



# Summative Assessment

Overview.....	2
Recommended Assessment Schedule.....	3
Note to Teachers.....	4
Assessment Tasks.....	5
Record Sheet with Rubric.....	11
Student Worksheets.....	14

## Scope of Musical Concepts in the Grade 4 Summative Assessment

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

# Overview

Task	Musical Concept: Task	Materials
1	<b>Performing:</b> <b>Sing in Tune with a Clear Tone</b>	<ul style="list-style-type: none"> <li>• Known Song</li> <li>• Record Sheet with Rubric</li> </ul>
2	<b>Pitch / Rhythm and Meter:</b> <b>Improvise a Melody</b>	<ul style="list-style-type: none"> <li>• Record Sheet with Rubric</li> </ul>
3	<b>Form and Design / Pitch / Rhythm and Meter:</b> <b>Sight-Read a Two-Part Score with a Partner</b>	<ul style="list-style-type: none"> <li>• Student Worksheet: Sight Reading</li> <li>• Record Sheet with Rubric</li> </ul>
4	<b>Expressive Qualities / Pitch / Form and Design / Performing:</b> <b>Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</b>	<ul style="list-style-type: none"> <li>• Short Musical Excerpts that Clearly Demonstrate the Following: <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Dynamics</li> <li>• Articulation</li> <li>• Mode (Major or Minor)</li> <li>• Form</li> <li>• Instrumentation</li> </ul> </li> <li>• Student Worksheet: Listening</li> </ul>
5	<b>Pitch:</b> <b>Transcribe a Melody (Pitches Only)</b>	<ul style="list-style-type: none"> <li>• Student Worksheet: Transcribing</li> </ul>
6	<b>Pitch / Rhythm and Meter:</b> <b>Compose a Melody with Lyrics</b>	<ul style="list-style-type: none"> <li>• Student Worksheet: Composing</li> </ul>

# Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Task 1—Performing: Sing in Tune with a Clear Tone</b> All students assessed in one class period				
	<b>Task 2—Pitch / Rhythm and Meter: Improvise a Melody</b> All students assessed in one class period			
<b>Task 3—Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner</b> Five to six students assessed per class over five class periods				
		<b>Task 4—Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</b> Eight to ten students assessed per class over three class periods		
	<b>Task 5—Pitch: Transcribe a Melody (Pitches Only)</b> All students assessed in one class period			
		<b>Task 6—Pitch / Rhythm and Meter: Compose a Melody with Lyrics</b> Eight to ten students assessed per class over three class periods		



## 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 six 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
- Listening selection(s) (or you may play/improvise on an instrument) that clearly demonstrates each of the following musical concepts:
  - Tempo: *presto*, *andante*, and *largo*
  - Dynamics: *pianissimo*, *piano*, *mezzo-piano*, *mezzo-forte*, *forte*, and *fortissimo*
  - Articulation: accent, *staccato*, and *legato*
  - Mode: major and minor
  - Form: A–B, A–B–A, and rondo
  - Instrumentation

*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 a Clear Tone

4

Summative  
Assessment

Teacher Worksheet

**Task Summary:** Students take turns singing phrases of a known song to demonstrate a clear tone and accurate intonation.

**Time:** 10–15 minutes

**Materials:** Record Sheet with Rubric

**Repertoire:** known song with a limited range from middle C to B

#### Warm-Up

- Have students review what it means to use a clear singing voice, to sing in tune, and 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 listen for your clear, 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, sing the following phrase yourself, then gesture to the next student to continue. Repeat this pattern, alternating between teacher and student.
- As students perform, watch and assess each individual.

**Note:** If students are learning an instrument, you may choose to administer this task through singing and/or on an instrument.



## Task 2

### Pitch / Rhythm and Meter: Improvise a Melody

4

Summative  
Assessment

Teacher Worksheet

**Task Summary:** Students take turns improvising a short melodic phrase to demonstrate fluid rhythms, pitch sequence, and a steady beat in 4/4, 3/4, and/or 6/8 meters.

**Time:** 10 minutes

**Materials:** Record Sheet with Rubric

**Repertoire:** N/A

#### Warm-Up

- On the board, display the chosen meter and review the number of beats per phrase.
- Have students echo a few short melodic phrases.
- Have students improvise a short melodic phrase in answer to a given phrase.

#### Task Instructions

- *Let's all maintain a steady beat.*
- *Now you are going to improvise your own short melodic phrase. I'm going to listen for your rhythms and ease of performing.*
- *Let's start with [name of student] and continue around the room until we end with [name of student].*
- As students perform, watch and assess each individual.



