CARNEGIE HALL
Weill Music Institute
Music Educators Toolbox

Formative Assessment Packet

K Formative Assessment
Teacher Worksheet

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

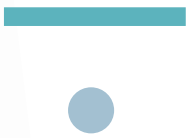
Using the Formative Assessments

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 Kindergarten Formative Assessments

Meter	Rhythm	Form and Design	Expressive Qualities			Pitch	Singing
			Dynamics	Tempo	Articulation		
Steady Beat	Long/Short	Same/Different	Loud/Soft	Fast/Slow	Connected/ Separated	High/ Low	Voice Types
							

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Meter

Steady Beat

A	B	C	Summative Assessment
Solo Creating and Performing Task: Students individually initiate and maintain a steady beat on a drum. The class taps or pats and sings a known song following each student's tempo. **Note:** Beat competency should be practiced in both simple (2/4, 3/4, 4/4) and compound (6/8, 12/8) meters throughout the year. Students should be encouraged to move to both simple (walking) and compound (skipping) meters.	**Solo/Group Performing Task:** Students demonstrate the steady beat by tapping or patting the beat to a known song with a strong beat. Students compare timing of tapping/patting with others and make adjustments. Additional beat motions may include: • Swinging arms back and forth • Bending the knees • Twisting side to side from the waist • Hammering one fist into the other palm	**Group Responding Task:** Using a known song in 4/4, students sing and demonstrate the beat by pointing to icons on the student worksheet that represent the song's length (e.g., four rows of four images) on the beat, left to right, top to bottom. This activity helps students with essential visual tracking skills necessary for reading music and literature.	**Task 1** **Demonstrate Steady Beat** The whole class demonstrates the steady beat by tapping/clapping/patting while speaking a known chant with a strong steady beat.

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Meter

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Steady Beat	Finds and maintains consistent steady beat.	Finds beat and maintains with some inconsistencies.	Has difficulty finding and keeping beat, but may be accurate occasionally.	Does not create, respond to, or perform steady beat.

