

For each musical concept, there are several 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 3 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$ $\frac{4}{4}$    Compound Meters $\frac{6}{8}$ $\frac{8}{8}$ 	Repeat Sign  First and Second Endings 	Pianissimo <i>pp</i> Fortissimo <i>ff</i>	Andante	<i>Continue to apply and develop prior knowledge.</i>	Steps/Leaps Notes on Treble Staff Treble/Bass Clef 	Posture Intonation

Steps and Leaps

Notes on Treble Staff

Treble and Bass Clef

A	B	C	Summative Assessment
<p>Solo/Group Responding Task: Students listen to and use agreed-upon signals to identify patterns of ascending and descending steps and leaps.</p>	<p>Group Responding Task–Worksheet: Students listen to a melody and circle the shape (melodic contour) heard from given choices.</p>	<p>Solo/Group Performing Task: Students:</p> <ol style="list-style-type: none"> 1. Sight-sing given motifs/song, then name that tune. 2. Improvise four-beat melodic phrases with a partner, then share with the class. 	<p>Task 3 Sight Read a Melody Students sight sing or play four measures with first and second endings using the Student Worksheet.</p>
<p>Solo Responding Task: Students identify and notate given pitch names on the treble staff. Students may identify pitches using solfege, scale degrees, absolute pitches, and/or graphic or standard notation.</p>	<p>Group Creating Task: With partners or in small groups, students use the notes B, A, and G to improvise and/or compose a short piece in A–B–A–B form.</p>	<p>Solo Creating Task: Students compose melodic fragments to fill in two blank measures in a given piece. Students draw in bar lines, double bar lines, and one repeat sign. Students then label the form of the piece.</p>	<p>Task 6 Compose a Melody Students identify pitches and compose a two-measure melody using the Student Worksheet.</p>

Pitch

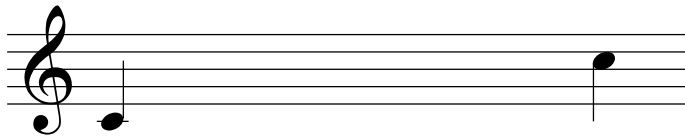
Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform: Pitch Steps and Leaps Notes on the Treble Staff	Creates, responds to, and/or performs pitch accurately.	Creates, responds to, and/or performs pitch with some inaccuracies.	Creates, responds to, and/or performs pitch inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, and/or perform pitch, or is inaccurate.

Class: _____ Student Name	A	B	C	Notes

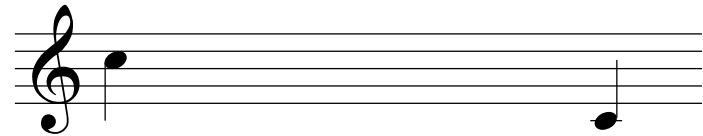
Name: _____ Date: _____ Class: _____

Steps and Leaps

Write in notes that step up from middle C to C.



Write in notes that step down from C to middle C.



Write if the interval is a step or a leap in the space below each pair of notes.









Pitch

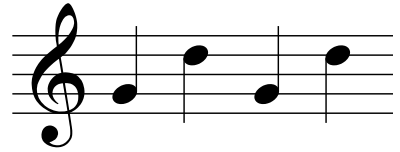
Name: _____ Date: _____ Class: _____

Circle the shape that best fits the melody you hear.

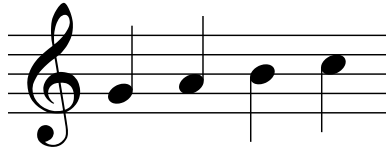
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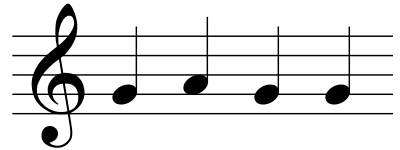
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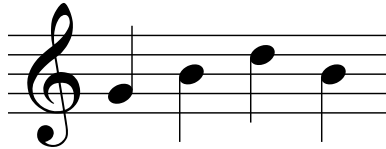
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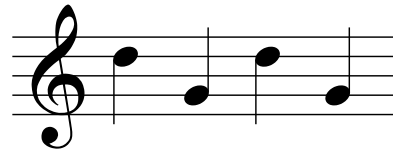
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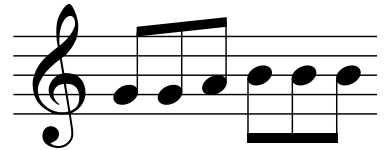
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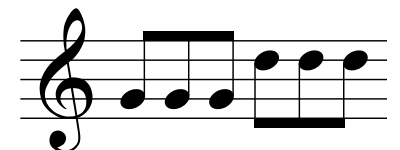
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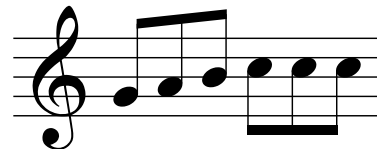
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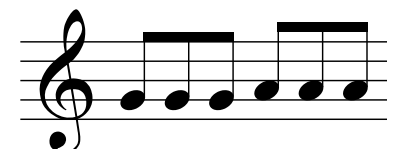
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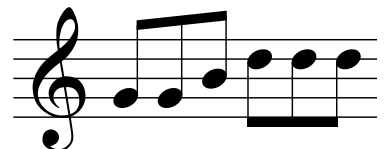
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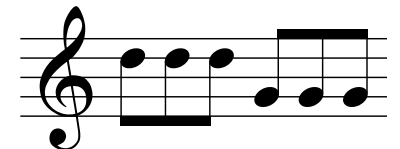
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6

