












Summative Assessment

Overview.....	2
Recommended Assessment Schedule.....	3
Note to Teachers	4
Assessment Tasks	5
Record Sheet with Rubric	11
Student Worksheets	12

Scope of Musical Concepts in the Kindergarten Summative 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 

Overview

Task	Musical Concept: Task	Materials
1	Meter: Demonstrate Steady Beat	<ul style="list-style-type: none"> • Known Chant or Song with Strong Steady Beat • Record Sheet with Rubric
2	Rhythm: Create and Perform Long/Short Patterns	<ul style="list-style-type: none"> • Student Worksheet: Rhythm • Record Sheet with Rubric
3	Form and Design: Recognize Same/Different Rhythmic Patterns	<ul style="list-style-type: none"> • Student Worksheet: Form and Design
4	Expressive Qualities: Identify Dynamics, Tempo, and Articulation	<ul style="list-style-type: none"> • Audio Track: Loud/Soft • Audio Track: Fast/Slow • Audio Track: Connected/Separated • Record Sheet with Rubric
5	Pitch: Identify Melodic Contour	<ul style="list-style-type: none"> • Audio Track: High-Low • Audio Track: Low-High-Low • Audio Track: High-Low-High • Student Worksheet: Pitch
6	Singing: Identify Voice Types	<ul style="list-style-type: none"> • Student Worksheet: Singing

Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
Task 1—Meter: Demonstrate Steady Beat Five to six students assessed per class over five class periods				
Task 2—Rhythm: Create and Perform Long/Short Patterns Five to six students assessed per class over five class periods				
	Task 3—Form and Design: Recognize Same/Different Rhythmic Patterns All students assessed in one class period			
Task 4—Expressive Qualities: Identify Dynamics, Tempo, and Articulation Five to six students assessed per class over five class periods				
		Task 5—Pitch: Identify Melodic Contour All students assessed in one class period		
			Task 6—Singing: Identify Voice Types All students assessed in one class period	

Note to Teachers



For each task, you are provided the following items:

- Task summary
- Estimated time
- 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
- A copy of the four student worksheets for each student (used for Tasks 2, 3, 5, and 6)
- A clipboard / writing surface for each student and teacher
- Copies of the record sheet with rubric
- A CD player or iTunes connected to speakers (used for Tasks 4 and 5)
- Six listening selections (or the teacher may improvise six pieces) of the following distinctions for Kindergarten:
 - Audio Track: Loud/Soft
 - Audio Track: Fast/Slow
 - Audio Track: Connected/Separated
 - Audio Track: High-Low
 - Audio Track: Low-High-Low
 - Audio Track: High-Low-High

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 or iTunes ready to play audio (for Tasks 4 and 5)
- A clipboard with Record Sheet with Rubric

Task 1

Meter: Demonstrate Steady Beat

Task Summary: The whole class demonstrates the steady beat by tapping/clapping/patting while speaking a known chant with a strong steady beat. (Example: “The beat, the beat, the beat is in my feet.”)