Class: _____ Student Name	A	B	C	Notes

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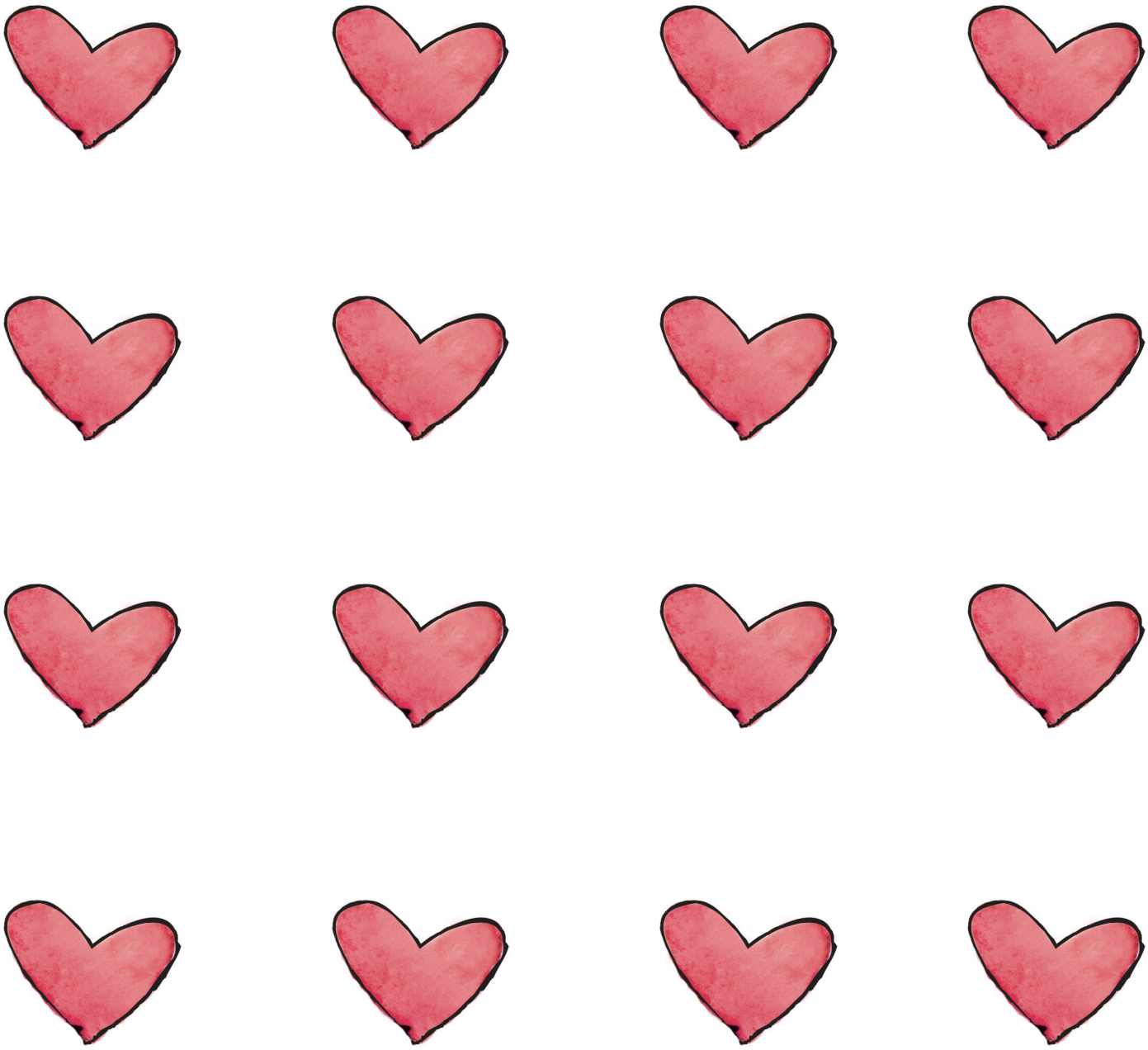
Meter

Name: _____ Date: _____ Class: _____



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Long/Short

A	B	C	Summative Assessment
Solo/Group Responding Task: Students use movement to demonstrate if sounds played are long or short.	**Solo/Group Performing Task:** Students read four given graphic representations of long and short sounds from the board and perform using voices or instruments.	**Solo Creating and Performing Task:** Students draw using the student worksheet or use manipulatives (e.g., three short and three long sticks per student) to create their own compositions of four sounds using a combination of long and short representations. Students then perform their compositions.	**Task 2** **Create and Perform Long/Short Patterns** Students create a pattern of four sounds using both long and short sounds. Students take turns performing their compositions using voice and/or body percussion.

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Rhythm

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Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Long/ Short Patterns	Creates, responds to, or performs long/short patterns accurately.	Creates, responds to, or performs long/short patterns with some inaccuracies.	Creates, responds to, or performs long/short patterns inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform long/ short patterns.