## Task 3

### Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner

**Task Summary:** In pairs, students sight-sing or play two measures of rhythm and two measures of melody using the two-part score on the Student Worksheet.

**Time:** 10–15 minutes

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

**Repertoire:** N/A

#### Warm-Up

- As a class, review the melody in Part 1 and the rhythm in Part 2 from one of the sight-reading examples. Split the class in half and have students maintain their part. Switch at the repeat.

#### Task Instructions

- *With your partner, look at your worksheet and find the example that you were assigned.*
- *One of you will perform the melody on Part 1, while the other will clap the rhythm on Part 2.*
- *When you come to the repeat sign, you will switch parts. If you were Part 1, you will now perform Part 2. If you were Part 2, you will now perform Part 1.*
- *You and your partner will have completed your performance when you have read through your example two times, switching parts at the repeat sign. You may now practice for five minutes.*
- Allow students five minutes to practice on their own and with partners.
- *Now you are going to take turns performing with a partner, while I listen for the correct melody, rhythm, and steady beat as you each hold on to your part.*
- 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 2–3 sets of partners over the course of 3–5 days.



## Task 4

Expressive Qualities / Pitch / Form and Design /  
Performing: Identify Tempo, Dynamics, Articulation,  
Mode, Form, and Instrumentation

**Task Summary:** 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.

**Time:** 10–15 minutes

**Materials:** Student Worksheet: Listening

**Repertoire:** unknown musical selection with at least one A and B section

### Warm-Up

- Have students review and practice the following musical terms by performing agreed-upon movements and using corresponding voices to match each word:
  - Tempo: *presto*, *andante*, and *largo*
  - Dynamics: *pianissimo*, *piano*, *mezzo-piano*, *mezzo-forte*, *forte*, and *fortissimo*
  - Articulation: accent, *staccato*, and *legato*

### Task Instructions

- *Look at your worksheet. Find number one and the tempo words next to it.*
- *I am going to play the A section of a piece. You will be asked to circle the word that best describes the tempo. Here is number one.*
- Play or improvise the A section to demonstrate the tempo.
- *Now circle the word that best describes the tempo you hear in the music.*
- Repeat this same process with dynamics, articulation, and mode. You may choose to repeat the same listening selection or play new listening selections that clearly demonstrate each musical concept.
- *Find number five on your worksheet and the form words next to it.*
- *I am now going to play the whole piece. Listen for the A section(s) in the piece. Circle the word that best describes the form.*
- Play or improvise A–B, A–B–A, or rondo form.
- *Now circle the word that best describes the form.*
- *Find number six and the blank spaces next to it.*
- *I am going to play the A section again. You are going to listen and write in two instruments that you hear.*
- Play or improvise the A section.
- *Now write down two instruments that you heard using the blank spaces.*



## Task 5

### Pitch: Transcribe a Melody (Pitches Only)

**Task Summary:** Given a rhythm, students listen to a two-measure melodic phrase and transcribe it using the Student Worksheet.

**Time:** 10–15 minutes

**Materials:** Student Worksheet: Transcribing

**Repertoire:** (suggested melodic phrases below)



#### Warm-Up

- Improvise a two-measure melodic phrase and have the students perform it back using solfège.

#### Task Instructions

- Give students the time signature, rhythm, and starting pitch of the melodic phrase you will be performing.
- *I will play a two-measure melody. Using your worksheet, write down the notes you hear. You will listen to the phrase four times. Here is the first pitch.*
- Perform the melodic phrase while students listen and write.
- Wait 30 seconds, 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.*

**Note:** It is at the teacher's discretion to request how students should transcribe the notes (i.e., using standard notation, scale degrees, solfège, etc.)

## Task 6

### Pitch / Rhythm and Meter: Compose a Melody with Lyrics

4

Summative  
Assessment

Teacher Worksheet

**Task Summary:** Students identify pitches and compose a four-measure melody with lyrics using the Student Worksheet.

**Time:** 20–45 minutes

**Materials:** Student Worksheets: Composing

**Repertoire:** N/A

#### Warm-Up

On the board, display and review the below known meters and note values.

