

National Coalition for Core Arts Standards

Music Model Cornerstone Assessment: General Music Grades 3-5

Discipline: Music

Artistic Processes: Perform

Title: Performing: Realizing artistic ideas and work through interpretation and presentation

Description: Using pieces currently integrated into classroom instruction or musical pieces studied independently, students will select specific sections that exemplify technical/stylistic/artistic challenges to overcome; work toward improving the performance quality of identified challenges; demonstrate and document processes for addressing the challenges; demonstrate and reflect upon achievement.

Using the Assessment: The following collection of standards-based assessments provides choices for music teachers seeking formative and summative means to measure student understanding and achievement within units focused on performance of selected musical works. Teachers may select among the components below to design an assessment plan that fits their particular needs, providing information about student growth and understanding as well as students' ability to transfer learning and self-improve. Assessment results should continuously incentivize adjustments to curriculum and instruction throughout the unit.

Grade: 5

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input type="checkbox"/> Assessment Focus Chart	<input checked="" type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment:

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately _____ hours To be determined by the individual teacher (tasks completed over a period of time)

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Learning strategies exhibited by students for this Cornerstone Assessment may include:

- identify and apply criteria used for selecting music for performance (select)
- listen to recordings of the work or look at the music to identify ensemble performance challenges (analyze)
- explore how musical elements are utilized (analyze)
- manipulate elements in the music to explore expressive options (interpret)
- study historical and cultural background of music to inform performance choices (interpret)
- explore and implement practice strategies for specific challenges (evaluate and refine)
- diagnose performance challenges and prescribe solutions (evaluate and refine)
- learn to listen and adjust to others (evaluate and refine)
- create criteria for quality performance (evaluate and refine)
- provide instructor/peer feedback on individual performance (evaluate and refine)
- apply criteria for evaluating technical/stylistic/expressive performance providing peer feedback (evaluate and refine)
- experience verbal and written reflection and self-evaluation (evaluate and refine)
- generate criteria for performance decorum and audience etiquette appropriate for the context, venue, genre and style (present)

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

These are not the assessment task details, the assessment tasks will be [linked here](#)

Select, Analyze & Interpret

1. Demonstrate the ability to select appropriate music for performance based on technical skill and performance context.
2. Analyze the elements of the music (aurally and/or notational) and how they will be expressed in performance.
3. Demonstrate performance choices relating to expressive/technical/stylistic qualities in the music.

Rehearse, Evaluate, & Refine

4. Apply, diagnose, and prescribe solutions to performance challenges over the designated period of time.
5. Demonstrate ability to improve performance quality.

Perform

6. Referring to established performance criteria, demonstrate ability to self-evaluate with independence and confidence during the summative performance assessment.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Knowledge and Skills

Knowledge

In order to complete these assessments, students need to know ...

- strategies for selecting work(s) to perform based on interest, knowledge, own and others' performance abilities, and context.(select)
- the structure and the elements of music (analyze)
- understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent (analyze)
- personal performance strengths and weaknesses (analyze)
- strategies for analyzing a piece of music for composer's intent, preparation and performance challenges, and context (analyze)
- characteristics of music from various cultures, styles, genres and composers (interpret)
- appropriate techniques specific to the instrument or voice used in a quality performance (rehearse, evaluate, refine and present)
- strategies for developing and refining artistic techniques for performance (rehearse, evaluate, refine and perform)

Skills

In order to complete these assessments, students need to be able to collaboratively and/or individually..... (alone or in small/large groups)

- demonstrate and explain how the selection of music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context (select)
- demonstrate understanding of the structure and the elements of music (analyze)
- demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the composer's intent (interpret)
- demonstrate and refine technical and expressive qualities, and overcome challenges by improving performance abilities through rehearsal (evaluate and refine)
- apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance (evaluate and refine)
- perform their interpretation of the music with expression and technical accuracy to convey the composer's intent (perform)

demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

Key Vocabulary

Key Vocabulary Categories

- Elements of Music: rhythm, pitch/melody, harmony, dynamics, timbre, texture, form
- Expression: intent, interpretation, articulation
- Tone Color/Timbre: characteristic sound produced by an instrument or voice
- Melodic Line: rhythm and melodic patterns, phrases, motif
- Form: same, repeated, and/or contrasting sections, unity/variety,
- Style: genre, authenticity, performer's interpretation

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.*)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

- pre-assess to determine levels of student prior knowledge and abilities
- determine and teach to reduce learning gaps
- create independent enrichment/enhanced work for students who show mastery
- group students to accommodate learning needs
- use provocative, complex questioning to stimulate high level thinking
- devise open-ended tasks to allow students of all ability levels to achieve success at their own levels
- tier tasks to address levels of abilities and support students within each tier
- assure that students are given choice in tasks in order to address their learning styles, interests, etc.