Class: _____ Student Name	A	B	C	Notes

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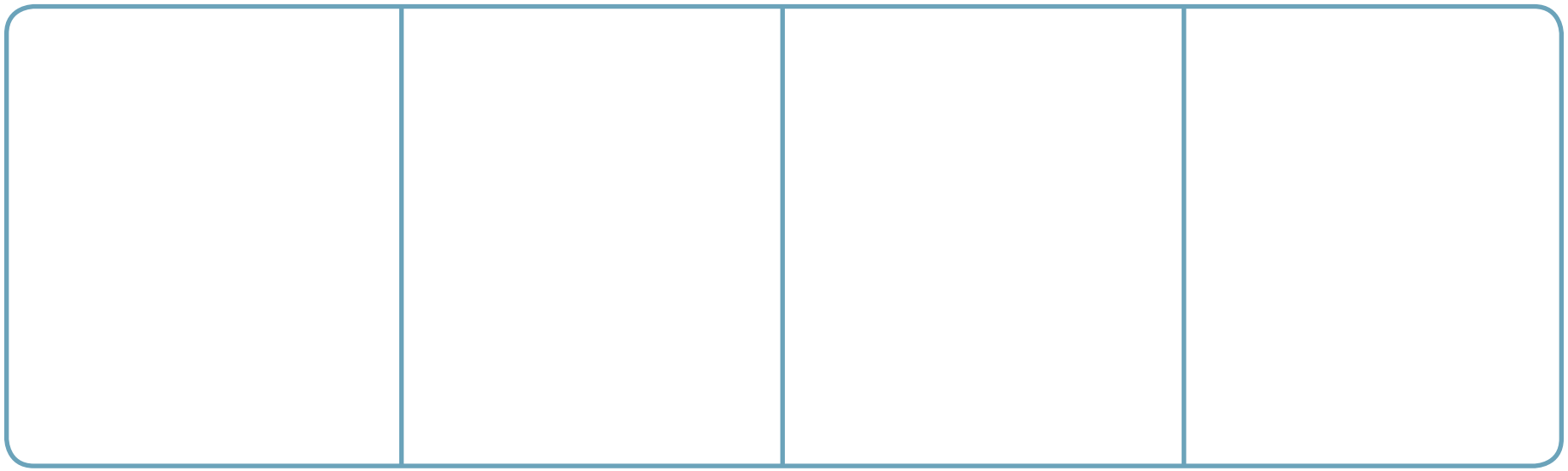
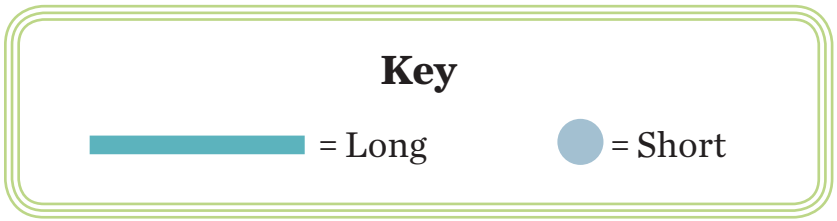
Rhythm

Name: _____ Date: _____ Class: _____

Create a new pattern by drawing short and long sounds in the boxes below.





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Form and Design

Same/Different

A	B	C	Summative Assessment
Solo/Group Responding Task: Students create same and different movement patterns and identify them using pictures on the student worksheet.	**Solo/Group Performing Task:** Teachers are provided with teacher worksheets for same and different to show the students. Teacher shows one of the worksheets and sings or claps a four-beat pattern. Students sing or clap back a pattern that is the same (echo) or different (response), following the teacher's signals.	**Group Responding Task:** Using same/different icons on the student worksheet, students circle to show if two rhythmic patterns heard are the same or different.	**Task 3** **Recognize Same/Different Rhythmic Patterns** Teacher claps two separate rhythmic patterns. Students indicate if the patterns were the same or different using the student worksheet.

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Form and Design

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Same/ Different Rhythmic Patterns	Responds to or performs rhythmic patterns accurately.	Responds to or performs rhythmic patterns with some inaccuracies.	Responds to or performs rhythmic patterns inaccurately most of the time, but may be accurate occasionally.	Does not respond to or perform rhythmic patterns.

Class: _____ Student Name	A	B	C	Notes

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Form and Design

Name: _____ Date: _____ Class: _____

Circle the pictures to show whether the patterns are the same or different.

