






Summative Assessment

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Scope of Musical Concepts in the Grade 3 Summative Assessment

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

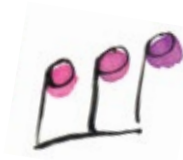
Overview

Task	Musical Concept: Task	Materials/Repertoire
1	Performing: Sing in Tune with Healthy Posture	<ul style="list-style-type: none"> • Known Song • Record Sheet with Rubric
2	Rhythm and Meter: Improvise a Rhythm	<ul style="list-style-type: none"> • Record Sheet with Rubric • Visual Aid of Given Rhythm(s)
3	Pitch / Form and Design: Sight Read a Melody	<ul style="list-style-type: none"> • Student Worksheet: Sight Reading • Record Sheet with Rubric
4	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	<ul style="list-style-type: none"> • Student Worksheet: Expressive Qualities • Record Sheet with Rubric • Short Musical Excerpts Demonstrating: <ul style="list-style-type: none"> • <i>Pianissimo/Fortissimo</i> • <i>Crescendo/Decrescendo</i> • <i>Presto/Andante/Largo</i> • <i>Accelerando/Ritardando</i> • <i>Accent/Legato/Staccato</i>
5	Rhythm and Meter: Transcribe a Rhythm	<ul style="list-style-type: none"> • Student Worksheets: Transcribing • Record Sheet with Rubric
6	Pitch / Rhythm and Meter: Compose a Melody	<ul style="list-style-type: none"> • Student Worksheets: Composing • Record Sheet with Rubric

Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
Task 1—Performing: Sing in Tune with Healthy Posture All students assessed in one class period				
	Task 2—Rhythm and Meter: Improvise a Rhythm All students assessed in one class period			
Task 3—Pitch / Form and Design: Sight Read a Melody Five to six students assessed per class over five class periods				
		Task 4—Expressive Qualities: Identify Dynamics, Tempo, and Articulation Eight to ten students assessed per class over three class periods		
	Task 5—Rhythm and Meter: Transcribe a Rhythm All students assessed in one class period			
		Task 6—Pitch / Rhythm and Meter: Compose a Melody Eight to ten students assessed per class over three class periods		

Note to Teachers



For each task, you are provided the following items:

- Task summary
- Estimated time required
- Materials list
- Repertoire (if any)
- Suggested procedures and prompts with a highlighted script

To administer this assessment, you need the following items:

- A pencil for each student
- Copies of the five student worksheets for each student (used for Tasks 3–6)
- A clipboard / writing surface for each student and teacher
- Copies of the Record Sheet with Rubric
- Five listening selections (or you may play/improvise five pieces on an instrument) that demonstrate the following distinctions:
 - *Pianissimo/Fortissimo*
 - *Crescendo/Decrescendo*
 - *Presto/Andante/Largo*
 - *Accelerando/Ritardando*
 - *Accent/Legato/Staccato*

Scripted text for teachers is treated in blue italics.

Pre-Set Materials

- A clipboard with the needed Student Worksheets and pencil at each student's assigned seat
- A CD player, media player, or instrument(s) ready to play musical excerpts for Task 4
- A clipboard with the Record Sheet with Rubric

Task 1

Performing: Sing in Tune with Healthy Posture

Task Summary: Students take turns singing phrases of a known song to demonstrate healthy posture and intonation.

Time: 10–15 minutes

Materials: Record Sheet with Rubric

Repertoire: known song with a limited range between middle C and B

Warm-Up

- Have students review what it means to use a singing voice, to sing in tune, and how to demonstrate healthy posture.
- Lead the class in performing vocal sirens and warm-ups.
- Ask the whole class to sing a known song together.

Task Instructions

- *Now we are going to sing a song together, and I'm going to look for your healthy posture and listen for your in-tune singing voice. Each of you will take turns singing one phrase of the song.*
- Sing the first phrase, then gesture to the first student to sing the next phrase, and to the next student to continue. Stop the sequence when students understand the turn-taking process.
- *Now we are going to start with [name of student] and continue around the room until the song is complete. Then we will sing through phrase-by-phrase again starting with [name of student].*
- As students perform, watch and assess each individual.