Resources [for task implementation]

Resources for teachers:

- musical selections (scores of varied difficulty levels for differentiated choices, recordings, YouTube clips of amateur and professional performers)
- scoring devices such as rubric, checklist, exit slip, etc.

Resources for students:

- digital audio or video recording device
- musical selections at a variety of difficulty levels
- mallet instruments or recorders
- scoring devices such as rubric, checklist, exit slip, etc.

Scoring Devices [rubrics, checklists, rating scales, etc. based on the Traits]

Teacher (T) or Student (S)

- explain, orally or in writing, their selection of music based on interest, knowledge, ability, and context (S) – exit slip
- analyze and discuss the structure and context of work(s) and their implications for performance citing examples from the music (S) - observation

- individually or collaboratively apply an interpretation of the composer's intent (S) – performance rubric feedback from others
- performance (T & S) – performance rubric for singing, mallets, or recorder/self-assessment

Task-specific Rubrics (see below)

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Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Select					
Select musical work(s) to present based on interest, knowledge, ability, and context.	Performers' interest in and/or knowledge of musical work(s), understanding of their own abilities, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> • Explores and selects sections from musical pieces being learned with technical/stylistic/musical challenges. • Creates/recognizes criteria for identifying performance challenges • 	MU:Cr4-5.a - Demonstrate and explain how the selection of music to perform is influenced by their interest, knowledge, own and others' performance abilities, and context.
Analyze					
Analyze the structure and context of musical work(s) and their implications for performance.	Analyzing how creator's manipulation of elements within the social, cultural, and historical context provides insight into their intent and influences performance	How does understanding the structure and context of musical works influence performance?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> • Appropriately analyzes challenges resulting in identification of specific problematic sections in a piece. • Sets clear and reasonable goals to address technical/stylistic/musical challenges. • Demonstrates an understanding of theoretical and structural aspects and context of a work <p>Recognizes a reasonable timeline to achieve personal performance goals.</p>	MU:Cr4-5.b - Demonstrate understanding of the structure and the elements of music through performance.

Interpret					
Develop personal interpretations that consider creator's intent.	Performers make interpretative decisions based on their understanding of musical works and the creator's intent.	How do performers interpret musical works?	Common Anchor #4: Analyze, interpret and select artistic work for presentation.	<ul style="list-style-type: none"> Justify their musical reason for choosing technical/stylistic/musical challenges. Detail their improvement plan, providing key steps/decisions. 	MU:Cr4-5.c - Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulation, phrasing) and their interpretive decisions convey the music's intent.
Evaluate & Refine					
Develop, evaluate, and refine personal or ensemble performances, individually or in collaboration with others.	Musicians' creative choices are influenced by their experience, context, and expressive intent.	How do musicians make creative decisions?	Common Anchor #5: Develop and refine artistic techniques for presentation.	<ul style="list-style-type: none"> Develops/applies appropriate criteria to evaluate achievement/progress toward intended improvement goals. Organizes time and developmental strategies with purposeful intent. Applies appropriate rehearsal strategies to overcome personal challenges. Refers to appropriate style, genre, or historical context when making decisions on musical interpretation. Uses music vocabulary accurately and appropriately when describing rehearsal and musical decisions. 	<p>MU:Pr5-5.a - Demonstrate and refine technical and expressive qualities, and overcome challenges by improving performance abilities through rehearsal.</p> <p>MU:Pr5-5.b - Apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance.</p>
Present					
Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to	<p>Musicians judge performance based on criteria that vary across time, place, and cultures.</p> <p>The context and how a work is presented influence the audience response.</p>	<p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence</p>	Common Anchor #6: Convey meaning through the presentation of artistic work.	<ul style="list-style-type: none"> Demonstrates command of technical, stylistic, and expressive qualities demanded by the music. Conveys appropriate 	<p>MU:Pr6-5.a - Perform their interpretation of the music with expression and technical accuracy to convey the creator's intent.</p> <p>MU:Pr6-5.b - Demonstrate performance decorum and audience etiquette</p>

the audience and context.		audience response?		expressive intent. Performs with personal interpretation beyond what is printed on the music.	appropriate for the context, venue, genre and style.
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Benchmarked Student Work (*Emerging, Approaches Standard, Meets Standard,, Exceeds Standard*) work to illustrate expectations on web site] (Anchor work to be collected and scored as MCA is piloted)

