Assessment Rubrics and Sharing with Stakeholders

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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.

Mission Statement

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.

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 improvisation, and transposition.

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)

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 analyzes with regard to music student outcomes.

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Data and Data Sharing

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.

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.

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