Task 2

Rhythm and Meter: Improvise a Rhythm

Task Summary: Students take turns improvising a one-measure rhythm to demonstrate phrase length, fluid rhythms, and a steady beat.

Time: 10 minutes

Materials: Record Sheet with Rubric

Repertoire: suggested given rhythms below

• In 4/4:



• In 6/8:



- On the board, display one of the given rhythms above and practice clapping it together.
- Have students echo one-measure rhythmic phrases that include one of the given rhythms.

Task Instructions

- *Now you are going to improvise your own one-measure phrases using at least one of these given rhythms. I'm going to listen for those rhythms as you clap your phrases.*
- *Let's start with [name of student] and continue around the room until we have heard a phrase from everyone.*
- As students perform, watch and assess each individual.



Task 3

Pitch / Form and Design: Sight Read a Melody

Task Summary: Students sight sing or play four measures with first and second endings using the Student Worksheet.

Time: 10–15 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Sight Reading

Repertoire: N/A

Warm-Up

- Have students review and practice different melodic phrases.

Task Instructions

- *Look at your worksheet. Practice singing or playing the different examples on your worksheet. Make sure you watch for the correct order of endings.*
- Allow students five minutes to practice on their own.
- *Now you are going to take turns performing a given example. I will listen for the melody and watch how you follow the score.*
- As students perform, watch and assess each individual.

Note: You may choose to have the class play a game or work on Task 6 while you assess five to six students individually over the course of three to five days.



Task 4

Expressive Qualities: Identify Dynamics, Tempo, and Articulation

Task Summary: Students listen and move to musical excerpts, then use the Student Worksheet to select the corresponding dynamic, tempo, and articulation choices that they hear.

Time: 10–15 minutes

Materials: Student Worksheet: Expressive Qualities, Record Sheet with Rubric

Repertoire: known song(s) or improvised musical excerpts that demonstrate different dynamics, tempos, and articulations

Warm-Up

- Have students review and practice the following musical terms by performing agreed-upon movements as they speak each word:
 - Dynamics: *pianissimo*, *piano*, *forte*, *fortissimo*, *crescendo*, *decrescendo*
 - Tempo: *presto*, *andante*, *largo*, *accelerando*, *ritardando*
 - Articulation: *accent*, *staccato*, *legato*

Task Instructions

- *Look at your worksheet. Find number one and the words pianissimo and fortissimo next to it.*
- *I am going to play a short musical excerpt. You are going to listen and move to the music. When the music stops, circle the word that best describes the music. Here is number one.*
- Play or improvise a musical excerpt that demonstrates either *pianissimo* or *fortissimo*. Repeat as desired/necessary.
- *Now circle the word that best describes the music for number one.*
- Repeat this same process with numbers two and three:
 - *Crescendo/Decrescendo*
 - *Presto/Andante/Largo*
 - *Accelerando/Ritardando*
 - *Accent/Legato/Staccato*
- **Optional:** Have students name at least one instrument that they heard in the musical excerpt(s).

Task 5

Rhythm and Meter: Transcribe a Rhythm

Task Summary: Students listen to a two-measure rhythmic phrase and transcribe it using the Student Worksheet.

Time: 15–20 minutes

Materials: Student Worksheet: Transcribing, Record Sheet with Rubric

Repertoire: suggested given rhythms below



Warm-Up

- Improvise a two-measure rhythmic phrase and have the students perform it back by clapping, counting, or using rhythm syllables.

Task Instructions

- Give students the time signature of the rhythmic phrase you will be performing.
- *I will clap a two-measure rhythm. Using your worksheet, write down the rhythms you hear. You will listen to the phrase four times. Here is the first.*
- Perform the rhythmic phrase while students listen and write.
- Wait 30 seconds, and then perform the phrase again.
- *This is the second time.* Wait 30 seconds.
- *This is the third time.* Wait 30 seconds.
- *Listen one last time, and check your answer.*

Task 6

Pitch / Rhythm and Meter: Compose a Melody

Task Summary: Students identify pitches and compose a two-measure melody using the Student Worksheet.