Meets Standard indicates that the student is at grade level or proficient. Particular rubric levels are not intended to translate into a letter grade such as "Exceeds Standard" is an A, "Meets Standard" is a B, etc. Total number of points should be calculated at the proficient level. Each criterion can be weighted for importance. Below is an example of weighing criteria.

Criterion Number*	Criteria	Emerging Points 1 point	Approaches Standard 2 Points	Meets Standard 3 Points	Exceeds Standard 4 Points	Student's Score For Each Criterion
1	Intonation (weighted by 10)		20 points			
2	Rhythm (weighted by 5)			15 points		
3	Dynamics (weighted by 5)			15 points		
				60 total points for task		Total score is 50/60 or 83% = B

*The criteria in each rubric are numbered so that the teacher may choose which component(s) to assess. All criteria do not have to be assessed. Teachers should select only the attributes that are most central to their lesson. In this assessment, all three criteria were assessed.

ASSESSMENT TASK:

Overview:

Students will individually or collaboratively select, analyze, interpret, evaluate, refine and perform a musical work based on grade level skills and knowledge.

Key vocabulary that students will use fluently throughout the assessment task (alpha order)

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic

dynamics

expression

intonation

phrases

pitch/melody

rhythm

tempo

timbre/tone color

tone quality

Instructions:

1. Students learn a variety of musical works, which may include their own creations, showing awareness of specific musical elements incorporated in the works.
2. Students individually or collaboratively select one of the works to perform based on their own interest, knowledge, and performance abilities or those of group members.
3. Students analyze the structure of the piece and the elements of music contained within it.
4. Students discuss how expressive qualities and their own interpretive decisions will convey the intent of the music to the audience.
5. Students research the historical and cultural background of the music if possible.
6. Students analyze music for performance challenges and strategize how to overcome them.
7. Students develop and/or use an existing list of criteria to evaluate performance during the process of practicing and refining their performance.
8. Students rehearse the music using an existing or developed rubric to check for proficiency.
9. Students perform the piece for others to gather feedback to refine their performance.
10. Students apply feedback to refine performance.
11. Students perform music for others demonstrating technical accuracy and expression that convey the composer's intent while demonstrating proper performance decorum.

TASKS AND SCORING DEVICES USED

PERFORMING: *Select*

TASK: Exit Slip

EXIT SLIP



Name: _____ Date: _____

Why did you select the music to perform? Tell me how it relates to your interest, your abilities or your knowledge about this music.

What is important about this music that you would like others to take away from your performance (interpretation, expression and intent of the music)?

SCORING DEVICE FOR SELECT: Exit Slip Rubric

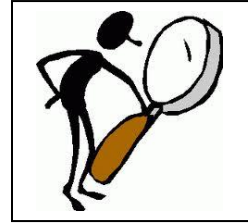
Number	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Rationale for selection - interest, ability, and/or knowledge.	Student needs assistance providing rationale for selection of music to perform based on interest, ability, and/or knowledge.	Student provides limited rationale for selection of music to perform based on interest, ability, and/or knowledge.	Student provides rationale for selection of music to perform based on interest, ability, and/or knowledge.	Student provides well-thought out and insightful rationale for selection of music to perform based on interest, ability, and/or knowledge.
2	Intended interpretation, expression, and intent of the music.	Student needs assistance providing details about the interpretation, expression, and intent of the music.	Student provides limited details about the interpretation, expression, and intent of the music.	Student provides details about the interpretation, expression, and intent of the music.	Student provides specific and intuitive details about the interpretation, expression, and intent of the music.

PERFORMING: *Analyze and Interpret*

TASK FOR ANALYZE AND INTERPRET:

LOOKING CLOSER AT THE MUSIC AND THE COMPOSER

NAME(S) _____



Analyze "I Notice"

Look at the music and list all of the things you need to pay attention to as you practice such as markings, difficult rhythms, difficult phrases, tempo changes, road map (repeat signs, 1st and 2nd endings).

