

Week 5 Reading Assignment

1. Create a rubric for the assessment of the lesson plan that you last wrote. (BT 5-4 p.84)

Beginning	Basic	Proficient	Advanced
Students are unclear of where or what an accent is, and do not show it in their singing.	Students know what accents and where they are placed, but barely show it in their singing.	Students are aware of the accents and show them in their singing, but not very evident.	Students have keen awareness of accents and are showing it through their singing.
Students show lack of understanding of the rhythms and do not perform them very accurately in the song.	Students understand the rhythms, but are not very confident of them and are able to perform some of them correctly.	Students show good understanding of rhythmic intricacies and are able to perform almost all of them correctly.	Students show excellent understanding of the rhythmic intricacies and perform syncopations right on the mark.
Students show little, if any, movement at all.	Students move slightly, though choppily and it seems to affect their singing.	Students are able to move naturally, but are not able to maintain an excellent singing sound.	Students move very fluidly and naturally, and are able to sing well as they do so.

2. Create a grading plan for your future middle school choir. Specify important specific skills, knowledge, and participation, and the associated percentages. (BT 5-6 p.84)

Attendance and Participation (10%)

Tests

- Rhythm (10%)
- Sight-singing (10%)
- Singing examination (20%)
- Written (10%)
 - Includes musical terms, song historical context

Class Projects

- Score analysis project (10%)
- Small group performance (10%)
- Class portfolio (10%)

Performance Self-Evaluations (10%)

3. Discuss the pros and cons of the 12 criteria for evaluation described by Kotora (2001) on p.142. Then, decide on the criteria for grading your future high school students and assign percentages for grading each. (BT 9-8 p.143)

The list of criteria provide a very comprehensive way of examining the students using verbal and written methods, and they allow the students to be active both in and out of class, making sure that they are constantly using what they learn and reinforcing it throughout the semester. The amount of criteria will also be helpful in providing parents with a solid description of the progress that a student is achieving within the class.

However, as the book mentions, many of these criteria are difficult to manage and enforce in large ensemble groups, and it can become extremely hectic, especially if the teacher does not keep the system organize right from the start of the semester. It causes a lot of frustration and busy work, especially for the teacher. Also mentioned in the text, leaning percentages more heavily on performances can also cause problems for those with parents that fail to drive their children to the concert venues on time.

Singing tests (20%)

Written tests (20%)

Concert performance/self-evaluation (15%)

Portfolio (15%)

Student attendance/participation (10%)

Collaborative projects (10%)

Individual projects (10%)