Time: 20–45 minutes

Materials: Student Worksheets: Composing, Record Sheet with Rubric

Repertoire: N/A

Warm-Up



Task Instructions

- Determine if students will complete the composition task in 4/4 or in 6/8 meter and give out the appropriate worksheet.
- *Look at the first measure on your student worksheet and label the pitches that you see in the score.*
- *Then draw a circle around a step and a square around a leap.*
- *Next, you will complete the score by composing your own two-measure melody.*
- *Be sure to complete all of the elements using the checklist as your guide.*
- As students complete each step of the task, remind them of the next steps and the remaining time.



Record Sheet with Rubric

Task	Musical Concept: Assessment Task		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
1	Performing: Sing in Tune with Healthy Posture	Posture	Consistently maintains an aligned posture with relaxed shoulders.	Maintains posture with some inconsistencies.	Has difficulty maintaining posture, but may be accurate occasionally.	Does not perform.
		Intonation	Performs using a singing voice that is clear and in tune.	Performs using a singing voice that is mostly in tune.	Performs melody but does not use a singing voice or is not in tune.	Does not perform.
2	Rhythm and Meter: Improvise a Rhythm	One-Measure Phrase	Performs accurate phrase length.			Does not perform or phrase length is inaccurate.
		Fluid Rhythms and Steady Beat	Improvise and performs fluid rhythms with a consistent, steady beat.	Improvise and performs with mostly fluid rhythms and maintains a steady beat, but with some inaccuracies.	Has difficulty performing rhythms with fluidity and keeping the beat, but may be accurate occasionally.	Does not create or perform rhythm with fluidity or steady beat.
3	Pitch / Form and Design: Sight Read a Melody	Pitch	Performs pitches accurately.	Performs pitches with some inaccuracies.	Performs pitches inaccurately most of the time, but may be accurate occasionally.	Does not perform pitches or is inaccurate.
		Following a Score	Performs score accurately.	Performs score with some inaccuracies.	Performs score inaccurately most of the time, but may be accurate occasionally.	Does not perform score or is inaccurate

Record Sheet with Rubric

Task	Musical Concept: Assessment Task		4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
4	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	Dynamics	Circles correct dynamic (<i>pianissimo</i> or <i>fortissimo</i>).			Does not answer or circles incorrect dynamic.
		Dynamics	Circles correct dynamic (<i>crescendo</i> or <i>decrescendo</i>).			Does not answer or circles incorrect dynamic.
		Tempo	Circles correct tempo (<i>presto</i> , <i>andante</i> , or <i>largo</i>).			Does not answer or circles incorrect tempo.
		Articulation	Circles correct articulation (accent, <i>staccato</i> , or <i>legato</i>).			Does not answer or circles incorrect articulation.
		Instrument (optional)	Names at least one correct instrument.			Does not name an instrument or names an instrument that was not played.
5	Rhythm and Meter: Transcribe a Rhythm		Transcribes rhythms accurately.	Transcribes rhythms with some inaccuracies.	Transcribes rhythms inaccurately most of the time, but may be accurate occasionally.	Does not transcribe rhythms or is inaccurate.
6	Pitch / Rhythm and Meter: Compose a Melody	Identify Pitches	Identifies all pitches accurately.	Identifies pitches with some inaccuracies.	Identifies pitches inaccurately most of the time, but may be accurate occasionally.	Does not identify pitches, or all pitches are inaccurate.
		Identify Steps and Leaps	Identifies a step and a leap accurately.	Identifies a step or a leap accurately.	Identifies a step and/or a leap, but both are inaccurate.	Does not identify a step or a leap.
		Compose Rhythms	Composes rhythms accurately.	Composes rhythms with some inaccuracies.	Composes rhythms inaccurately most of the time, but may be accurate occasionally.	Does not compose, or all rhythms are inaccurate.

Record Sheet with Rubric

3 Summative Assessment

Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
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Indicates that the task is a performance, assessed in the moment.

[illegible]

Pitch / Form and Design

Name: _____ Date: _____ Class: _____

Sight Reading

1



2



3



4



5



6



Expressive Qualities

(Dynamics, Tempo, and Articulation)

Name: _____ Date: _____ Class: _____

Circle the expressive quality that you hear in each musical example.