Interpret "I think"

As you practice, describe how you will interpret (figure out) what the composer intended citing specific examples in the music. (For example, the composer wanted us to feel the waves of the ocean by writing the direction of the notes up and down.)

Questions "I Wonder"

You may have some questions as you work through learning the music such as "Why did the composer use those dynamics?" or "How can I perform this so others understand the composer's intent?"

ANALYZE	INTERPRET	QUESTIONS
I notice...	I think...	I wonder...

About the Composer

If possible, please share any information you can find on the composer.

About the Music

If possible, please share anything the composer says about the music.

Word Bank

Write the number of the measure where you find a term. In the boxes provided, write the term and the definition of the term in the boxes below.

Measure	Term	Definition

Responding to the Music

1. What is your favorite section? (Write the specific measure numbers)

2. Why is this section your favorite?

3. Why do you think the composer wrote this music?

4. What time in history or place in the world is this music from? Give reasons to support your answer.

SCORING DEVICE FOR ANALYZE AND INTERPRET:

Checklist: Formative

Item to be completed	Check if complete	If incomplete, what is needed for the student do to revise or redo this section?
Analyze "I Notice"		
Interpret "I think"		
Questions "I Wonder"		
About the composer		
About the music		
Word Bank		
What is your favorite section?		
Why is this section your favorite?		
Why do you think the composer wrote this music?		
What time in history or place in the world is this music from?		

Summative

	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Analyze	Student has listed limited concepts about the music.	Student has listed some of the concepts about the music.	Student has listed all of the concepts about the music.	Student has in-depth and well thought out concepts about the music.
2	Interpret	Student has identified limited insights into the intent of the music.	Student has identified some of the insights into the intent of the music.	Student has identified the major insights into the intent of the music.	Student has insightful and detailed insights into the intent of the music.

PERFORMING: *Rehearse, Evaluate and Refine*

TASK FOR REHEARSE, EVALUATE AND REFINE

PRACTICE PLAN

NAME(S) _____

REHEARSE:

Skills that might need attention:

- articulation
- dynamics
- expression
- intonation
- note accuracy
- rhythm
- technique
- tempo
- tone quality
- ensemble blend
- ensemble interaction



Using the items listed above, select sections of the music you would like to work on, explain why you are working on them, and what strategies you will use to improve these areas.

What specific skill(s) do you need to improve? (intonation, rhythm, tempo etc.)	What measures are you working on?	What did you do to improve your skills?

EVALUATE:

When you think you have perfected your performance, decide from whom you will get feedback from the following ways.

Who evaluates?	Why type of scoring device?	Names of those evaluating
Self	Self-evaluation for singing, recorder or mallets.	
Others	Class developed rubric for singing, recorder or mallets.	
Teacher	Teacher rubric for singing, recorder or mallets.	

REFINE:

What do you need to rehearse further to improve your performance?

What measures did they tell you to work on?	What specific skill(s) do you need to work on? (intonation, rhythm, tempo etc.)	What do you need to do to fix it? Is there anything that was suggested?

SCORING DEVICE FOR REHEARSE, EVALUATE, REFINE

Checklist: Formative

Item to be completed	Check if complete	If incomplete, what is needed for the student do to revise or redo this section?
Identifying specific skills to work on		
Strategizing how to fix the skills that need improvement.		
Received feedback from others.		
Refined performance based on feedback from others.		

Summative

	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Rehearse	Student needs assistance capturing the skills to work on and developing strategies for improvement.	Student has captured a few of the skills to work on and has developed a few strategies for improvement.	Student has captured the skills to work on and has developed strategies for improvement.	Student has insightfully and effectively captured the skills to work on and has applied unique strategies for improvement.
2	Evaluate	Student needs assistance in self-assessing and seeking out the feedback of others to make improvements.	Student chooses to self-assess or seek out the feedback of a few classmates or teacher for evaluation. The student documents the advice and rehearses on his own to make improvements.	Student chooses to self-assess and seeks out the feedback of several classmates and teacher for evaluation. The student documents the advice and rehearses on his own to make improvements.	Student chooses to self-assess and seeks out the feedback of classmates and teacher for evaluation. The student alternates between dialogue and refining the performance until the desired result of

					the evaluator is reached.
3	Refine	The student applies limited feedback from all of the evaluators and incorporates it into the performance of the music.	The student applies some of the feedback from all of the evaluators and incorporates it into the performance of the music.	The student applies the feedback from all of the evaluators and incorporates it into the performance of the music.	The student applies the feedback from all of the evaluators and tries multiple suggestions. The student may perform the music in a variety of ways that were suggested.