Time: 10 minutes

Materials: Record Sheet with Rubric

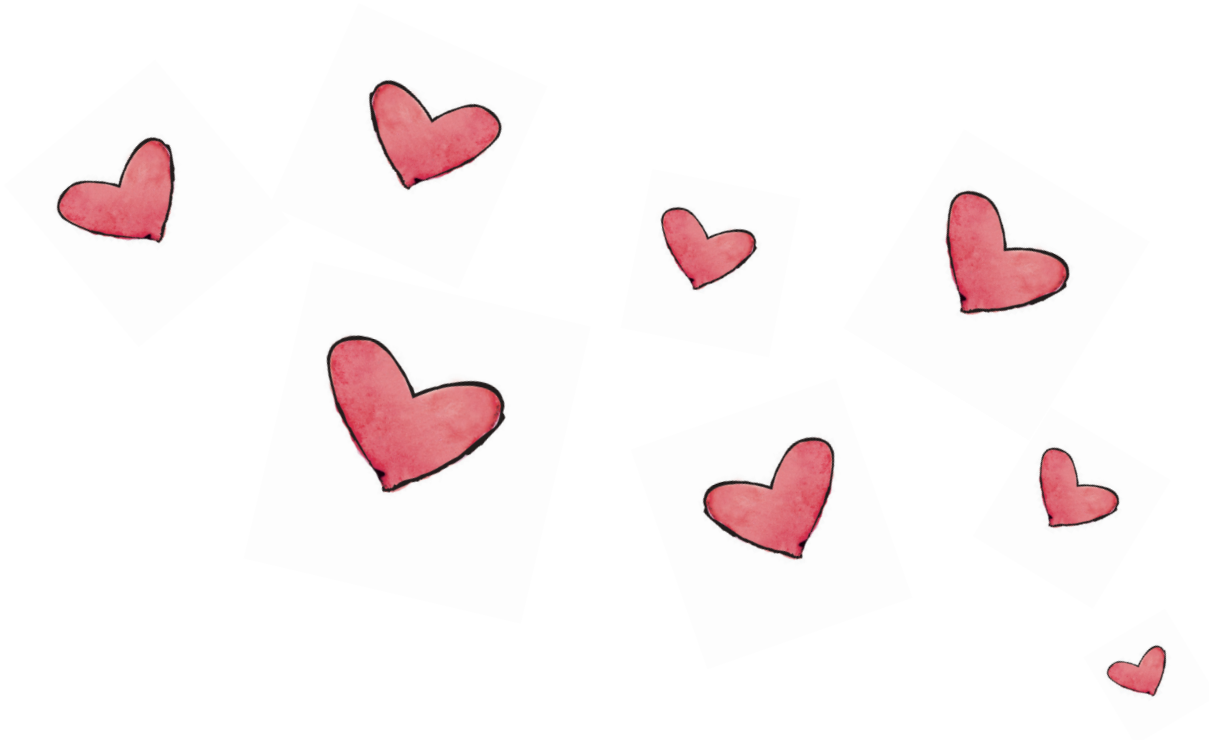
Repertoire: known echo song, known chant

Warm-Up

- The whole class sings a known song and demonstrates the steady beat using body percussion.

Task Instructions

- *Now I'm going to watch you pat the steady beat on your laps while we chant.*
- Start a chant **without demonstrating the beat** for two phrases.
- Students continue repeating the chant on their own until the teacher stops them.
- As students perform, the teacher watches and assesses each individual.



Task 2

Rhythm: Create and Perform Long/Short Patterns

K

Summative
Assessment

Teacher Worksheet

Task Summary: Students create a pattern of four sounds using both short and long sounds. Students take turns performing their compositions using voice and/or body percussion.

Time: 10 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Rhythm

Repertoire: N/A

Warm-Up

- Show one short and one long representation to the class.
- Have students practice reading and performing four short and four long sounds using short and long visual representations of the durations on the board (e.g., four dots followed by four long lines).
- *Let's use these drawings to show short and long sounds. Now let's read our sounds out loud together using the sound 'ooh.'*
- Model by moving your finger under the short and long visual representations one at a time and lead the class in sounding short and long "oohs" as written.

Task Instructions

If using the Student Worksheet :

- *Now, using your pencil and the four boxes on your worksheet, make your own drawing of four sounds to read. Draw only one sound in each box. Remember to draw at least one long and at least one short sound.*
- After two minutes, give a one-minute warning to end, stopping after three minutes.
- *Great. Now check to make sure you have at least one long and at least one short sound in your pattern, and then quietly practice reading what you wrote. (Wait 30 seconds.) Okay, let's take turns reading them aloud, starting with [name of student] and going around."*
- *If you want a challenge—while you are listening, touch your nose on short sounds and touch your arms on long sounds. (Demonstrate motions while speaking.)*
- As students perform, watch and assess.