1

Pianissimo

pp

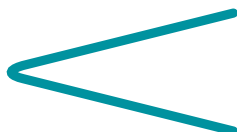
OR

Fortissimo

ff

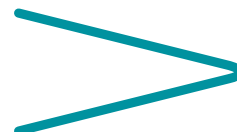
2

Crescendo



OR

Decrescendo



3

Largo



OR

Andante



OR

Presto



4

Accent



OR

Staccato



OR

Legato



One instrument I heard was a _____.

Rhythm and Meter

Name: _____ Date: _____ Class: _____

Transcribing

Directions:

1. Write in the time signature at the beginning of your score.
2. Listen carefully and then write down the rhythm that you hear.
3. Listen again and check your work.

4
4



Rhythm and Meter

Name: _____ Date: _____ Class: _____

Transcribing

Directions:

1. Write in the time signature at the beginning of your score.
2. Listen carefully and then write down the rhythm that you hear.
3. Listen again and check your work.

6
8



Pitch / Rhythm and Meter

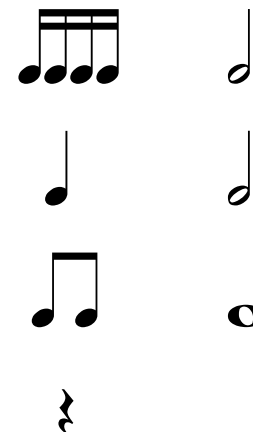
Name: _____ Date: _____ Class: _____

Composing in 4/4

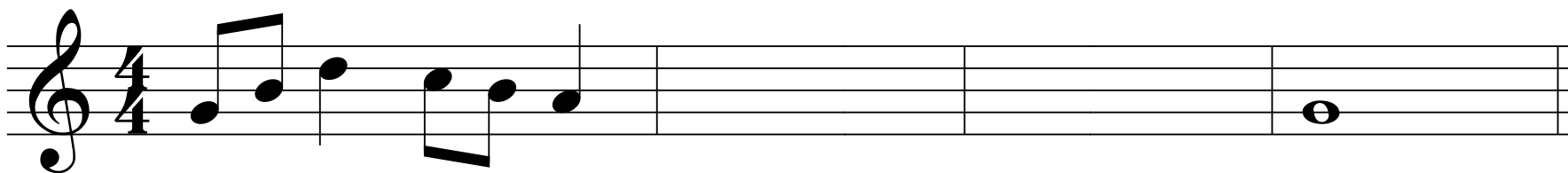
Directions:

1. Label the pitches in the first measure below.
2. Draw a circle around a step.
3. Draw a square around a leap.
4. Compose your own two-measure melody in measures 2 and 3, using this checklist:
 - ☐ Use at least three different rhythms (look at the Rhythm Wall for examples).
 - ☐ Check your musical math.
5. Title your piece.

Rhythm Wall



Title: _____



Pitch / Rhythm and Meter

Name: _____ Date: _____ Class: _____

Composing in 6/8

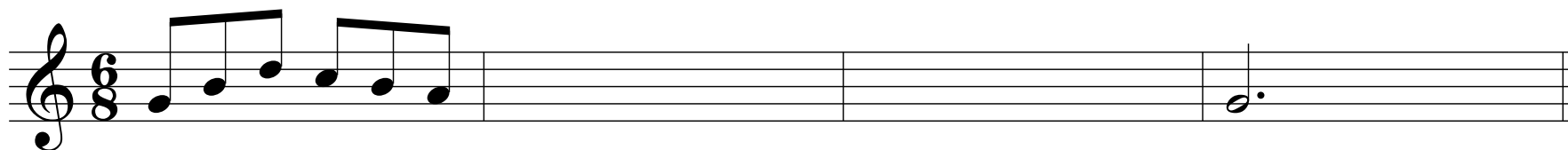
Directions:

1. Label the pitches in the first measure below.
2. Draw a circle around a step.
3. Draw a square around a leap.
4. Compose your own two-measure melody in measures 2 and 3, using this checklist:
 - ☐ Use at least three different rhythms (look at the Rhythm Wall for examples).
 - ☐ Check your musical math.
5. Title your piece.

Rhythm Wall



Title: _____



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