SCORING DEVICES FOR PERFORM

Elementary Vocal Performance Rubric for Teachers

Note that each rubric criteria has a number on the left side. Teachers may select which criteria they will assess for each assessment.

ELEMENTARY VOCAL PERFORMANCE RUBRIC **NAME** _____

	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Pitch Accuracy	Student uses speaking voice and/or needs frequent outside support for staying on pitch.	Student usually engages singing voice but is still working on consistent pitch accuracy and singing independence.	Student sings accurately from a given pitch with infrequent/ little need for outside support.	Student sings accurately from a given pitch with a sense of ease and musicality and complete independence.
2	Rhythmic Accuracy	Student sings a few rhythms correctly and may change the tempo for more difficult rhythms.	Student sings most rhythms correctly and but may change the tempo for more difficult rhythms.	Student sings with rhythmic accuracy with infrequent/ little need for outside support.	Student sings independently with rhythmic accuracy and with a sense of ease and musicality.
3	Tone and Breath Support	Student is beginning to develop appropriate breath support and needs cues from the teacher.	Student generally uses appropriate breath support to produce a clear tone.	Student uses appropriate breath support to produce a clear tone.	Student always uses appropriate breath support to produce a clear tone throughout the entire song showing an advanced sense of musicality and confidence.
4	Vowel and Consonant Pronunciation	Student beginning to sing with tall vowels and clear consonants for every word to be understood	Student occasionally sings with tall vowels and clear consonants for every word to be understood	Student sings with tall vowels and clear consonants for every word to be understood.	Student consistently sings with tall vowels and clear consonants with exceptional clarity.
5	Phrasing	Student is beginning to use phrasing.	Student usually uses consistent phrasing.	Student uses consistent phrasing	Student uses consistent phrasing and is sensitive to the style of music being sung.

6	Posture	Student is beginning to stand straight and tall with vertical alignment of the various parts of the body, with minimum tension.	Student generally stands straight and tall with vertical alignment of the various parts of the body, with minimum tension.	Student consistently stands with vertical alignment of the various parts of the body, with minimum tension.	Student stands straight and tall, hands at side, feet a shoulder width apart, eyes forward with shoulders relaxed.
7	Dynamics	Student is beginning to sing the correct dynamic levels.	Student generally sings the correct dynamic levels.	Student consistently sings the correct dynamic levels.	Student sings obvious and consistent dynamic levels with a sensitive interpretation of the style of music being sung.
8	Expression	Student is beginning to sing expressively in response to the score with coaching.	Student generally sings expressively in response to the score with limited coaching.	Student sings expressively in response to the score.	Student sings expressively by adding distinct depth and emotional range with no coaching.
9	Ensemble - blend	Students beginning to adjust tone and volume to achieve blend and balance.	Students generally adjust tone and volume to achieve blend and balance.	Students adjust tone and volume to achieve blend and balance.	Students adjust tone and volume confidently to achieve blend and balance responding sensitively to one another throughout the performance.
10	Ensemble - interpret composer's intent	Students are beginning to become aware of the musical elements in conveying the composer's intent.	Students are generally aware of the musical elements in conveying the composer's intent.	Students are aware of the musical elements in conveying the composer's intent.	Students are sensitive to the musical elements in conveying the composer's intent.

Recorder Rubric for Teachers

Note that each rubric criteria has a number on the left side. Teachers may select which criteria they will assess for each assessment.

