

Assessment Goals in Performance

MM, DMA

NASM: "Significant accomplishment in performance, composition...or conducting."

Students demonstrate significant accomplishments in the area of performance on a primary instrument, through composition, or as a conductor.

Assessment points will be recitals, evaluated compositions, and performance elements within the conducting portfolio.

ATTENTION: Studio faculty will complete the first horizontal line only; Composition faculty will complete only the second horizontal line; and Conducting faculty will complete only the third horizontal line.

Rubric

Choose a box below specific to the appropriate degree program	Exceeds Expectations 4	Meets Expectations 3	Meets Some Expectations 2	Does not Meet Expectations 1	Student's Earned Score
<i>The student demonstrates significant accomplishment in performance on a primary instrument</i>	<i>The student performed on an artistic level beyond a standard appropriate for the degree</i>	<i>The student's performance demonstrated a technical proficiency and a stylistic and musical understanding</i>	<i>The student's performance was inconsistent with regard to technique and musicality</i>	<i>The student demonstrated technical deficiencies and/or a lack of musical understanding</i>	
<i>The student demonstrates a thorough knowledge of the craft of musical composition</i>	<i>The student's compositions demonstrate a command of technique and originality that exceeds the standards expected for the degree</i>	<i>The student's compositions demonstrate a command of musical technique and originality that is appropriate to the standards for the degree</i>	<i>The student's compositions demonstrate weaknesses in compositional technique and originality compared to the standards for the degree</i>	<i>The student's compositions demonstrate serious weaknesses and deficiencies in compositional technique and originality compared to the standards for the DMA degree program in music composition</i>	

<i>The student demonstrates through conducting a thorough knowledge of a chosen musical score</i>	<i>The student's conducting demonstrated a commanding podium presence born of a refined gestural vocabulary and a thorough understanding of both the style and nuance of the music. The performance celebrates the composer's intentions and brings out the best in the ensemble</i>	<i>The student's conducting was technically proficient in terms of gestural vocabulary, and she/he demonstrated an understanding of both the style and nuance of the music. The performance communicated the composer's intentions and often showcased the strengths of the ensemble</i>	<i>The student's conducting met minimum standards for gestural vocabulary and musical understanding (both in terms of style and nuance), but the performance occasionally failed to reflect the composer's intentions or the strengths of the ensemble</i>	<i>The student's conducting was inadequate with regard to gestural vocabulary and musical understanding. Neither the composer nor the ensemble was celebrated</i>	
Evaluator's name (please print):		Student's name			
Evaluator's signature:					
Role on committee (please circle one): ADVISOR COMMITTEE MEMBER					

Criterion: The Graduate Studies Committee expects 90% of our students to meet expectations (ie. Level 3) and 10% to exceed expectations (Level 4).