$\frac{4}{4}$   $\frac{3}{4}$   $\frac{6}{8}$



#### Task Instructions

- Determine if students will complete the composition task in  $\frac{4}{4}$ ,  $\frac{3}{4}$ , or  $\frac{6}{8}$  meter and give out the appropriate worksheet.
- *Look at the blank staff on your worksheet and draw each pitch above the given letter names.*
- *Using the pitches you just drew and the checklist on your worksheet, compose four measures on the staff provided for you.*
- *Create your own lyrics and write them below your composition on the lines provided for you.*
- *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 a Clear Tone	Clear Tone	Consistently maintains a free, clear tone.	Maintains a clear tone with some inconsistencies and/or strain.	Has difficulty maintaining a clear tone, but may be clear occasionally.	Does not perform.
		Intonation	Performs correct pitches using a singing voice that is consistently in tune.	Performs mostly correct pitches using a singing voice that is mostly in tune.	Performs some of the correct pitches but does not consistently use a singing voice or is not in tune.	Does not perform.
2	Pitch / Rhythm and Meter: Improvise a Melody	Pitch	Improvise using many pitches quickly and without hesitation.	Improvise using a few pitches with some hesitation.	Improvise only one or two pitches and with great hesitation.	Does not perform or uses no pitches.
		Fluid Rhythms and Steady Beat	Improvise and performs a fluid rhythm with a consistent, steady beat.	Improvise and performs a mostly fluid rhythm and maintains a steady beat, but with some inaccuracies.	Has difficulty improvising and performing a fluid rhythm and keeping the beat, but may be accurate occasionally.	Does not create fluid rhythms or maintain a steady beat.
3	Form and Design / Pitch / Rhythm and Meter: Sight-Read a Melody	Two-Part Score	Accurately follows a two-part score and maintains part while performing in pairs.	Follows a two-part score but performs part with some inaccuracies.	Has difficulty following a two-part score, but performs part with occasional accuracies.	Does not perform or follows part inaccurately.
		Pitch	Performs all 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.
		Rhythm and Steady Beat	Performs all rhythms accurately.	Performs rhythms with some inaccuracies.	Performs rhythms inaccurately most of the time, but may be accurate occasionally.	Does not perform rhythms 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	<b>Expressive Qualities / Pitch / Form and Design: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation</b>	<b>Tempo</b>	Circles correct tempo.			Does not answer or circles incorrect tempo.
		<b>Dynamics</b>	Circles correct dynamic.			Does not answer or circles incorrect dynamic.
		<b>Articulation</b>	Circles correct articulation.			Does not answer or circles incorrect articulation.
		<b>Mode (Major/Minor)</b>	Circles correct mode (major or minor).			Does not answer or circles incorrect mode.
		<b>Form</b>	Circles correct form.			Does not answer or circles incorrect form.
		<b>Instrumentation</b>	Names two correct instruments.	Names at least one correct instrument.	Names instruments, but is incorrect.	Does not answer or provides an answer that is not an instrument.
5	<b>Pitch: Transcribe a Melody (Pitches Only)</b>		Transcribes all pitches accurately.	Transcribes pitches with some inaccuracies.	Transcribes pitches inaccurately most of the time, but may be accurate occasionally.	Does not transcribe pitches or is inaccurate.
6	<b>Pitch / Rhythm and Meter: Compose a Melody with Lyrics</b>	<b>Pitch</b>	Notates all pitches accurately.	Notates pitches with some inaccuracies.	Notates pitches inaccurately most of the time, but may be accurate occasionally.	Does not notate pitches or all pitches are inaccurate.
		<b>Lyrics</b>	Rhythms and lyrics are accurately aligned.	Rhythms and lyrics mostly align, but with some inaccuracies.	Rhythms and lyrics are inaccurately aligned most of the time, but may be accurate occasionally.	Does not create lyrics and rhythm and/or they are aligned inaccurately.
		<b>Rhythm and Bar Lines</b>	Composes rhythms and bar lines accurately.	Composes rhythms and bar lines with some inaccuracies.	Composes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.	Does not compose or all rhythms and/or bar lines are inaccurate.

# Record Sheet with Rubric

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



Indicates that the task is a performance, assessed in the moment.

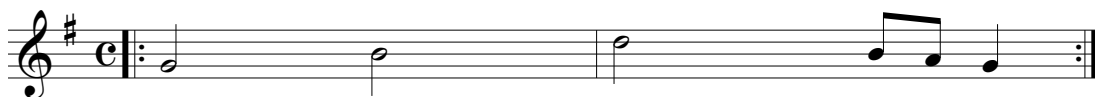
		★1		★2		★3		④						⑤		⑥		
Class: _____		Performing		Pitch/ Rhythm and Meter		Form and Design/ Pitch/ Rhythm and Meter		Expressive Qualities/Pitch/ Form and Design/ Performing						Pitch		Pitch / Rhythm and Meter		
Student Name		Clear Tone	Intonation	Pitch	Fluid Rhythms and Steady Beat	Two-Part Score	Pitch	Rhythm and Steady Beat	Tempo	Dynamics	Articulation	Mode (Major/Minor)	Form	Instrumentation	Transcribe a Melody	Pitch	Lyrics	Rhythm and Bar Lines