Recorder Rubric

Name _____



	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Posture	Student is beginning to play with tall posture and relaxed arms.	Student generally plays with tall posture and relaxed arms.	Student plays with tall posture and relaxed arms.	Student consistently and independently plays with tall posture and relaxed arms.
2	Hand Position	Student is beginning to play with the left hand on top, right hand in position, completely covering holes, and with recorder at a 45 degree angle to the body.	Student generally plays with the left hand on top, right hand in position, completely covering holes, and with recorder at a 45 degree angle to the body.	Student plays with the left hand on top, right hand in position, completely covering holes, and with recorder at a 45 degree angle to the body.	Student consistently and independently plays with the left hand on top, right hand in position, completely covering holes, and with recorder at a 45 degree angle to the body.
3	Breath	Student is beginning to use a light, warm, continuous breath.	Student generally uses a light, warm, continuous breath.	Student uses a light, warm, continuous breath.	Student consistently and sensitively uses a light, warm, continuous breath.
4	Tonguing	Student is beginning to articulate rhythms with gentle tonguing (doo).	Student generally articulates rhythms with gentle tonguing (doo).	Student articulates rhythms with gentle tonguing (doo).	Student consistently and precisely articulates rhythms with gentle tonguing (doo).
5	Pitch Accuracy	Student is beginning to play correct pitches with accurate intonation.	Student generally plays correct pitches with accurate intonation.	Student plays correct pitches with accurate intonation.	Student consistently plays notes in the center of the pitch with precision and ease.
6	Rhythm Accuracy	Student is beginning to play correct rhythms in a steady pulse.	Student generally plays correct rhythms in a steady pulse.	Student plays correct rhythms in a steady pulse.	Student consistently plays correct rhythms in a steady pulse with precision and ease.

7	Phrasing	Student is beginning to play phrases correctly.	Student generally plays phrases correctly.	Student plays phrases correctly.	Student consistently and sensitively plays phrases correctly.
8	Ensemble - blend	Students are beginning to watch and listen to each other to blend together.	Students watch and listen to each other some of the time to blend together.	Students watch and listen to each other consistently to blend together.	Students watch and listen to each other consistently to distinctly and sensitively blend together.
9	Ensemble - interpret composer's intent	Students are beginning to become aware of the musical elements to convey the composer's intent.	Students are generally aware of the musical elements to convey the composer's intent.	Students are aware of the musical elements to convey the composer's intent.	Students are sensitive to the musical elements to convey the composer's intent.

Mallet Rubric for Teachers:

Note that each rubric criteria has a number on the left side. Teachers may select which criteria they will assess for each assessment.

MALLET RUBRIC

NAME _____



	Criteria	Level 1 Emerging	Level 2 Approaches Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
1	Hand Position	Student is beginning to hold mallets with appropriate angle to the bars.	Student generally holds mallets with appropriate angle to the bars.	Student holds mallets with appropriate angle to the bars.	Student consistently holds mallets with appropriate angle to the bars.
2	Tone	Student is beginning to bounce mallets off bars with appropriate force to produce a resonant tone.	Student generally bounces mallets off bars with appropriate force to produce a resonant tone.	Student bounces mallets off bars with appropriate force to produce a resonant tone.	Student consistently and sensitively bounces mallets off bars with appropriate force to produce a resonant tone which reflects the style of the music.
3	Alternating Mallets	Student is beginning to play with alternating mallets.	Student generally plays with alternating mallets.	Student plays with alternating mallets.	Student consistently plays with alternating mallets.
4	Notes	Student is beginning to play correct pitches and may alter the tempo to accommodate difficult notes.	Student generally plays correct pitches and may alter the tempo to accommodate difficult notes.	Student plays correct pitches.	Student consistently plays correct pitches with precision and accuracy.
5	Rhythm	Student beginning to play correct rhythms and may alter the tempo to accommodate difficult rhythms.	Student generally plays correct rhythms and may alter the tempo to accommodate difficult rhythms.	Student plays correct rhythms.	Student consistently plays correct rhythms with precision and accuracy.
6	Ensemble - blend	Students are beginning to watch and listen to each other to blend together.	Students watch and listen to each other some of the time to blend together.	Students watch and listen to each other consistently to blend together.	Students watch and listen to each other consistently to distinctly and sensitively blend together.
7	Ensemble - interpret composer's intent	Students are beginning to become aware of the musical elements in conveying the composer's intent.	Students are generally aware of the musical elements in conveying the composer's intent.	Students are aware of the musical elements in conveying the composer's intent.	Students are sensitive to the musical elements in conveying the composer's intent.

Student Self Assessment for Singing:

Name _____



Singing: Select the statement that best describes your performance for each criteria.