1

Same

OR

Different

2

Same

OR

Different

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Form and Design

Different

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Same

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Dynamics

Loud/Soft

A	B	C	Summative Assessment
Group Responding Task: Students listen to a given musical piece/ excerpt and move to demonstrate soft/ loud, responding when dynamic changes are heard.	**Solo/Group Performing Task:** Students sing a phrase of a known song, responding to the teacher's conducting and matching the given signals of soft or loud. Students then take turns leading the class as the conductor.	**Solo/Group Creating and Performing Task:** Students sing the beginning of their favorite song softer or louder than usual. Students perform individually or in small groups while the larger group signals whether the song was soft or loud. Students can also do this task in the context of a finding game, where individuals hide an item from the group, then perform loudly to signal that the group is "hot"/close or perform softly to signal that the group is "cold" / far away.	**Task 4** **Responding Task: Identify Dynamics, Tempo, and Articulation** Students listen to unknown musical excerpts that exemplify expressive qualities and use gestures to demonstrate the changes they hear. Expressive qualities include: • **Loud/Soft** • **Fast/Slow** • **Connected/Separated**

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Dynamics

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Dynamics	Responds to or performs dynamics quickly and accurately.	Responds to or performs dynamics with hesitation and some inaccuracies.	Responds to or performs dynamics inaccurately most of the time, but may be accurate occasionally.	Does not respond or perform dynamics.

Class: _____ Student Name	A	B	C	Notes

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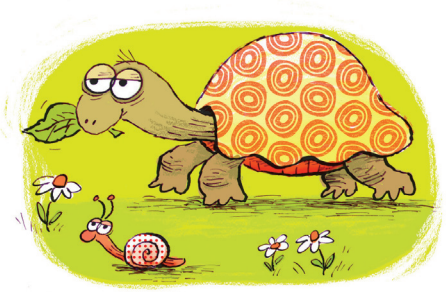
Tempo

Fast/Slow



A	B	C	Summative Assessment
Group Responding Task: Students pat a given steady beat and listen for a tempo change. When the tempo changes, students use movement or conductor-based gestures to show if the beat got faster or slower.	**Solo/Group Performing Task:** Students sing a phrase of a known song responding to the teacher's conducting, matching the given signals of faster or slower. Students then take turns leading the class as the conductor.	**Solo Creating and Performing Task:** Students take turns singing the beginnings of their favorite songs, going very fast or very slow to "fool" the teacher's puppet, which is trying to guess the tempo. Each time, the puppet is fooled and students must describe whether it was very fast or very slow.	**Task 4** **Responding Task: Identify Dynamics, Tempo, and Articulation** Students listen to unknown musical excerpts that exemplify expressive qualities and use gestures to demonstrate the changes they hear. Expressive qualities include: • **Loud/Soft** • **Fast/Slow** • **Connected/Separated**

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Tempo

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Tempo	Responds to or performs tempo quickly and accurately.	Responds to or performs tempo with hesitation and some inaccuracies.	Responds to or performs tempo inaccurately most of the time, but may be accurate occasionally.	Does not respond to or perform tempo.

Class: _____ Student Name	A	B	C	Notes

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Articulation

Connected/Separated

A	B	C	Summative Assessment
Group Responding Task: Students listen to a given musical piece/excerpt and use movement to demonstrate connected/separated, responding when articulation changes are heard.	**Solo/Group Performing Task:** Students sing a phrase of a known song, responding to the teacher's conducting and matching the given signals of connected or separated. Students then take turns leading the class as the conductor.	**Solo/Group Creating and Performing Task:** Students create a drawing or movement pattern that is connected or separated. Students share individually, while partners/group signal whether the drawing or dance was connected or separated.	**Task 4** **Responding Task: Identify Dynamics, Tempo, and Articulation** Students listen to unknown musical excerpts that exemplify expressive qualities and use gestures to demonstrate the changes they hear. Expressive qualities include: • **Loud/Soft** • **Fast/Slow** • **Connected/Separated**

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Articulation

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Articulation	Responds to or performs articulation quickly and accurately.	Responds to or performs articulation with hesitation and some inaccuracies.	Responds to or performs articulation inaccurately most of the time, but may be accurate occasionally.	Does not respond or perform articulation.