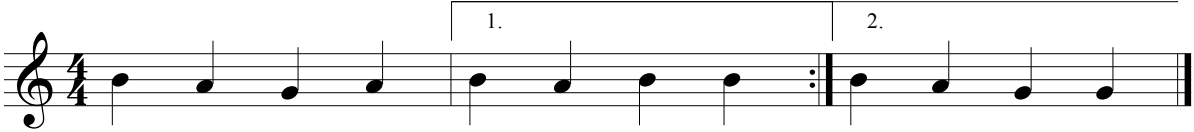


OR




Name: _____ Date: _____ Class: _____

Sight Reading

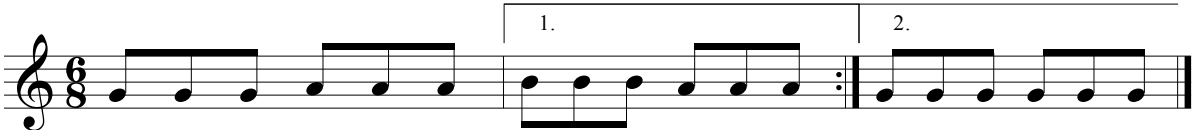
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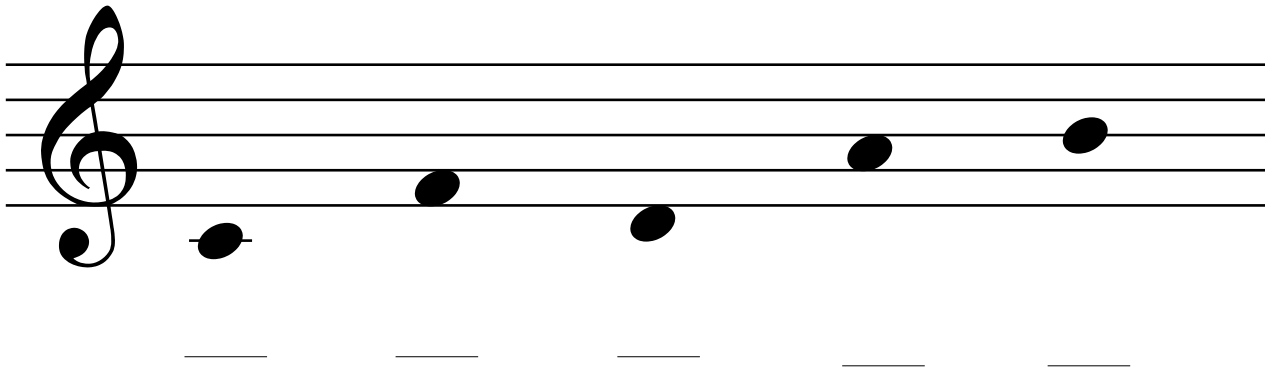
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Name: _____ Date: _____ Class: _____

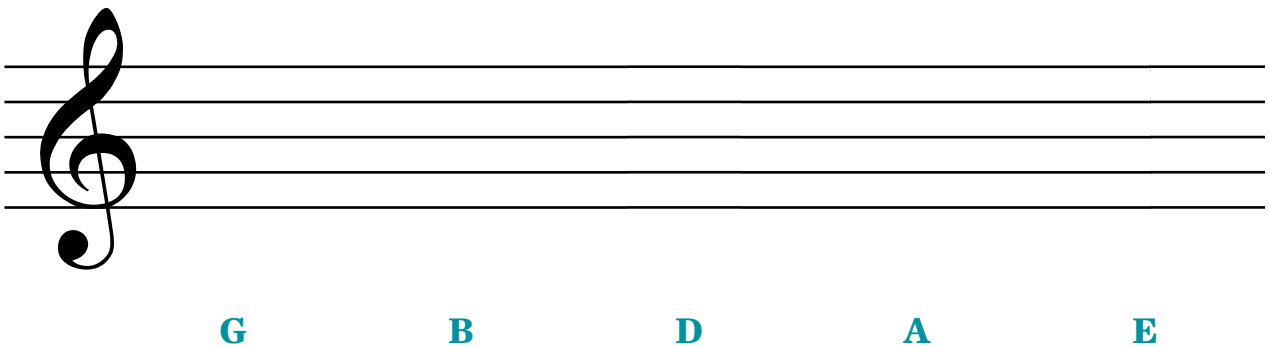
Name that Note

Name these notes:



A musical staff in treble clef with five notes. The notes are positioned on the following lines and spaces from left to right: the first space (F), the second line (G), the second space (A), the third line (B), and the third space (C). Below each note is a horizontal line for labeling.

Draw these notes:



A musical staff in treble clef with five empty lines. Below the staff are five letter labels: G, B, D, A, and E, each centered under a line.