

Sample Performance Assessment

Content Area: Music

Grade Level: Kindergarten (K)

Instructional Unit Sample: Show Me The Way To...

Colorado Academic Standard(s): MU09-GR.K-S.1-GLE.1; MU09-GR.K-S.1-GLE.2; MU09-GR.K-S.2-GLE.1; MU09-GR.K-S.2-GLE.2; MU09-GR.K-S.3-GLE.1; MU09-GR.K-S.3-GLE.2; MU09-GR.K-S.3-GLE.4; MU09-GR.K-S.4-GLE.1; MU09-GR.K-S.4-GLE.2; MU09-GR.K-S.4-GLE.3

Concepts and skills students' master:

- Music has structure through repetitive patterns.
- Why we sing particular songs (i.e. *Jingle Bells*) at a particular season or time.
- Expressive elements (high/low, fast/slow, loud/soft)
- Respond kinesthetically to musical phrases
- Identify and sing songs from a variety of cultures and styles
- Demonstrate and identify expressive elements in music

Unit Description

This unit, [Show Me The Way To...](#), explores the structure of musical opposites and the function (purpose) of music through movement. Teachers begin with developmentally appropriate musical opposites (fast/slow, high/low, loud/quiet, same/different) and then use these opposites to show how they create mood. Later learning experiences help students to understand the purpose of musical pieces across many cultures. The unit culminates in a performance task requiring students to create their own movements that match the musical elements and function of the music given.

Performance Assessment Description

You are a music teacher and you have been asked to teach someone how to move to different types of music. To prepare to teach, you will listen closely to a piece of music and plan some movements to go along with it. You should be able to explain to your students why you chose the movements you did and how they match the music using the expressive elements you learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood).

Students create a movement that complements the music they are hearing. Each student must also explain (using expressive elements and moods) how his/her movement reflects the musical elements he/she hears.

(Example pieces: *The Top* by Bizet, *Russian Sailor's Dance* from the *Red Poppy* by Gliere, *Voiles* from *Preludes, Book 1* by Debussy)



Teacher should use observational data collection (**see below*) to determine the use of:

- Music elements learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood)
- Loco motor skills (walk/step, run, leap, hop, and jump)
- Ability to move safely through a given space
 - <http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html>
(Personal space use resource)
- How students problem solve with various music responses

*Observational note ideas here:

[http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom](http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom) (Resource for collecting observational data)

RUBRIC: SHOW ME THE WAY TO...

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Music Elements	Student identifies gradients of musical elements (very fast, medium, very slow)	Student identify music elements in music <ul style="list-style-type: none"> ➤ Fast/slow ➤ Loud/quiet ➤ High/low ➤ Same/different ➤ Feelings ➤ Mood 	Student identifies 3-4 music elements from mastery criteria	Student does not identify music elements	25%
Locomotor Skills	Student chooses movements that reflect creative and independent thinking	Student uses locomotor movement that reflect music they hear	Student uses movements that don't reflect the music	Student does not move	25%
Ability to move safely	Student is a role model to the class in moving safely	Student moves safely throughout the selection	Student needs one or two reminders about safety during the selection	Student does not move safely.	25%
Explanation	Student explanation includes examples or comparisons to other music or uses musical language	Student explains how his/her movement reflects the musical elements he/she hears	Student explanation is not connected to the musical elements	Student offers no explanation	25%
				TOTAL	100%



Performance Assessment Development Template

Who is developing this performance assessment?	
Name: Colorado Content Collaborative in Music	Position/Affiliation: Colorado Content Collaborative in Music

I. CONTENT STANDARDS	
Content Area: Music	
Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	MU09-GR.K-S.1-GLE.1 MU09-GR.K-S.1-GLE.2 MU09-GR.K-S.2-GLE.1 MU09-GR.K-S.2-GLE.2 MU09-GR.K-S.3-GLE.1 MU09-GR.K-S.3-GLE.2 MU09-GR.K-S.3-GLE.4 MU09-GR.K-S.4-GLE.1 MU09-GR.K-S.4-GLE.2 MU09-GR.K-S.4-GLE.3
Grade Level(s)	Kindergarten
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4
What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."	The structure of music can organize (influence) movement.
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Show Me the Way To...	You are a music teacher and you have been asked to teach someone how to move to different types of music. To prepare to teach, you will listen closely to a piece of music and plan some movements to go along with it. You should be able to explain to your students why you chose the movements you did and how they match the music using the expressive elements you learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood).