	Criteria	I'm starting to do this on my own but may need help!	I'm almost there!	I can do it!	I can do this without any help!
1	Pitch Accuracy	I sing a few of the notes of a song in tune.	I sing most of the notes of a song in tune.	I sing all of the notes of a song in tune.	I sing accurately from a given pitch easily and musically.
2	Rhythmic Accuracy	I sing a few of the rhythms of a song correctly.	I sing most of the rhythms of a song correctly.	I sing all of the rhythms of a song correctly.	I sing the correct rhythms easily and with precision.
3	Tone and Breath Support	I sometimes take deep breaths and sing with good posture.	I often take deep breaths and sing with good posture.	I always take deep breaths and sing with good posture.	I always take deep breaths and sing with good posture to produce a clear tone throughout the entire song which supports singing musically.
4	Vowel and Consonant Pronunciation	I am beginning to sing with tall vowels and clear consonants for every word to be understood.	I occasionally sing with tall vowels and clear consonants for every word to be understood.	I always sing with tall vowels and clear consonants for every word to be understood.	I always sing with tall vowels and clear consonants for every word to be understood clearly and distinctly.
5	Phrasing	I sometimes sing the phrases.	I sing most of the phrases.	I always use consistent phrasing	I always use consistent phrasing and am sensitive to the style of music being sung.

6	Posture	I sometimes stand straight and tall with very little tension.	I generally stand straight and tall with very little tension.	I always stand straight and tall with very little tension.	I always stand straight and tall with my hands at my side and feet a shoulder width apart. My eyes are forward with my shoulders relaxed.
7	Dynamics	I sometimes sing the correct dynamic levels.	I generally sing the correct dynamic levels.	I always sing the correct dynamic levels.	I sing using obvious and consistent dynamic levels with a sensitive interpretation of the style of music being sung.
8	Expression	I sometimes sing expressively when I interpret what is in the score.	I generally sing expressively when I interpret what is in the score.	I sing expressively when I interpret what is in the score.	I sing creatively when I interpret what is in the score without help.
9	Ensemble - blend	We sometimes watch and listen to each other to blend together.	We generally watch and listen to each other to blend together.	We watch and listen to each other to blend together.	We watch and listen to each other constantly to sing sensitively by adjusting tone and volume to blend together.
10	Ensemble - interpret composer's intent	We are sometimes aware of the musical elements and try to use them in conveying the composer's intent.	We are generally aware of the musical elements and try to use them in conveying the composer's intent.	We are aware of the musical elements and use them in conveying the composer's intent.	We are sensitive to the musical elements used in conveying the composer's intent.

PLAN FOR IMPROVEMENT

Use words from the word bank for your answers in the next section. Write in complete sentences.

Word Bank: CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Breath Control	Pitch
Diction	Posture
Dynamics	Singing Voice
Expression	Tempo
Intonation	Tone Quality
Phrases	Vowel Shape

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

What would you like to improve in your performance (use word bank vocabulary)

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

Where do you find it in the music? Use measure numbers if you can.

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

How would you improve your performance?

Student Self-Assessment for Recorder:

Name _____



Recorder: Select the statement that best describes your performance for each criteria.

	Criteria	I'm starting to do this on my own but may need help!	I'm almost there!	I can do it!	I can do this without any help!
1	Posture	I sometimes play with tall posture and relaxed arms and may need to be reminded.	I usually play with tall posture and relaxed arms and may need to be reminded.	I play with tall posture and relaxed arms.	I always play with tall posture and relaxed arms without being reminded.
2	Hand Position	I sometimes play with the left hand on top, right hand in position, completely covering the holes, and with the recorder at a 45 degree angle to my body and may need to be reminded.	I usually play with the left hand on top, right hand in position, completely covering the holes, and with the recorder at a 45 degree angle to my body and may need to be reminded.	I play with the left hand on top, right hand in position, completely covering the holes, and with the recorder at a 45 degree angle to my body.	I always play with the left hand on top, right hand in position, completely covering the holes, and with the recorder at a 45 degree angle to my body without being reminded.
3	Breath	I sometimes use a light, warm continuous breath.	I usually use a light, warm continuous breath.	I use a light, warm continuous breath.	I always and sensitively use a light, warm, continuous breath without being reminded.

