

EDAE 664 - Assessment & Evaluation in Adult Learning

Fall 2015

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1 RUBRIC OF MUSICAL PERFORMANCE

ITEM	Unsuccessful	Average	Good	Excellent
Technically Accurate	Many inaccuracies can be heard (>8) related to correct notes, pitch, volume, and/or rhythm	A noticeable amount (between 3 & 8) of incorrect notes, pitches, volume, and/or rhythm mistake made	Only a few (less than 3) incorrect notes or squawks heard with incorrect volumes and/or rhythmically inaccurate	All Notes played with the right tonality, volume, and rhythmically accurate
Intended Musical Emotion Evoked	Hearer mood is not altered, performance doesn't match intended style, and/or the feel is 'flat'	There is only a single noticeable moment during the performance where the difference in musical emotion is 'felt' by the hearer and the intended emotion evoked	There is at least 2 moments during the performance where the difference in musical emotion is 'felt' by the hearer and the intended emotion evoked	The 'soul' of the piece is evident to the hearers and invokes the intended emotion in them
Difficulty Appropriate	The performer has not chosen a piece of music to perform that is 'on level' with past pieces nor has added extra musical flair to the performance	The technical merit of the performance is similar to past performances and/or other age-level performances	The technical merit of the performance is similar to past performances and/or other age-level performances but has a few (between 1-2) 'ah-ha' moments	The performer has challenged themselves and 'taken it higher' when compared to past performances or age-level
Personalization / 'Owning it'	The style of the performer (or original composer) is not felt or expressed during the performance	The original musical flavor or a consistent musical style personalized by the performer is attempted but not consistent throughout the performance.	The original musical flavor of the piece is felt with a few (between 1-2) 'ah-ha' moments where the style of the performer shines through	It is noticeable that the performer has personalized the performance to their own style OR stayed 100% true to the original composer's style successfully throughout the complete song

¹ With a Passing Score being understand as a median of at least 'Good' between all of the different metrics of analysis

2 REFLECTION ADDRESSING CHALLENGES AND OPPORTUNITIES FACED

This specific Rubric topic was chosen by me due to my history of musical performance (marching bands in High School & Walt Disney World along with performances in musical ensembles, symphonies, and orchestras) and schooling as an engineer. Having had multiple rubric's used to judge my musical performance both

individually and collectively as a group along with the black/white analytics of an engineer – this should be easy. Nothing could be further from the truth. Not only in the numerous challenges that I faced in trying to provide a ‘metric’ for invoked feelings but also reflecting on the challenges rubrics in general face from scholastic repeatability & validity as performance review (Humphry & Heldsinger, 2014).

While someone might think, “I’m familiar with and enjoy music – I could judge fairly”. What might not be so obvious is if asked to honestly evaluate a music performance for music that is not ‘you’. For example, could you grade a performance of punk/thrash music if that is not your ‘thing’? What about first year violin (often described as the ‘Ode to the wailing of screeching cats in heat’ ballad)? With these all in mind I’ve attempted to pull something together that combines the flexibility needed when evaluating the arts plus provide uniformity for repeatable results.