	1	0	24
Lexi	5	10	3	2	3	0	23
Matthew (Focus Student 2)	5	11	3	3	4	1	27
Jason	5	10	3	2	1	0	22
John	4	10	3	2	1	0	20
Bob	5	10	3	2	1	0	24
Tim	5	10	3	2	1	0	22
Brian	5	11	3	3	4	0	26
Michael	4	10	3	2	1	0	21
James	5	10	3	2	3	0	23
Mark	5	10	3	2	1	0	22
Luke	5	11	3	3	3	0	25
MEAN SCORE	4.8	10.3	3	2.25	1.95	.05	23.1

SINGING RUBRICS

STUDENT NAME Sara

Song Title Blame it on My Youth Score out of 20 _____ 17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	<p>GRADE: 0 1 2 3 3.4</p> <p>Some (or no) pitches are correct Some (or no) pitches are in tune</p>	<p>GRADE: 3.5 4 4.4</p> <p>Most pitches are accurate Most pitches are in tune</p>	<p>GRADE: 4.5 5</p> <p>All pitches are accurate All pitches are in tune</p>
Rhythmic accuracy	<p>GRADE: 0 1 2 3 3.4</p> <p>Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students</p>	<p>GRADE: 3.5 4 4.4</p> <p>Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students</p>	<p>GRADE: 4.5 5</p> <p>All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students</p>

Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Aimee

Song Title Blame it on My Youth Score out of 20 _____12

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

Comments for Aimee: Your rhythmic accuracy was quite good, especially on the dotted rhythms we worked so much on. A couple of your phrases ended a little too early, but I think it was because you were running out of air, see measures 48-49, for instance. How long should you hold the tied pitch? Your breath support is improving from the last singing test. You are still taking shallow, short breaths sometimes, though, and this is causing you to run out of breath before the end of the phrase. This

happened quite often on pages 3 & 4. What can you do to help you make it through to the end of the phrase? When you were running out of consistent breath support, pitches started to be either inaccurate or a little flat. If we can work on your breathing, your pitch accuracy and ability to hold out ends of phrases (rhythm accuracy) will also improve. Finally, I heard some of the dynamics in the song. The beginning was good. You can work for more gradual crescendos and decrescendos in the B section. Remember when we moved our arms like we were going through water? Try this as you practice on your own to help you remember how to gradually crescendo and decrescendo.

STUDENT NAME Kate Song Title Blame it on My Youth Score out of 20 _____ 18

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 <u>5</u> All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 <u>4</u> 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 <u>5</u> All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 <u>4</u> 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Tiffany Song Title Blame it on My Youth Score out of 20 _____ 18

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 <u>5</u> All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 <u>5</u> All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students

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Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
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STUDENT NAME Jessica

Song Title Blame it on My Youth Score out of 20 16

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
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STUDENT NAME JenSong Title Blame it on My Youth Score out of 20 _____17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
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STUDENT NAME ToniaSong Title Blame it on My Youth Score out of 20 _____17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students

Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4	GRADE: 3.5 4 4.4	GRADE: 4.5 5
	Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Emma

Song Title Blame it on My Youth Score out of 20 15

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
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STUDENT NAME Alicia

Song Title Blame it on My Youth Score out of 20 17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
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Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
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Excellent work on your rhythms accuracy! I was especially pleased that you knew how long to hold out the long pitches/phrase endings. Sometimes you ran out of air, especially on the phrase endings. You held them out long enough, but the pitch began to sag a bit. Go ahead and stagger your breathing on the long notes, so the pitch doesn't dip. Most of your dynamics were pretty good. You started too loudly, but I think you caught yourself around measure 8 at the first dynamic change. Great work on the crescendos & decrescendos in the B section. Phrasing was lovely.

STUDENT NAME Lexi

Song Title Blame it on My Youth Score out of 20 _____16

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students

Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
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STUDENT NAME Matthew

Song Title Blame it on My Youth Score out of 20 19

Excellent work, Matthew. Your breath support was solid, giving you the support you needed to make it through most of the long notes. A few times you cut off a beat or 2 too early – check

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Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

measure 10 & 13 especially. Your dynamics were excellent. Although you sang the dynamics correctly on the first page through the A section, I would like to suggest you bump each of those dynamics up one notch. The balance when the full group sings is a little over-powering. Since the basses sing a different pattern than anyone else at the beginning, it would be good to increase your dynamics, especially on the low pitches. Nice work.