4	Tonguing	I sometimes play the phrases.	I usually play the phrases.	I always use consistent phrasing	I always use consistent phrasing without being reminded and am sensitive to the style of music being sung.
5	Pitch Accuracy	I play a few of the notes of a song in tune.	I play most of the notes of a song in tune.	I play all of the notes of a song in tune.	I play accurately from a given pitch easily and musically.
6	Dynamics	I sometimes play the correct dynamic levels.	I usually play the correct dynamic levels.	I always play the correct dynamic levels.	I always play using understandable and noticeable dynamic levels with a sensitive interpretation of the style of music being sung.
7	Phrasing	I am beginning to play phrases correctly.	I generally play phrases correctly.	I play phrases correctly.	I always play phrases correctly and musically.
8	Ensemble - blend	We sometimes watch and listen to each other to blend together.	We usually watch and listen to each other to blend together.	We watch and listen to each other to blend together.	We watch and listen to each other constantly to sing sensitively and blend together.
9	Ensemble - interpret composer's intent	We are sometimes aware of the musical elements and try to use them to show the composer's intent.	We are usually aware of the musical elements and try to use them to show the composer's intent.	We are aware of the musical elements and use them to show the composer's intent.	We are sensitive to the musical elements used to show the composer's intent.

PLAN FOR IMPROVEMENT

Use words from the word bank for your answers in the next section. Write in complete sentences.

Word Bank: CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Breath	Posture
Hand Position	Rhythm Accuracy
Phrasing	Tonguing
Pitch Accuracy	

<u>CCSS.ELA-LITERACY.W.5.1.B</u> Provide logically ordered reasons that are supported by facts and details.	<u>CCSS.ELA-LITERACY.W.5.1.B</u> Provide logically ordered reasons that are supported by facts and details.	<u>CCSS.ELA-LITERACY.W.5.1.D</u> Provide a concluding statement or section related to the opinion presented.
What would you like to improve in your performance (use word bank vocabulary) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Where do you find it in the music? Use measure numbers if you can. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	How would you improve your performance? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Student Self Assessment for Mallet:

NAME _____

MALLET RUBRIC: Select the statement that best describes your performance for each criteria.



	Criteria	I'm starting to do this on my own but may need help!	I'm almost there!	I can do it!	I can do this without any help!
1	Hand Position	I sometimes hold the mallets with the appropriate angle to the bars.	I usually hold the mallets with the appropriate angle to the bars.	I hold the mallets with the appropriate angle to the bars.	I always hold the mallets with the appropriate angle to the bars without being reminded.
2	Tone	I sometimes bounce the mallets off the bars with the appropriate force to produce a resonant tone and may need help at times.	I usually bounce the mallets off the bars with the appropriate force to produce a resonant tone and may need help at times.	I bounce the mallets off the bars with the appropriate force to produce a resonant tone.	I always bounce the mallets off the bars with the appropriate force to produce a resonant tone which reflects the style of the music without being reminded.
3	Alternating Mallets	I sometimes play with alternating mallets.	I usually play with alternating mallets.	I play with alternating mallets.	I always play with alternating mallets without being reminded.
4	Notes	I sometimes play correct pitches and may need help at times.	I usually play correct pitches and may need help at times.	I play correct pitches.	I always play correct pitches without any help.
5	Rhythm	I sometimes play correct rhythms	I usually play correct rhythms	I play correct rhythms.	I always play correct rhythms without any

		and may need help at times.	and may need help at times.		help.
6	Ensemble - blend	We sometimes watch and listen to each other to blend together.	We generally watch and listen to each other to blend together.	We watch and listen to each other to blend together.	We watch and listen to each other constantly to play sensitively and blend together.
7	Ensemble - interpret composer's intent	We are sometimes aware of the musical elements and try to use them to show the composer's intent.	We are generally aware of the musical elements and try to use them to show the composer's intent.	We are aware of the musical elements and use them to show the composer's intent.	We are sensitive to the musical elements used to show the composer's intent.

PLAN FOR IMPROVEMENT

Use words from the word bank for your answers in the next section. Write in complete sentences.

Word Bank: CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Alternating Mallets	Rhythm
Hand Position	Tone
Notes	

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.D

Provide a concluding statement or section related to the opinion presented.

What would you like to improve in your performance (use word bank vocabulary)

Where do you find it in the music?
Use measure numbers if you can.

How would you improve your performance?

Template for Student or Class Developed Rubric

	Criteria	I'm starting to do this on my own but may need help!	I'm almost there!	I can do it!	I can do this without any help!
1					
2					
3					
4					
5					