II. Claims, Skills, Knowledge & Evidence	
<p>Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i></p>	<p>Successful completion of this task would indicate...</p> <p><i>Students will understand that</i></p> <ul style="list-style-type: none"> ➤ The structure of music can organize (influence) movement. ➤ Expressive elements communicate mood in music. ➤ Cultures convey musical traditions through their dances, voices, and instruments. ➤ Movement can demonstrate expressive elements.
<p>Skills. <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i></p>	<p>Student should be able to...</p> <ul style="list-style-type: none"> ➤ Respond kinesthetically to musical phrases. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) ➤ Identify and sing songs from a variety of cultures and styles. (MU09-GR.K-S.4-GLE.2, 3-EO.a) ➤ Demonstrate and identify expressive elements in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b)
<p>Knowledge. <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</i></p>	<p>Student should know/understand...</p> <ul style="list-style-type: none"> ➤ Music has structure through repetitive patterns. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) ➤ Why we sing particular songs (i.e. <i>Jingle Bells</i>) at a particular season or time. (MU09-GR.K-S.4-GLE.1,2) and (MU09-GR.K-S.4-GLE.3-EO.a, c) ➤ Expressive elements (high/low, fast/slow, loud/soft) (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b)
<p>Evidence. <i>What can the student do/produce to show evidence of the above knowledge and skills?</i></p>	<p>Student will show evidence of skills and knowledge by...</p> <p>Students create a movement that complements the music they are hearing. Each student must also explain (using expressive elements and moods) how his/her movement reflects the musical elements he/she hears.</p> <p>(Example pieces: <i>The Top</i> by Bizet, <i>Russian Sailor's Dance</i> from the <i>Red Poppy</i> by Gliere, <i>Voiles</i> from <i>Preludes, Book 1</i> by Debussy)</p> <p>Teacher should use observational data collection (*see below) to determine the use of:</p> <ul style="list-style-type: none"> ➤ Music elements learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood) ➤ Loco motor skills (walk/step, run, leap, hop, and jump) ➤ Ability to move safely through a given space



	<p>http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html (Personal space use resource)</p> <ul style="list-style-type: none"> ➤ How students problem solve with various music responses ➤ <p>*Observational note ideas here:</p> <ul style="list-style-type: none"> ➤ http://tccl.rit.albany.edu/knilt/index.php/Unit Four: How to incorporate play observations in the kindergarten classroom (Resource for collecting observational data)
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III.A. PERFORMANCE TASKS:

Instructions to the Student

Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

- You are a teacher and your job is to teach students how to move to match the elements of music (slow/fast, loud/soft, same/different, etc.)
- Demonstrate a movement that you think matches the music that you hear.
- Explain why you think it matches
- Be sure to move safely through your personal space

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

You will hear several selections of music. Find a way to move in your personal space to match the music that you hear. Explain how your movements match the music.

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

You are a music teacher and you have been asked to teach someone how to move to different types of music. To prepare to teach, you will listen closely to a piece of music and plan some movements to go along with it. You should be able to explain to your students why you chose the movements you did and how they match the music using the expressive elements you learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood).

Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

You will hear several selections of music. You will move in your personal space safely to illustrate how the music sounds.



Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

N/A

Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

N/A

Provide any other relevant information for the students' instructions.

N/A

III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Selections of music should include a variety of opposites: fast/slow, loud/soft, same/different, high/low, etc. Play each selection for a length of time sufficient for the students to create an appropriate movement to match. Students may work in small groups, large group or individually dependent on space and time.

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

Space should be clear of objects unsafe for open movement.

What materials should be provided to students? Be as specific as possible.

N/A

What materials should the student bring to the performance assessment session? Be as specific as possible.

N/A



What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?

N/A

Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.

N/A

Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

Assessment may be live or video recorded for later viewing and scoring

During the Performance Assessment Session

How should the educator respond to students' questions?

Educator may answer any questions regarding process

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

Educator can score rubric as students perform or videotape for scoring later.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

N/A

What information should the educator give the student at the end of the performance assessment session?

Educator should give positive comments regarding the students' efforts.

Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator? How should the workstation be cleaned?

N/A



Other relevant information for the *educator's* instructions:

N/A

III.C. PERFORMANCE TASKS:

Other Considerations

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

Student movements can be recorded through video or live

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

If performance/movements are video-taped, then video equipment would need to be acquired.

III.D. PERFORMANCE TASKS:

Accommodations

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

Students may:

- Draw pictures or use visual representations of their movements
- Demonstrate movements while sitting or standing
- Provide verbal explanations to the class or individually to the teacher
- Demonstrate understanding through a "Freeze Dance" activity (when the music stops, students can explain why they chose the movements they did)

IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

Certified Music Educator – State of Colorado



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

