

Self-Assessment Rubrics

When considering ways to measure progress and achievement, the learning of GarageBand creativity software can be thought of as a continuum. At one end of the continuum, we will see learners moving cautiously through new tasks with scaffolds in place to ensure success. As learners progress, they become increasingly independent and the intensity and duration of scaffolds can be reduced. At the other end of the continuum, we will see learners transfer skills to new situations and achieve a depth and breadth of understanding that goes beyond original instruction. To help define various points along that continuum for each skill set, rubrics are provided.

It is my hope that these Self-Assessment Rubrics will help should you chose to select goals for further study. Descriptors will provide a means of measuring progress towards those goals. For skills used only rarely, being able to complete tasks with the help of step-by-step instructions (Level 2) will be more than sufficient. For skills that you use on a regular basis, you may progress to Level 3 in a relatively short time, even without intentional practice. Regular use of GarageBand software would likely be needed for skill development to progress beyond Level 3.

Level 1: Students are unable to complete tasks. Progress has not yet been made.

Level 2: Students are learning new skills and make use of all scaffolds to ensure success.

Level 3: Students are becoming increasingly confident with new learning. Use of scaffolds has been reduced in intensity and/or frequency of use.

Level 4: Without scaffolds, students are able to transfer skills and understandings from GarageBand lessons to comparable tasks that are novel.

Level 5: Students are able to complete tasks that go well beyond the scope of original instruction.

Lesson 1: Edit an Audio File

| LEVEL | WHAT IT LOOKS LIKE |
|---------------------------------------|--|
| Level 1 | I am not yet able to operate the software well enough to drag a song into GarageBand or make edits to a song that is already loaded in. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lesson 1. I can drag a song into GarageBand and make simple edits (split, cut, copy, paste). |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able complete Lesson 1. I can to drag a song into GarageBand and make edits of every type listed on the page. |
| Level 4 Transfer | If I ever want to edit a song, I can import it from iTunes and make all the edits I desire without the use of reference documents. |
| Level 5 Extend | I am able to successfully complete more complicated editing tasks that include: editing multiple tracks within a single project, changing Master Track volume, solo/mute tracks, and adjusting track pan and volume. |

Lessons 2 & 3: Compose with Loops and Make an Arrangement.

| LEVEL | WHAT IT LOOKS LIKE |
|---------------------------------------|---|
| Level 1 | I am not yet able to operate the software well enough to locate loops and move them into the timeline. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lessons 2 and 3. I can sort loops, add loops to the timeline, and insert an Arrangement Track. |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able to complete all tasks in Lessons 2 and 3. I can sort loops, add loops to the timeline, and insert an Arrangement Track. |
| Level 4 Transfer | I can create songs at will, using loops that meet my own criteria for instrument selection, musical style, length and form. I can use the Arrange Track to identify sections of my song. |
| Level 5 Extend | I am able to successfully complete more complicated compositional tasks that include: projects with six or more tracks, track pan and volume, judicious loop placement (tracks that are a combination of notes and rests), altering of form by making changes in the Arrange Track, and create/record my own loops and add them to my loop library. |

Lesson 4: Export a GarageBand Project

| LEVEL | WHAT IT LOOKS LIKE |
|---------------------------------------|---|
| Level 1 | I am not yet able to operate the software well enough to export GarageBand projects. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lesson 4. I can burn a CD containing my GarageBand project and can share it with iTunes. |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able to complete all tasks listed in Lesson 4. I can burn a CD containing my GarageBand project and can share it with iTunes. |
| Level 4 Transfer | If I ever want to export a song, I can burn it in GarageBand or an iTunes playlist without the use of reference documents. |
| Level 5 Extend | I am able to share GarageBand projects with iTunes and can share them as ringtones, podcasts or movies. I can burn them to CD or upload them to the Internet. |

Lesson 5: Convert Audio Files

| LEVEL | WHAT IT LOOKS LIKE |
|---------------------------------------|---|
| Level 1 | I am not yet able to operate the software well enough to convert files in iTunes or Switch. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lesson 5. I can use “Find Info” to determine file format and use iTunes and Switch to convert files to mp3. |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able to complete all tasks in Lesson 5. I can use “Find Info” to determine audio file format and use iTunes and Switch to convert files to mp3. |
| Level 4 Transfer | I am able to convert files whenever I want to. I can figure out whether to use iTunes or Switch and can save the converted file to any location on my computer. |
| Level 5 Extend | I am able to convert to and from any supported file type using iTunes and Switch and can figure out which file format is best suited for my purpose. |

Lesson 6: Import Audio Files

| LEVEL | WHAT IT LOOKS LIKE |
|------------------------------------|---|
| Level 1 | I am not yet able to import audio files. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lesson 6. I can download songs linked on the lesson page and convert them to mp3 using iTunes or Switch. I can download a loop linked on the lesson page and add it to my loop library. |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able to complete all tasks in Lesson 6. I can download songs that are linked and convert them to mp3 using iTunes or Switch. I can download a loop that is linked add it to my loop library. |
| Level 4 Transfer | I can download songs from Wikimedia and Internet Archives and can figure out which software to use to convert them to mp3. I can download loops for a variety of instruments from Macloops and add them to the loop library in GarageBand. |
| Level 5 Extend | I can search the Internet to find audio files and am able to determine copyright restrictions. I can download songs in a variety of file format and convert as needed. I can search the Internet for loops and add them to my library. |

Lesson 7: Record Using Real and Software Instruments

| LEVEL | WHAT IT LOOKS LIKE |
|------------------------------------|---|
| Level 1 | I am not yet able to connect equipment & operate software well enough to record. |
| Level 2 Scaffolds | With step-by-step directions and visual aids, I am able to complete Lesson 7. I can connect a USB microphone and keyboard to my computer and use them to make a recording. I can use the on-screen keyboard and musical typing to enter notes for simple melodies. |
| Level 3 Reduced Supports | With a Reference Guide and a list of Practice Items, I am able to complete all tasks in Lesson 7. I can connect a USB microphone and keyboard and use them to record. I can use the on-screen keyboard and musical typing to enter notes for simple songs. |
| Level 4 Transfer | I can connect any USB input device to my computer and use it to make recordings in classroom and performance situations. I can record rehearsals and performances, and make recordings that can be used in instruction. |
| Level 5 Extend | I am able to successfully complete more complicated recording tasks that include: connect electric instruments via 1/8" jack, record multiple tracks with metronome on, use real instruments, software instruments, and loops within a single composition, and record podcasts in Podcast Studio. |