**Individual Vocal Assessment Task**

Each student will demonstrate an ability to sing his/her choral part independently in an unaccompanied setting, exhibiting mastery and/or growth in such components as tone quality, expression and style, phrasing, pitch, intonation, rhythm, diction and articulation.

On two separate occasions, each member of the choir will individually perform a 16 measure teacher-chosen unaccompanied excerpt from the concert music (repertoire). These will be recorded by having students sing either into a microphone or within the visual and audio range of a video camera. Music selected for the second assessment will be of an equivalent difficulty level, level III or higher, as determined by professional music organizations.

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| **Singing Rubric** | 1-Below Basic  | 2-Basic  | 3-Proficient  |   4-Advanced |
| **A. Tone Quality DOK 4** | The tone is often not focused, clear or centered regardless of the range, significantly detracting from the overall performance.  | Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality distracts from overall performance.  | Tone is focused, clear and centered through the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not distract from the performance.  | Tone is consistently focused, clear, and centered throughout the range of the voice.  |
| **B.** **Expression and Style****DOK 4**  | Rarely demonstrates expression and style. Just sings the notes.  | Sometimes performs with nuance and style that is indicated in the musical score or which is suggested by instructor.  | Typically performs with nuance and style that is indicated in the printed musical score or which is suggested by the instructor. | Consistently performs with a creative nuance and style in response to the printed musical score and limited coaching.  |
| **C. Phrasing** **DOK 4** | Phrasing is rarely consistent and/or sensitive to musical style.  | Phrasing is usually consistent and occasionally sensitive to the style of music being sung. | Phrasing is usually consistent and sensitive to the style of music being sung.  | Phrasing is always consistent and sensitive to the style of music being sung.  |
| **D. Pitch Accuracy****DOK 1,2** | 5 or more pitch errors observed  | 3-4 pitch errors observed  | 1-2 pitch errors are observed, but most of the time pitch is accurate and secure.  | All pitches accurate.  |
| **E. Intonation****DOK 3,4** | Significant intonation difficulties throughout, resulting in poor tonal center or recognizable melody. Student demonstrated 5 or more notes that do not meet an acceptable level of intonation.  | Student demonstrates regular intonation difficulties, lacking consistent tonal center. 3-4 pitches do not meet an acceptable level of intonation. | 1-2 notes do not meet an acceptable level of intonation. Most pitches are sung in tune, maintaining tonal center (key) throughout.  | All notes are in tune.  |
| **F. Rhythm** **DOK 1,2** | Student demonstrates 5 or more rhythmic errors. The beat is usually erratic and rhythms are seldom accurate distracting significantly from the overall performance.  | Student demonstrates 3-4 rhythmic errors. The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally distract from the overall performance.  | The beat is secure and the rhythms are mostly accurate. Student demonstrates 1-2 rhythmic errors.  | All rhythmic values are accurate. The student demonstrates a constant beat throughout the excerpt for the pitches being sung.  |
| **G. Diction** **DOK 1,2** | Student rarely articulates the consonants and vowels, and the text is not discernible.  | Student sometimes articulates the consonants and vowels, but the text is often not discernible.  | Student articulates consonants and vowels with minimum distortion or understatement, and the text can be understood most of the time.  | Student articulates consonants and vowels clearly, and the text of the music is understandable.  |
| **H. Articulation** **DOK 1,2** | Manner of articulation is rarely evident, according to the written excerpt, resulting in very little to no clarity and contrast.  | Manner of articulation is inconsistent and/or awkward and/or incorrect, according to the written musical excerpt, adding some clarity and contrast.  | Manner of articulation is mostly clear, according to the written musical excerpt. Minor and infrequent inconsistencies do not significantly distract from the musical clarity and contrast.  | Manner of articulation is stylistically clear, agile and unified, according to the written musical excerpt, adding a significant degree of clarity and contrast to the music.  |