STUDENT NAME JasonSong Title Blame it on My Youth Score out of 20 _____16

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Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME JohnSong Title Blame it on My Youth Score out of 20 _____15

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students

Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4	GRADE: 3.5 4 4.4	GRADE: 4.5 5
	Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Bob Song Title Blame it on My Youth Score out of 20 _____17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Tim Song Title Blame it on My Youth Score out of 20 _____16

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune

Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Brian

Song Title Blame it on My Youth Score out of 20 _____19

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME MichaelSong Title Blame it on My Youth Score out of 20 15

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME JamesSong Title Blame it on My Youth Score out of 20 17

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students

Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4	GRADE: 3.5 4 4.4	GRADE: 4.5 5
	Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Mark

Song Title Blame it on My Youth Score out of 20 16

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

STUDENT NAME Luke

Song Title Blame it on My Youth Score out of 20 14.5

Skill Sets	Emerging (13 or Less) (does not meet standards)	Proficient (14-16 pts) (meets standards)	Advanced (17-20 pts) (exceeds standards)
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Pitch accuracy	GRADE: 0 1 2 3 3.4 Some (or no) pitches are correct Some (or no) pitches are in tune	GRADE: 3.5 4 4.4 Most pitches are accurate Most pitches are in tune	GRADE: 4.5 5 All pitches are accurate All pitches are in tune
Rhythmic accuracy	GRADE: 0 1 2 3 3.4 Some (or no) rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 3.5 4 4.4 Most rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students	GRADE: 4.5 5 All rhythms are accurate, including entrances, cut-offs, triplets, swing, holding through, additional markings made by the director or students
Attention to dynamics & expressive markings	GRADE: 0 1 2 3 3.4 Some of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 3.5 4 4.4 Most of the dynamics & expressive markings are accurate, including additional markings made by the director or students	GRADE: 4.5 5 All dynamics & expressive markings are accurate, including additional markings made by the director or students
Singing Technique (tone/breathing)	GRADE: 0 1 2 3 3.4 Tone is consistently not open & fully supported in all dynamics – related to tension, breath, vowel/consonant shape, etc. Breath support is not even, but is inconsistent through phrases – a mix of problems at onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 3.5 4 4.4 Tone is mostly open & fully supported in all dynamics – some instances when tone suffers from tension, breath, vowel/consonant shape, etc. Breath support is mostly even and consistent through phrases, but sometimes onset, long phrases, or the ends of long pitches are not fully supported	GRADE: 4.5 5 Tone is open & fully supported in all dynamics Breath support is even and consistent through phrases including onset and the ends of long pitches

Rubric Scores

	Pitch Accuracy	Rhythm Accuracy	Dynamics & expressive markings	Singing Technique	Rubric Score out of 20
Sara	4	4	4.5	4.5	17
Aimee (Focus Student 1)	3	4	2	3	12
Kate	5	4	5	4	18
Tiffany	5	5	4	4	18
Jessica	5	4	3	4	16
Jen	5	4	4	4	17
Tonia	4	4	4.5	4.5	17
Emma	3	4.5	3	4.5	15
Alicia (Focus Student 3)	4	5	4	4	17
Lexi	3.5	5	4	3.5	16
Matthew (Focus Student 2)	5	4	5	5	19
Jason	4.5	4	3	4.5	16
John	3.5	4	4	3.5	15
Bob	4	5	4	4	17
Tim	3	4.5	4.5	4	16
Brian	5	5	4	5	19
Michael	4.5	3.5	3	4	15
James	4	5	4	4	17
Mark	5	4	3	4	16
Luke	4.5	3.5	3	3.5	14.5
MEAN SCORES	4.225	4.3	3.775	4.075	16.375

Reflection:

Please respond to the following writing prompts once you've found mean scores. This process should guide you through an analysis of what students learned well, what they did not learn well, what the patterns tend to be across the whole class, and what your next lesson plan & strategies will be based on the data & analysis.

1. What were the learning outcomes that guided the assessments?
 - a. Outcomes for written quiz:
 - Students will be able to use STARS.
 - Students will be able to identify the dynamic scheme of *Blame it on My Youth*.
 - Students will be able to accurately interpret the text.
 - Students will be able to describe how dynamics influence interpretation.
 -
 - b. Outcomes for singing test:
 - Students will be able to sing with accurate pitches.
 - Students will be able to sing with accurate rhythms.
 - Students will be able to pay attention to dynamics and other expressive markings.
 - Students will be able to use correct tone and breath support when singing.

2. What are the patterns of learning in the class? What is the evidence for each pattern of learning? Cite specific examples related to specific quiz questions or rubrics. You can generalize across the class, but also refer specifically to Aimee, Alicia, & Matthew – the only 3 “students” whose quizzes & rubrics included feedback.

Students are obviously struggling with dynamics and expressive qualities from what we see in both the written assignment and the rubric. Question 6 was worded very poorly, so I am not going to comment on how poorly students did with that specific question because it really is not their fault. However, questions 4 and 5 have low averages in comparison to what could have been achieved. Also, in the rubric, students had the lowest average scores in the third category, using dynamic and expressive qualities. Aimee noticed it ended quietly, but did not seem to interpret that correctly. A lot of the answers are the students interpreting the use of crescendos and decrescendos without explaining how they relate to the lyrics.

3. What is your next step? What content & strategies will you use in your next lesson plan – for the full group as well as for individuals like Aimee, Alicia, & Matthew? Include justification for your next steps & how it's related to your data & analysis. Consider and describe how best practices, research, and theory will frame what & how you plan your next lesson.

First, I would explain some of the answers I was looking for and how to find them. Reviewing the test might help students understand the questions. I would also rewrite

the questions because they were super confusing, which we can see by the lower averages scores for those poorly written questions. I would then research dynamics and how to interpret music. This would involve listening to music examples and asking students to discuss their interpretations. I would also review dynamics and how they can reflect the