



RUBRICS AND RECORDINGS: DEVELOPING ASSESSMENT SKILLS

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RECORDING REHEARSALS

- Zoom Recorder, iPhone, Laptop, Dropbox, YouTube, Skype, Publishing Websites
- “Back in the Day” cassette tape recorder and external mic
- Concert/Contest Preparation
 - Record during class
 - Listen during daily commute
 - Plan for next rehearsal



COMMUNICATING WITH STUDENTS

- Share areas of focus with ensemble
 - Verbally
 - Singing
 - Playing on an instrument
- Play excerpts for class
- Engage students in meaningful dialogue
 - Musical Concerns
 - Possible Solutions
- Need for Clarity in discussion
 - Musical Terms and Definitions
 - Means of Assessment



SHAPING THE DIALOGUE

- Revise language in the state ensemble judging sheet
- Provide each student with copy
- Place on band website
- Enlarge and post new assessment tool
- Refer to rubric during rehearsal





INSTRUMENTAL ENSEMBLES

1- Outstanding in nearly every detail
 1.5- Some minor flaws
 2- Frequent minor flaws
 2.5- Some major flaws

3- Frequent major flaws
 3.5- Continuous major flaws
 4- Unacceptable in nearly every detail

CATEGORIES	1	1.5	2	2.5	3	3.5	4	GENERAL REMARKS
Intonation Consider: Individual, Section and Full Ensemble								
Tone Quality Consider: Resonance, Control, Clarity, Focus, Consistency, Warmth and Bow Control								
Articulation, Tonguing, and Bow Techniques Consider: Attacks, Releases, Tongue Style, Bow Usage and Bow Distribution								
Note Accuracy Consider: Technique, Fluency and/or Mechanical Skill								
Rhythmic Accuracy Consider: Accuracy of Note Values, Rest Values, Duration, Pulse, Steadiness, Correctness of Meters								
Interpretation and Musicianship Consider: Style, Phrasing, Tempo, Expression and Emotional Involvement								
Dynamics Consider: Appropriate range of dynamic contrast by individuals, Sections, and/or Full Ensemble								
Balance and Blend Consider: Melodic Line, Accompanying Parts, Chord Balance, Section and/or Ensemble Blend								
Other Factors Consider: Suitable Cuts, Appearance relating to performance, Poise, Posture, and Concert Decorum								

TOTAL POINTS _____

CIRCLE RATING: 9-13.5 Gold Division 14-18 Silver Division 18.5-22.5 Bronze Division 23 or more Participation

COMMENTS ON PERFORMANCE: [Judges will please include suggestions for improvement, use back if needed]

Circle any infraction that applies

Measures Not Numbered / No Score Provided:
 One Division Rating Lower

Selection not on Required List:
 District- Change from Group I to Group II
 State- One Division Rating Lower

 Judge's Signature

NEW DEFINITIONS

- Intonation = In Tune
- Tone Quality = Good/Bad Sound
- Articulation/Tonguing
 - Do the notes start and stop at same time
 - Are short notes short i.e. long notes, slur groups
- Note Accuracy = Right Notes
- Rhythmic Accuracy
 - Right Rhythms throughout section
 - Consistent tempo, time, or speed



NEW DEFINITIONS

- Interpretation and Musicianship
 - Does the performance match indicated style
 - Can you focus on the big picture
- Dynamics = Loud/Soft
- Balance and Blend
 - Can you hear melody, counter melody, harmonic support
 - Do you know your role
- Other Factors
 - How do you look, Posture, Appearance
 - Does the group look focused or attentive





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HOW THE NUMBERS WORK

- Most judges begin by shading all categories in an a second rating.
- As the band performs, each category may slide up or down
- In this rubric, judges start by shading all categories under the score of 2





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MEANINGFUL COMMUNICATION

- Combine the use of musical terms with rating numbers, remember the descriptors
- Identify areas of concern, pinpoint the cause
- Discuss possible solutions, techniques
- Listen frequently, revisit previous recordings to track improvement
- Use past recordings from other groups
- Contact directors from excellent band programs
 - Inquire about using recordings
 - Compare to publisher recordings
 - Set Goal for Improvement



CONTINUE TO “TWEAK” THE SYSTEM

- Record and provide immediate information
- Use recordings on YouTube (good and bad)
- Set up a classroom Dropbox account
 - Post rehearsals
 - Post quality recordings
 - Post assignments for assessment
- Pull students from band to critique
- Plan a director swap
 - Have a director come in to work with your group
 - Return the favor
 - Skype, Facetime with another band
- Continue to experiment with new ideas



DEVELOP INDEPENDENT MUSICIANS

- Add confidence to ensemble by improving assessment skills
- Provide ownership in the improvement process of the ensemble
- Create meaningful dialogue with high level questions
- Using these tools, my bands (including middle school), could assess within a half point of the judge's average score after listening to the same performance.





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