Alternate Task Instructions: You may also administer this task using classroom materials instead of the student worksheet (e.g., by using felt dots and long rhythm sticks).

Task 3

Form and Design: Recognize Same/Different Rhythmic Patterns

Task Summary: Teacher claps two separate rhythmic patterns. Students indicate if the patterns were the same or different using the Student Worksheet.

Time: 10 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Same/Different

Repertoire: Four sets of same and different patterns as follows:

Set 1:  and 

Set 2:  and 



Set 3:  and 

Set 4:  and 

Warm-Up

- Review same and different patterns.
- As a practice round, perform two four-beat patterns.
- Ask students to determine if they are the same or different.

Task Instructions

- Demonstrate for students by touching and labeling the sets of pictures that are the same and those that are different. Have students practice and check to make sure they are following correctly.
- *Look at your worksheet. Find and touch the number one. Now find the two sets of pictures. Touch the pictures that are the **same**.*
- *Now touch the set that is **different**.*
- *Now watch and listen carefully. I am going to clap two patterns. You decide if they sound the **same** or **different** and touch the pictures that match what you hear. We'll start with a practice round.*
- Clap  on your right side while facing the students.
- Clap  on your left side.
- Walk around and make sure the students understand.
- *Great. That's how we're going to play this game. Here's number one.*
- Begin by clapping the first set of patterns above. Wait a few seconds and demonstrate the first set again. You may choose to repeat a third time for students to check their answer.
- *Now, using your pencil, circle on your worksheet to show if the patterns are the **same** or **different**.*
- Repeat the process with sets 2, 3, and 4.

Task 4

Expressive Qualities: Identify Dynamics, Tempo, and Articulation

Task Summary: Students listen to unknown musical excerpts that exemplify expressive qualities and use gestures to demonstrate the changes they hear.

Time: 15–20 minutes

Materials: Record Sheet with Rubric

Repertoire:

Audio Track: Loud/Soft

Audio Track: Fast/Slow

Audio Track: Connected/Separated

Warm-Up

- Have students review and practice the musical terms and agreed-upon movements corresponding to each of the following expressive qualities.
 - *Soft* (Model hands moving close together.)
 - *Loud* (Model hands moving far apart.)
 - *Slow* (Model hands moving slowly.)
 - *Fast* (Model hands moving quickly.)
 - *Connected* (Model hands moving smoothly in long lines.)
 - *Separated* (Model hands moving in jerky, short motions.)

Task Instructions

- Play Audio Track: Loud/Soft. You may also choose to play an improvised excerpt on an instrument.
- Have the class respond as a group while you assess students individually using the record sheet with rubric. Repeat if necessary.
- *Listen to the music and show me with your movements when the music is louder or softer.*
- Repeat this same process with the Fast/Slow and Connected/Separated audio tracks.



Task 5

Pitch: Identify Melodic Contour

Task Summary: Students actively listen to short musical phrases and respond freely through movement, changing their movements as the melodic contour changes. Students then circle the matching shapes using the Student Worksheet.

Time: 5–10 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Pitch

Repertoire:

Audio Track: High–Low

Audio Track: Low–High–Low

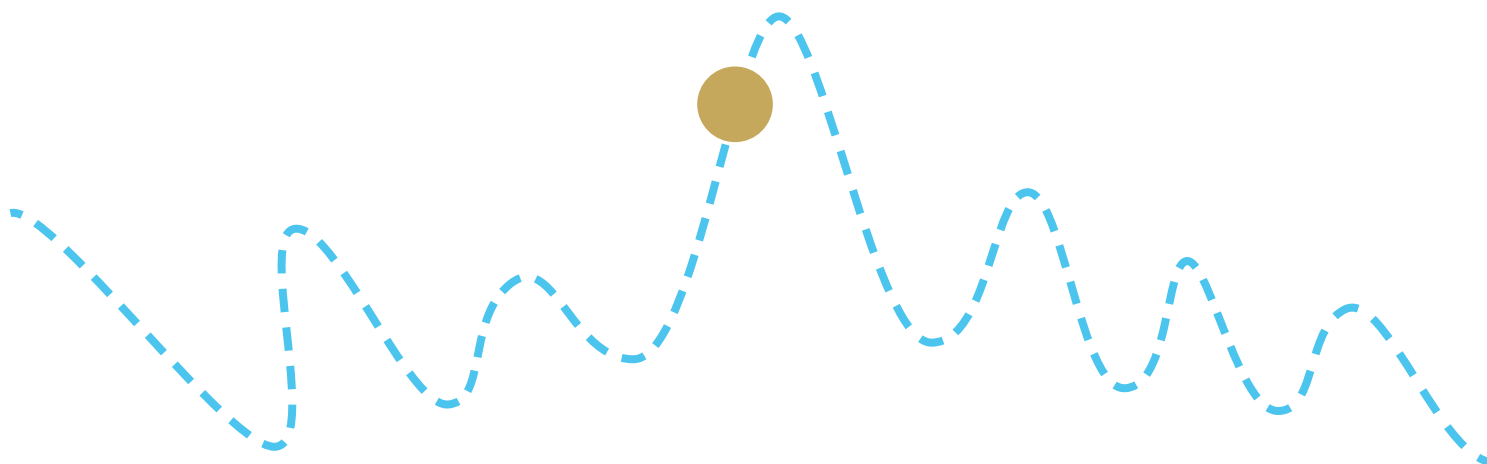
Audio Track: High–Low–High

Warm-Up

- Review melodic contour with the whole class by reading and performing the three melodic contour shapes on the student worksheet using the sound “ooh.”

Task Instructions

- *Look at your worksheet. Find the number one and the three shapes next to it.*
- *Now you are going to listen to music and show me with your movements when the music is higher or lower. When the music stops, circle the shape that shows how the music moved. We will listen to the music twice.*
- *Here’s number one.*
- Play the first excerpt while students move.
- *Now circle the shape that shows how the music moved.* (Wait 30 seconds.)
- *Now listen again and check your answer.*
- Repeat these same steps with the second and third audio tracks.



Task 6

Singing: Identify Voice Types

Task Summary: Students listen to the teacher sing, speak, whisper, or shout. On the Student Worksheet, students circle the pictures of each voice type used. Task is repeated to demonstrate all four voices.

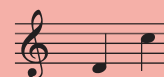
Time: 5–10 minutes

Materials: Record Sheet with Rubric, Student Worksheet: Singing

Repertoire: N/A

Warm-Up

- Lead whole class in a review of voice types by echoing the following phrases using the corresponding voices, while pointing to the corresponding pictures of voice types:
- *This is my whispering voice.* (Class echoes.)
- *This is my speaking voice.* (Class echoes.)
- *This is my calling voice.* (Class echoes.)
- *This is my singing voice.* (Use a known so-mi pattern in range of D to C. Class echoes.)



Task Instructions

- *Look at your worksheet. Find and touch the picture of someone whispering.*
- Pause to make sure students are following.
- *Now of someone speaking ...*
- *Singing ...*
- *And calling ...*
- *Now listen carefully to which voice I use and circle the picture that shows which voice I'm using.*
- Now voice the following phrases as directed:
 - In a whisper: *This is number one. Circle the picture that shows which voice I'm using. This is number one.*
 - Calling: *This is number two. Circle the picture that shows which voice I'm using. This is number two.*
 - Singing: *This is number three. Circle the picture that shows which voice I'm using. This is number three.*
 - Speaking: *This is number four. Circle the picture that shows which voice I'm using. This is number four.*



