

For each musical concept, there are three formative assessments, one corresponding rubric, and one teacher record sheet. Concepts addressed in the formative assessments include seven musical elements: rhythm and meter, form and design, dynamics, tempo, articulation, pitch, and performing. Select formative assessments also include Student Worksheets.







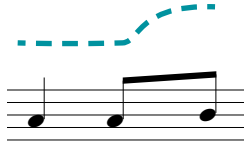

Using the Formative Assessments

The Formative Assessments have been designed so that each includes the following:

- Performing, responding, and creating tasks
- Solo, small-group, and whole-group work
- Varied modalities for different learning styles
- A scaffold of each musical concept to its Summative Assessment task

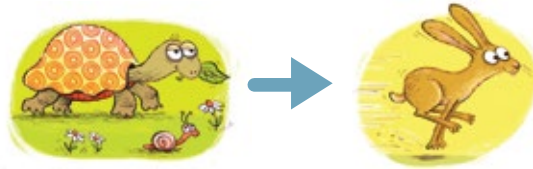
Please note: In order for these assessments to be formative, teachers should facilitate each task in a way that gives students both task performance feedback **and** the opportunity for revision.

Scope of Musical Concepts in the Grade 2 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters (2/4, 3/4, 4/4)  Compound Meters (6/8) 	Phrases and Patterns Bar Lines and Double Bar Lines 	Crescendo  Decrescendo 	Accelerando Ritardando	Accent 	Melodic Contour 	Singing in Tune 

Expressive Qualities (Tempo)

Accelerando



Ritardando



A	B	C	Summative Assessment
<p>Group Responding Task: Review the following tempo vocabulary words: <i>presto</i>, <i>largo</i>, <i>accelerando</i>, and <i>ritardando</i>. Have students walk around the room at a normal pace. As you speak each of the vocabulary words, have students change the pace of their walk to demonstrate understanding of tempo vocabulary (e.g., “ritardando” slows down the walk).</p> <p>Optional: Have students play pitched or non-pitched instruments in response to tempo vocabulary.</p>	<p>Solo/Group Performing Task: Students sing a known song following given tempo markings or signals.</p>	<p>Solo/Group Creating and Performing Task: Students insert the given tempo markings into a known song and conduct and/or perform accordingly.</p> <p>Optional: Students provide rationale for musical choices.</p>	<p>Task 3 Identify Dynamics, Tempo, and Articulation</p> <p>Students listen and move to unknown musical excerpts, and then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices.</p>

Expressive Qualities (Tempo)

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Tempo: <i>Largo / Presto</i> <i>Accelerando/ Ritardando</i>	Creates, responds to, or performs tempo accurately and without hesitation.	Creates, responds to, or performs tempo with hesitation and some inaccuracies.	Creates, responds to, or performs tempo inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform tempo.

Class: _____ Student Name	A	B	C	Notes