Class: _____ Student Name	A	B	C	Notes

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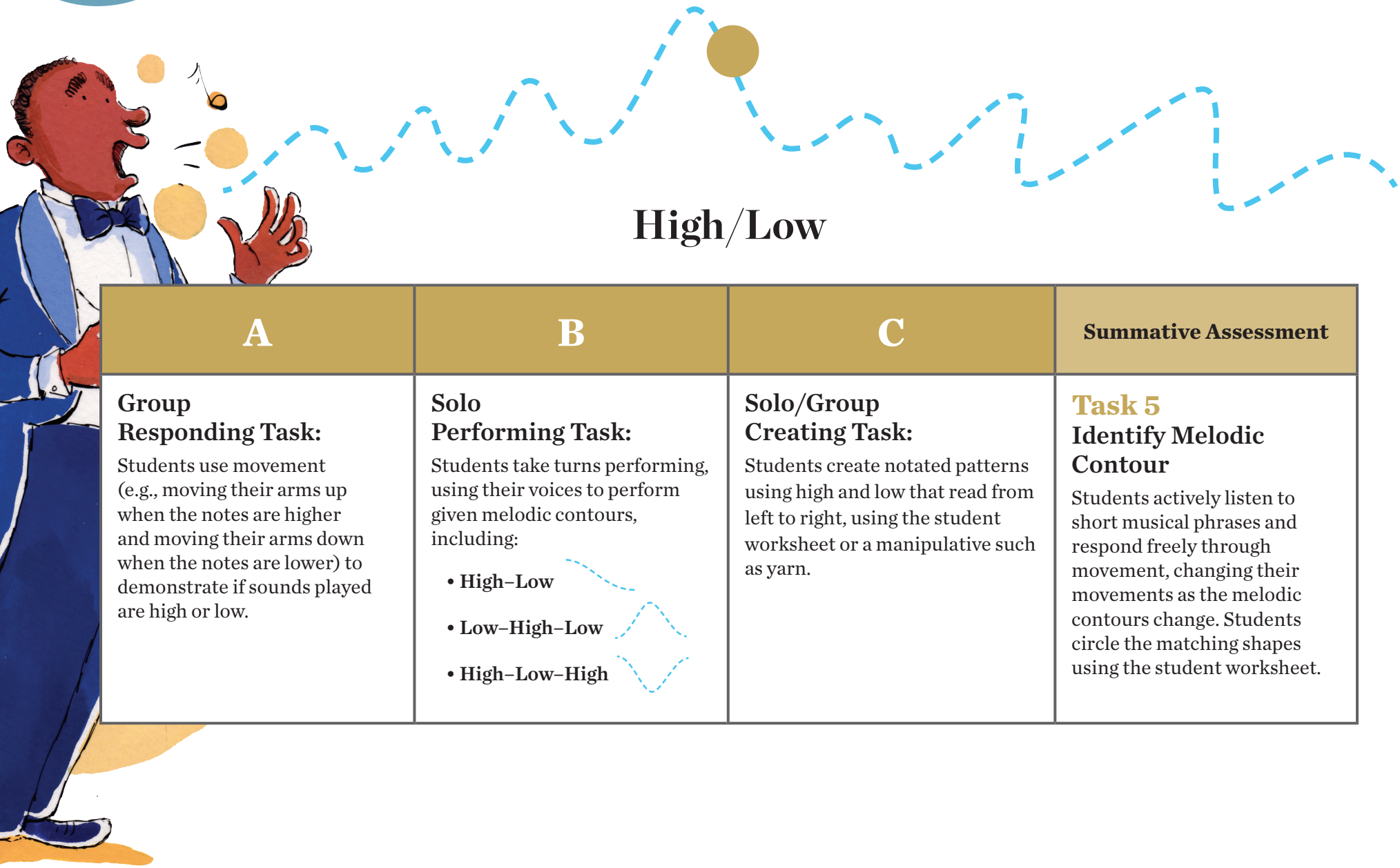
Pitch



High/Low

A	B	C	Summative Assessment
Group Responding Task: Students use movement (e.g., moving their arms up when the notes are higher and moving their arms down when the notes are lower) to demonstrate if sounds played are high or low.	**Solo Performing Task:** Students take turns performing, using their voices to perform given melodic contours, including: • **High–Low** • **Low–High–Low** • **High–Low–High**	**Solo/Group Creating Task:** Students create notated patterns using high and low that read from left to right, using the student worksheet or a manipulative such as yarn.	**Task 5** **Identify Melodic Contour** Students actively listen to short musical phrases and respond freely through movement, changing their movements as the melodic contours change. Students circle the matching shapes using the student worksheet.