Record Sheet with Rubric

Task	1	2	3	4	5	6
Musical Concept: Assessment Task	Meter: Create, Respond to, or Perform Steady Beat	Rhythm: Create, Respond to, or Perform Long/ Short Patterns	Form and Design: Respond to or Perform Same/ Different Rhythmic Patterns	Expressive Qualities: Respond to or Perform Expressive Qualities	Pitch: Respond to or Perform Melodic Contours	Singing: Respond to or Perform Different Voice Types
4 Standing Ovation	Finds and maintains consistent steady beat.	Responds to or performs rhythmic patterns accurately.	Creates, responds to, or performs long/short patterns accurately.	Responds to or performs expressive qualities quickly and accurately.	Responds to or performs melodic contours accurately.	Responds to or performs voice types accurately.
3 Stage Ready	Finds beat and maintains with some inconsistencies.	Responds to or performs rhythmic patterns with some inaccuracies.	Creates, responds to, or performs long/short patterns with some inaccuracies.	Responds to or performs expressive qualities with hesitation and some inaccuracies.	Responds to or performs melodic contours with some inaccuracies.	Responds to or performs voice types with some inaccuracies.
2 Practice, Practice, Practice	Has difficulty finding and keeping beat, but may be accurate occasionally.	Responds to or performs rhythmic patterns inaccurately most of the time but may be accurate occasionally.	Creates, responds to, or performs long/short patterns inaccurately most of the time, but may be accurate occasionally.	Responds to or performs expressive qualities inaccurately most of the time, but may be accurate occasionally.	Responds to or performs melodic contours inaccurately most of the time, but may be accurate occasionally.	Responds to or performs voice types inaccurately most of the time, but may be accurate occasionally.
1 Try Again	Does not create, respond to, or perform steady beat.	Does not respond to or perform rhythmic patterns.	Does not create, respond to, or perform long/short patterns.	Does not respond to or perform expressive qualities.	Does not respond to or perform melodic contours.	Does not respond to or perform voice types.

Record Sheet with Rubric

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
--------	-----------------------	------------------	---	----------------

Class: _____	1	2	3	4			5	6
	Meter	Rhythm	Form and Design	Expressive Qualities			Pitch	Singing
Student Name				Dynamics	Tempo	Articulation		

Rhythm

Name: _____ Date: _____ Class: _____

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

--	--	--	--

Key



= Long











= Short

Form and Design

Name: _____ Date: _____ Class: _____


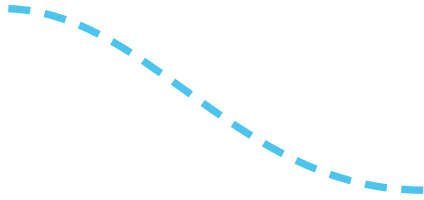


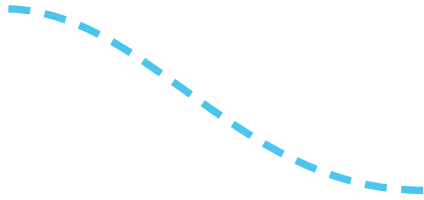


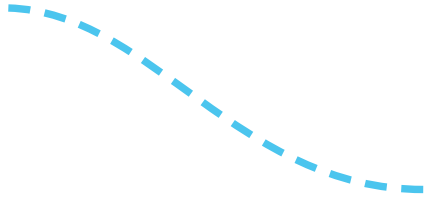

Listen to four different musical patterns. Circle the picture that shows if the patterns you hear are the same or different.

1	<p>Same</p> 	OR	<p>Different</p> 
2	<p>Same</p> 	OR	<p>Different</p> 
3	<p>Same</p> 	OR	<p>Different</p> 
4	<p>Same</p> 	OR	<p>Different</p> 

Pitch

Name: _____ Date: _____ Class: _____

Listen to three musical examples. Circle the shape that shows how the music moved.

1			
2			
3			

Singing

Name: _____ Date: _____ Class: _____

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

1



Whispering

Speaking



Singing



Calling

2



Whispering

Speaking



Singing



Calling

3



Whispering

Speaking



Singing



Calling

4



Whispering

Speaking



Singing



Calling