Formative Assessment Packet

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.

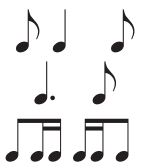
Using the Formative Assessments

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 4 Formative Assessments

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
Simple Meters 𝄴 Syncopation  Compound Meters *Continue to apply and develop prior knowledge, as well as distinguish between simple and compound meters.*	A–B A–B–A Rondo Two-Part Score	Mezzo-Piano *mp* Mezzo-Forte *mf*	Fermata 	*Continue to apply and develop prior knowledge.*	Scale Major/Minor	Clear Tone Instrument Exploration

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Expressive Qualities
(Articulation)

Legato **Staccato** **Accent**

A	B	C	Summative Assessment
Group Responding Task: Students listen to a given musical excerpt and move to demonstrate accents, *legato*, and *staccato*, responding when articulation changes are heard. **Group Responding Task:** Review accent, *legato*, and *staccato*. Have students listen to a musical excerpt and complete the Student Worksheet.	**Solo/Group Performing Task:** Students sing a known song, following given articulation markings or signals.	**Solo/Group Creating and Performing Task:** Students sing, play, conduct, compose, and/or move to a known song using accents, *legato*, and *staccato*. Students perform or conduct for each other in small groups and describe their articulation choices.	**Task 4** **Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation** Students listen to a musical excerpt and then use the Student Worksheet to select the corresponding tempo, dynamics, articulation, mode (major or minor), form, and instrumentation that they hear.

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Expressive Qualities
(Articulation)

4 Formative Assessment
Teacher Worksheet

Rubric	4 Standing Ovation	3 Stage Ready	2 Practice, Practice, Practice	1 Try Again
Create, Respond to, or Perform Articulation: Accent *Legato* *Staccato*	Creates, responds to, or performs articulation accurately and without hesitation.	Creates, responds to, or performs articulation with hesitation and some inaccuracies.	Creates, responds to, or performs articulation inaccurately most of the time, but may be accurate occasionally.	Does not create, respond to, or perform articulation.

Class: _____ **Student Name**	A	B	C	Notes

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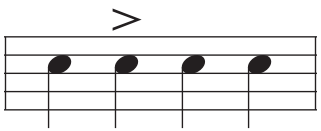
Expressive Qualities
(Articulation)

4 Formative Assessment
Student Worksheet

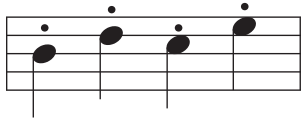
Name: _____ Date: _____ Class: _____

Circle the articulation words that describe this music.

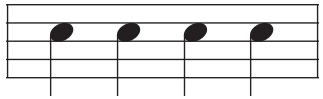
Accent



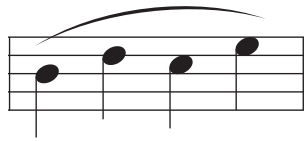
Staccato



No Accent



Legato



Two instruments I heard were a _____ and a _____ .

When I hear this music I think about ...

_____

_____

This music makes me feel ...

_____

_____

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