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Pitch

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Melodic Contours	Responds to or performs melodic contours accurately.	Responds to or performs melodic contours with some inaccuracies.	Responds to or performs melodic contours inaccurately most of the time, but may be accurate occasionally.	Does not respond to or perform melodic contours.

Class: _____ Student Name	A	B	C	Notes

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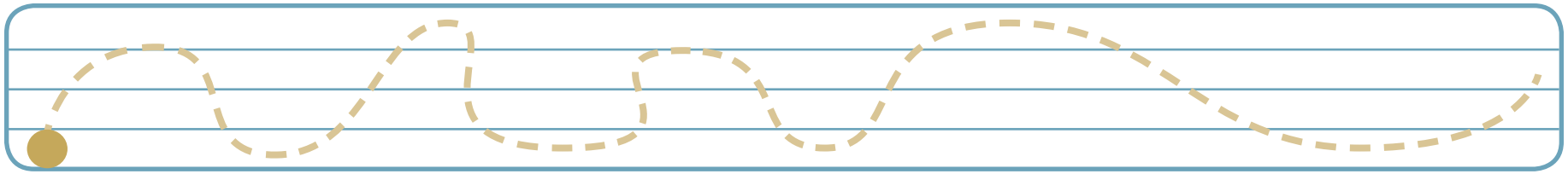
Pitch

Name: _____ Date: _____ Class: _____

Composing High and Low Musical Shapes

Look at the musical shape below. Trace the shape with your finger and sing "ooh." As the shape goes up and down, make your voice change pitch, moving between high and low sounds. Now make your own musical shapes and sing along!



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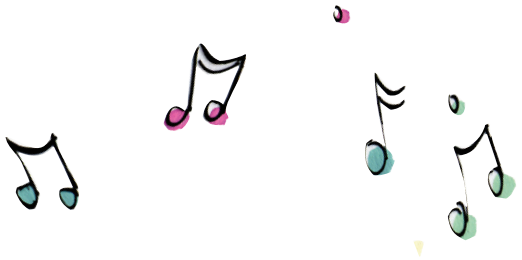
Singing

Voice Types



A	B	C	Summative Assessment
Solo/Group Responding Task: Students listen to a given phrase and use agreed-upon gestures or circle the corresponding picture using the student worksheet to indicate the type of voice used (singing, speaking, calling, or whispering).	**Solo/Group Performing Task:** Students take turns performing phrases of a known song using given voice types.	**Solo Creating and Performing Task:** Students choose one word (e.g., favorite animal or color) to be repeated two times using two different voice types in the order of their choice. Students perform individually, while partners/group signal the voice types used.	**Task 6** **Identify Voice Types** Students listen to the teacher sing, speak, whisper, and shout. On the student worksheet, students circle the pictures of each voice type used.

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Singing

K Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Respond to or Perform Different Voice Types	Responds to or performs voice types accurately.	Responds to or performs voice types with some inaccuracies.	Responds to or performs voice types inaccurately most of the time, but may be accurate occasionally.	Does not respond to or perform voice types.

Class: _____ Student Name	A	B	C	Notes

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Singing

K Formative Assessment
Student Worksheet

Name: _____ Date: _____ Class: _____

Listen to the four examples and circle each voice type that you hear.

1

Whispering

Speaking

Singing

Calling

2

Whispering

Speaking

Singing

Calling

3

Whispering

Speaking

Singing

Calling

4

Whispering

Speaking

Singing

Calling

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