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

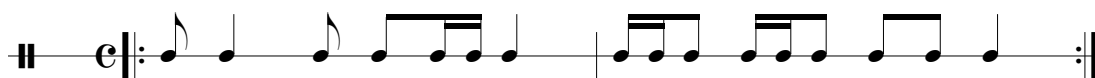
## Sight Reading

1

1

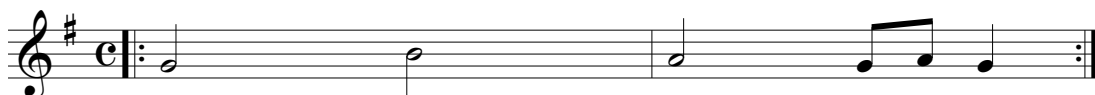


2



2

1



2



3

1

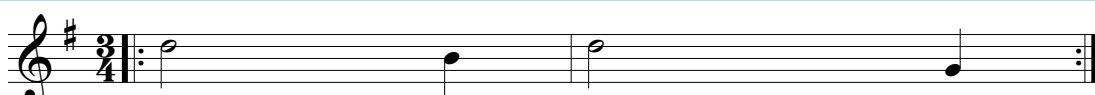


2



4

1



2



5

1

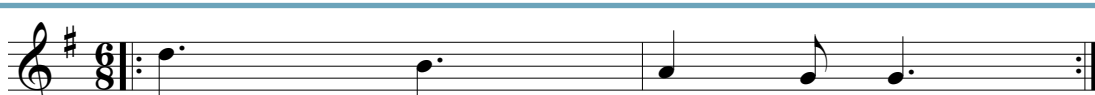


2



6

1



2



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Circle what you hear.

## 1 Tempo

**Largo**

OR

**Andante**

OR

**Presto**

## 2 Dynamics

Pianissimo

*pp*

OR

Piano

*p*

OR

Mezzo-Piano

*mp*

OR

Mezzo-Forte

*mf*

OR

Forte

*f*

OR

Fortissimo

*ff*

## 3 Articulation

Accent



OR

Staccato



OR

Legato



## 4 Mode

Major

OR

Minor

## 5 Form

A-B

OR

A-B-A

OR

Rondo

## 6 Instrumentation

Two instruments I heard were a \_\_\_\_\_ and a \_\_\_\_\_.

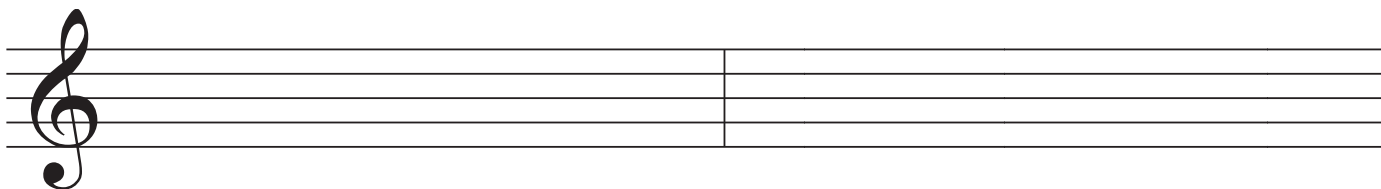
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Transcribing a Melody

### Directions:

1. Write the rhythm that you are given in the box below. Use this as a guide as you transcribe the melody.

2. On the score below, write in the time signature and starting pitch you are given.
3. Listen carefully and write down the notes that you hear, using the rhythms in the box above.
4. Listen again and check your work.






Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

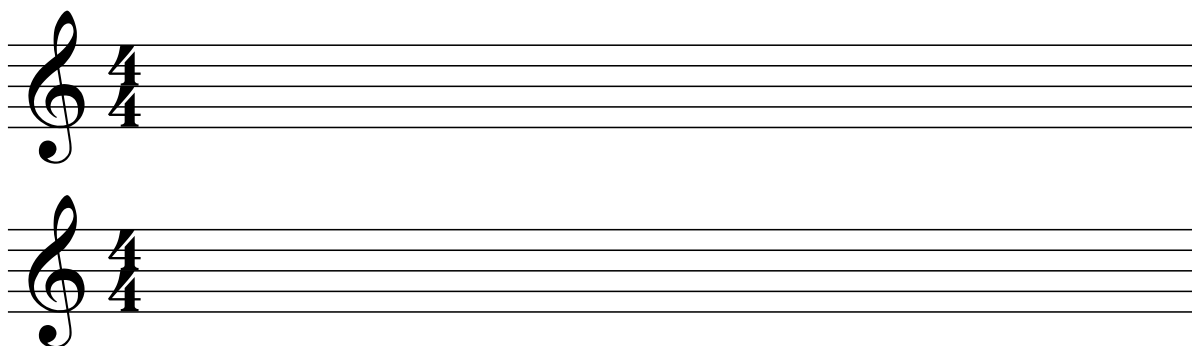
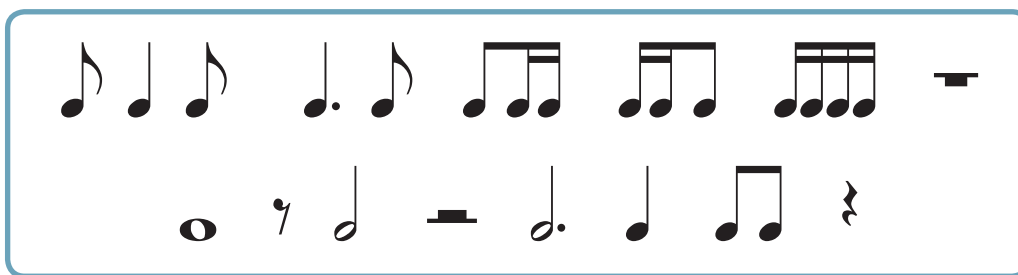
## Composing in 4/4

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note). You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.



# Pitch


Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

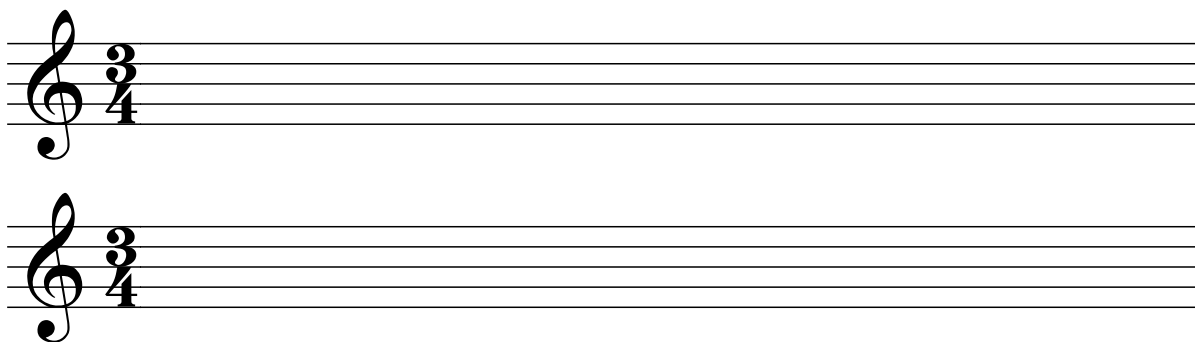
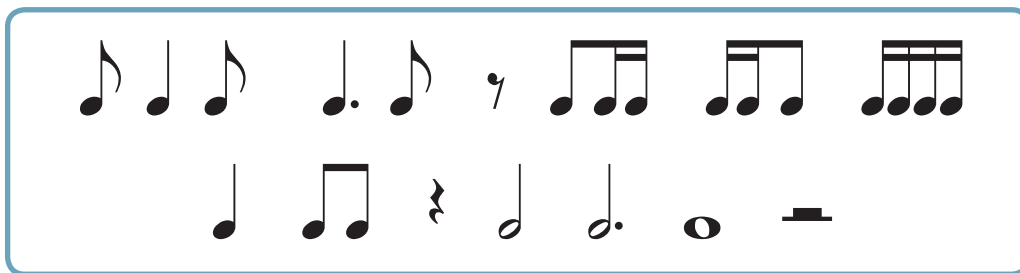
## Composing in 3/4

On the staff below, use a quarter note to draw each pitch above the letter names.



**Now compose your own four-measure melody with lyrics, using this checklist:**

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note). You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.




Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Composing in 6/8

On the staff below, use a quarter note to draw each pitch above the letter names.



Now compose your own four-measure melody with lyrics, using this checklist:

- ☐ Create lyrics that fit the rhythm (each syllable should have its own note). You might use your name, a sentence, or words from a poem.
- ☐ Use at least three different rhythms (look at the box below).
- ☐ Add one fermata. 
- ☐ Draw in bar lines and a double bar line, and check your musical math.