**Handout #10- Quality Assurance Checklist**

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| Yes | No | **Test Blueprint** |
| x |  | 1. The blueprint lists the chosen content standards.  |
| x |  | 2. The blueprint lists the content ID number.  |
| x |  | 3. The blueprint respects time constraints, and test is worth 25-35 total points (35-50 points for high school |
| x |  | 4. The blueprint designates item type and point value for each item. |
| x |  | 5. The blueprint reflects a range of DoK levels.  |
|  |  | **Operational Forms** |
| x |  | 6. All content is accurate (graphics, passage, and question)  |
| x |  | 7. Reading level is appropriate  |
| x |  | 8. Vocabulary is appropriate  |
| x |  | 9. Reasoning skills required are appropriate  |
| x |  | 10. Language is simple, clear, consistent, and understandable  |
|  |  | **Fairness and Sensitivity** |
| x |  | 11. Items are sensitive to different cultures, religions, ethnic and socio-economic groups, genders and disabilities |
| x |  | 12. Test avoids text that may elicit strong emotions in specific groups of students and prevent those students from accurately demonstrating their skills and knowledge |
| x |  | 13. Clear, concise wording  |
| x |  | 14. Present tense and active voice when possible  |
| x |  | 15. No colloquialisms or words with double meanings  |
| x |  | 16. Charts, tables, graphs, and diagrams are clear and understandable  |
|  |  | **Alignment** |
| x |  | 17. Question clearly addresses the standard identified in the item tag  |
| x |  | 18. The DoK listed reflects the depth of knowledge of the item  |
| x |  | 19. Item weight and type are consistent between the blueprint and the item  |
|  |  | **Multiple Choice Items** |
| x |  | 20. Presents a definite, explicit, and singular question  |
| x |  | 21. Includes appropriate qualifiers (e.g., best, most likely) if necessary  |
| x |  | 22. Worded positively (when possible)  |
| x |  | 23. Only one (1) correct answer  |
| x |  | 24. All distractors are plausible and capture common misconceptions or errors |
| x |  | 25. Answer option and distractors are the same length, structure, and format  |
| x |  | 26. All choices are grammatically consistent with the item stem |
| x |  | 27. Contains no clues to the correct answer or to any other answer |
| x |  | 28. Three answer options for grades K-1, four answer options for grades 2-12  |
| x |  | 29. Answer options are in ascending or descending order whenever possible |
| x |  | 30. Charts, tables, graphs, and images are placed within the item |
| x |  | 31. “All of the above” and “None of the above” have been avoided  |
| x |  | 32. Directions state what to do, where and how to respond, and point value  |
| x |  | 33. Directions are not repeated when test-takers are performing the same task from item to item  |
|  |  | **Constructed Response Items**  |
| x |  | 34. Task is clearly defined and directions are specific  |
| x |  | 35. Uses appropriate verbs to communicate expectations (e.g., compare, predict)  |
| x |  | 36. If the question has multiple parts, the parts are clearly delineated (e.g., Part A, Part B)  |
| x |  | 37. The extent of the expected answer has been clearly stated (e.g. Give three reasons why…)  |
| x |  | 38. Directions state what to do, where and how to respond, and point value  |
| x |  | 39. Directions are not repeated when test-takers are performing the same task from item to item  |
| x |  | 40. Each Constructed Response item has a well-developed rubric  |
|  |  | **Scoring Key and Rubrics** |
| x |  | 41. The correct answer is identified for MC items  |
| x |  | 42. For CR items, the rubric contains item specific explanations of correct, partially correct, and incorrect responses with assigned point values  |
| x |  | 43. Rubric provides possible student answers as examples for each point value  |
|  |  | **Administrative Guidelines** |
| x |  | 44. Explain steps for before, during, and after test administration  |
| x |  | 45. Explain requirements, conditions, equipment needed to administer the test  |
| x |  | 46. Identify the approximate time needed for the test-taker to respond  |
| x |  | 46. Identify the approximate time needed for the test-taker to respond  |
| x |  | 47. State any materials (e.g., calculators) needed/allowed by the test-taker  |
| x |  | 48. Include detailed “scripts” articulating the information to be communicated to the test-takers  |
| x |  | 49. Include procedures for scoring, make-up tests, and handling completed tests |
| x |  | 50. Provide directions for start/stop times, completing student information and beginning and ending the testing session  |

Comments: