
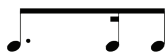




Summative Assessment

Overview.....	2
Recommended Assessment Schedule.....	3
Note to Teachers.....	5
Assessment Tasks.....	6
Record Sheet with Rubric.....	12
Student Worksheets.....	15

Scope of Musical Concepts in the Grade 5 Summative Assessment

Rhythm and Meter	Form and Design	Expressive Qualities			Pitch	Performing
		Dynamics	Tempo	Articulation		
<p>Simple Meters</p>  <p>Compound Meters</p>  <p><i>Continue to apply and develop prior knowledge.</i></p>	<p>Theme and Variations</p> <p>Popular-Song Form</p>	<p><i>Continue to apply and develop prior knowledge.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen tempo markings.</i></p>	<p><i>Continue to apply and develop prior knowledge and explore additional chosen articulation markings.</i></p>	<p>Sharps and Flats</p>  <p>Key Signatures</p> 	<p>Performing with Dynamics</p>

Overview

Task	Musical Concept: Task	Materials
1	Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics	<ul style="list-style-type: none"> • Known Song • Record Sheet with Rubric
2	Pitch / Rhythm and Meter: Improvise a Melody	<ul style="list-style-type: none"> • Record Sheet with Rubric
3	Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner	<ul style="list-style-type: none"> • Student Worksheet: Sight-Reading • Record Sheet with Rubric
4	Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation	<ul style="list-style-type: none"> • Short Musical Excerpts that Clearly Demonstrate the Following: <ul style="list-style-type: none"> • Tempo • Dynamics • Articulation • Mode (Major or Minor) • Form • Instrumentation • Student Worksheet: Listening
5	Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody	<ul style="list-style-type: none"> • Student Worksheet: Transcribing a Melody
6	Pitch / Rhythm and Meter: Compose a Melody and Rhythmic Ostinato	<ul style="list-style-type: none"> • Student Worksheets: Composing in 4/4, 3/4, and 6/8

Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
Task 1—Performing / Expressive Qualities (Dynamics): Sing in Tune with Dynamics All students assessed in one class period				
	Task 2—Pitch / Rhythm and Meter: Improvise a Melody All students assessed in one class period			
Task 3—Form and Design / Pitch / Rhythm and Meter: Sight-Read a Two-Part Score with a Partner Five to six students assessed per class over five class periods				

Recommended Assessment Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
		Task 4—Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation All students assessed in one class period		
			Task 5—Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody All students assessed in one class period	
				Task 6—Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody All students assessed in one class period

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
- A copy of the four 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:
 - Tempo: *presto*, *andante*, or *largo*
 - Dynamics: *pianissimo*, *piano*, *mezzo-piano*, *mezzo-forte*, *forte*, or *fortissimo*
 - Articulation: accent, *staccato*, or *legato*
 - Mode: major and minor
 - Form: A–B, A–B–A, rondo, popular-song form, or theme and variations
 - 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 / Expressive Qualities (Dynamics): Sing in Tune with Dynamics

5

Summative
Assessment

Teacher Worksheet

Task Summary: Students take turns singing phrases of a known song with dynamic contrast to demonstrate dynamics 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 different dynamic markings using their voices.
- 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 using a range of dynamics.
- Ask the whole class to sing a known song with dynamic contrast together.

Task Instructions

- *Now we are going to sing a song together, and I am going to listen for your dynamics and clear, in-tune singing voice. I will assign a dynamic to each of you, and you will take turns singing one phrase of the song with the given dynamic.*
- Sing the first phrase in a neutral dynamic, 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 (singing in a neutral dynamic) and student (singing in assigned dynamic).
- 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

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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 2/4, 3/4, 4/4, and/or 6/8 meter.

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 measure.
- 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 two-measure 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

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Summative
Assessment

Teacher Worksheet

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

- Assign partners and sight-reading examples using the Student Worksheet.
- Review the repeat sign symbol and prepare students to switch parts on the repeat.
- Have students review, using the steady beat to stay together.

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 then perform Part 2. If you were Part 2, you will then 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 will listen for the correct melody, rhythm, and steady beat as you each hold onto 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 two to three sets of partners over the course of three to five days.



Task 4

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

5

Summative
Assessment

Teacher Worksheet

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: Teacher Worksheets, Student Worksheet: Listening

Repertoire: unknown musical selection in popular-song form or theme and variations

Listening Suggestions

Popular-song form: Songs by The Beatles, John Lennon, Elvis Presley, etc.

Theme and variations: Mozart's "Twinkle, Twinkle Little Star"

Warm-Up

- Have students review and practice musical terms chosen by the instructor by performing agreed-upon movements and using corresponding voices to match each word:
 - Tempo: Chosen tempo markings (see Teacher Worksheet)
 - Dynamics: *pianissimo*, *piano*, *mezzo-piano*, *mezzo-forte*, *forte*, and *fortissimo*
 - Articulation: Chosen articulation markings (see Teacher Worksheet)

Task Instructions

- *Look at your worksheet. Find number one and the tempo words next to it.*
- *I am going to play the chorus section of the song. Circle the word that best describes the tempo. Here is number one.*
- Play the chorus section to demonstrate the tempo.
- *Now circle the word that best describes the tempo you hear in the music.* You may choose to repeat the same listening selection or play new listening selections that clearly demonstrate each musical concept.
- Repeat this same process with dynamics, articulation, and mode.
- *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 different sections in the piece. Circle the words that best describe the form.*
- Play the chosen song to demonstrate popular song form.
- *Now circle the words that best describe the form.*
- *Find number six and the blank spaces next to it.*
- *Listen as I play the chorus section of the song again and write in two instruments that you hear.*
- Play the chorus section again.
- *Now write down two instruments that you heard using the blank spaces.*

Note: If using theme and variations, go through the task steps using the theme or a variation.

Task 5

Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody

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Summative
Assessment

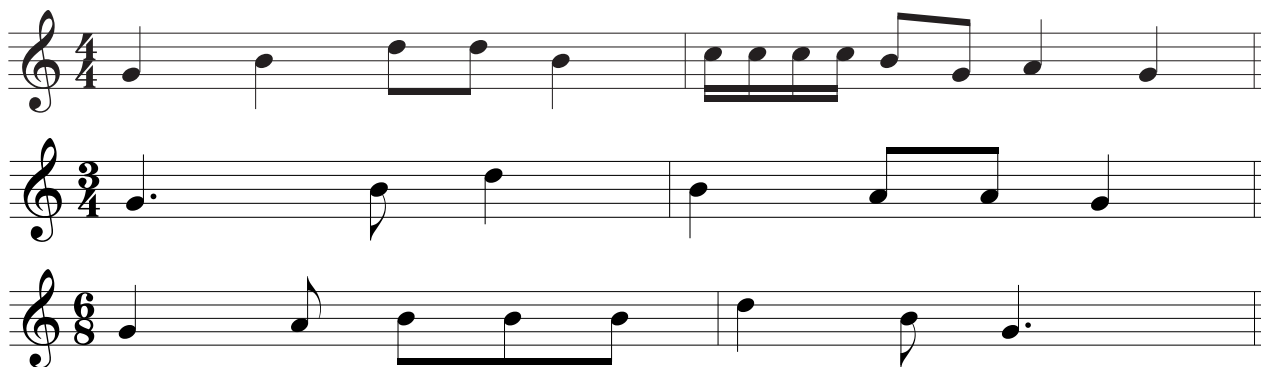
Teacher Worksheet

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

Time: 10–15 minutes

Materials: Student Worksheet: Transcribing a Melody

Repertoire: suggested melodic phrases



Warm-Up

- Impvise a two-measure melodic phrase and have the students perform it back using solfège and/or rhythm syllables.

Task Instructions

- Give students the time signature and starting pitch of the melodic phrase you will be performing.
- *I will perform a two-measure melody. Using your worksheet, listen for the rhythm the first time and write it in the top box. You will then hear the phrase three more times. Once you have the rhythm, add the pitches to the staff below. You will now hear the phrase for the first time.*
- 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 and Rhythmic Ostinato

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Summative
Assessment

Teacher Worksheet

Task Summary: Students compose a four-bar melody and a two-bar rhythmic ostinato using the Student Worksheet.

Time: 20–45 minutes

Materials: Student Worksheets: Composing in 4/4, 3/4, and 6/8

Repertoire: N/A

Warm-Up

On the board, display and review these known note values:



Task Instructions

- Determine if students will complete the composition task in 4/4, 3/4, or 6/8 meter and give out the appropriate worksheet.
- *Compose your own four-measure melody and two-measure rhythmic ostinato.*
- *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 / Expressive Qualities (Dynamics): Sing in Tune with Dynamics	Dynamics	Performs correct dynamics.	Performs mostly correct dynamics.	Performs dynamics inaccurately most of the time, but may be accurate occasionally.	Does not perform dynamics or is inaccurate.
		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	Improvises using many pitches quickly and without hesitation.	Improvises using a few pitches with some hesitation.	Improvises only one or two pitches and with great hesitation.	Does not perform or uses no pitches.
		Fluid Rhythms and Steady Beat	Improvises and performs a fluid rhythm with a consistent, steady beat.	Improvises 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 Two- Part Score with a Partner	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 individual 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	Expressive Qualities / Pitch / Form and Design / Performing: Identify Tempo, Dynamics, Articulation, Mode, Form, and Instrumentation	Tempo	Circles correct tempo.			Does not answer or circles incorrect tempo.
		Dynamics	Circles correct dynamic.			Does not answer or circles incorrect dynamic.
		Articulation	Circles correct articulation.			Does not answer or circles incorrect articulation.
		Mode (Major/Minor)	Circles correct mode (major or minor).			Does not answer or circles incorrect mode.
		Form	Circles correct form.			Does not answer or circles incorrect form.
		Instrumentation	Names two correct instruments.	Names at least one correct instrument.	Names instruments, but answer is incorrect.	Does not answer or provides an answer that is not an instrument.
5	Pitch / Rhythm and Meter: Transcribe a Rhythm and Melody	Rhythm	Transcribes rhythms and bar lines accurately.	Transcribes rhythms and bar lines with some inaccuracies.	Transcribes rhythms and bar lines inaccurately most of the time, but may be accurate occasionally.	Does not transcribe, or all rhythms and/or bar lines are inaccurate.
		Pitch	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	Pitch / Rhythm and Meter: Compose a Melody and Rhythmic Ostinato	Pitch	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.
		Rhythm and Bar Lines	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.
		Optional: Lyrics	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.

5 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.

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5 Summative Assessment

Teacher Worksheet

4

5

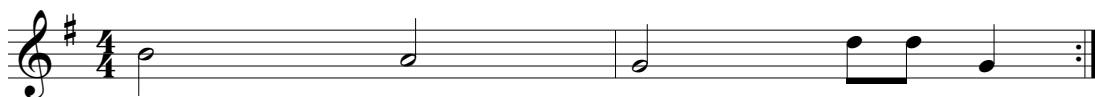
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Name: _____ Date: _____ Class: _____

Sight-Reading

1

1



2



2

1



2



3

1

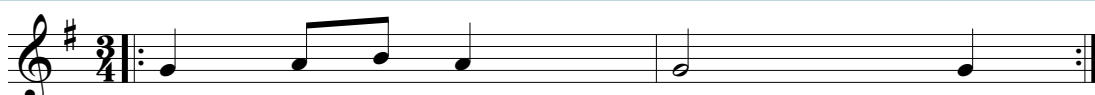


2



4

1

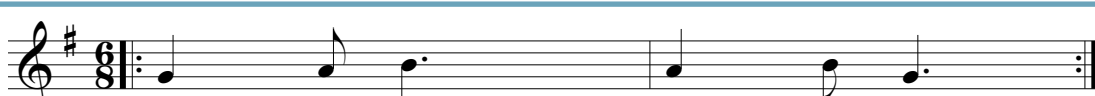


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1

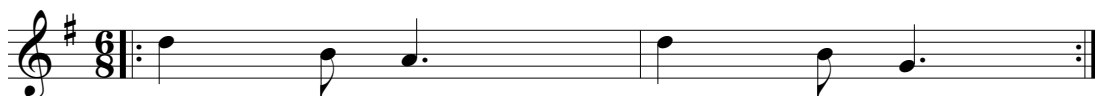


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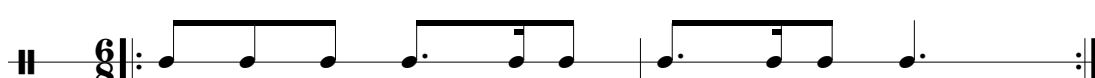


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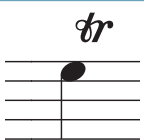
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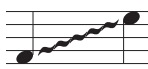
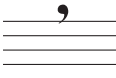
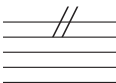



Review and practice any of the tempo and articulation terms and symbols below, or others as desired. For assessment purposes, insert the desired symbols into the blanks in the Student Worksheets in the Formative and Summative Assessments.

Sample Music Vocabulary	Definition
Accelerando	Speed up
Presto	Very fast
Largo	Very slow
Andante	Walking speed
Ritardando	Slow down
Meno mosso	Less movement or slower
Più mosso	More movement or faster
A tempo	Return to the original tempo
Rubato	Freely adjust tempo for expression
Vivace	Lively and fast
Allegro	Quickly and brightly
Adagio	Slowly and stately
Grave	Slow and solemn

Add additional vocabulary as desired.

Symbol and Term	Definition
Tenuto 	Hold note for full length
Marcato 	Add stress; draw attention to
Trill 	Fast alternation between the main note and the one above it

Symbol and Term	Definition
Glissando 	Slide between notes
Breath Mark 	Place to take a quick breath; bow lift (strings)
Caesura 	Pause; momentary interruption
Sforzando 	A powerful accent on a single sound

Add additional vocabulary as desired.

Name: _____ Date: _____ Class: _____

Circle what you hear.

1 **Tempo** (insert desired vocabulary in Student Worksheet)

Grave

OR

Allegro

OR

Rubato

2 **Dynamics**

Pianissimo
pp

OR

Piano
p

OR

Mezzo-Piano
mp

OR

Mezzo-Forte
mf

OR

Forte
f

OR

Fortissimo
ff

3 **Articulation** (insert desired symbols in Student Worksheet)

Sforzando

OR

Glissando

OR

Trill

4 **Mode**

Major

OR

Minor

5 **Form**

*Popular-Song
Form*

OR

*Theme and
Variations*

6 **Instrumentation**

Two instruments I heard were a _____ and a _____.

Name: _____ Date: _____ Class: _____

Circle what you hear.

1 Tempo

☐

OR

☐

OR

☐

2 Dynamics

Pianissimo
pp

OR

Piano
p

OR

Mezzo-Piano
mp

OR

Mezzo-Forte
mf

OR

Forte
f

OR

Fortissimo
ff

3 Articulation

☐

OR

☐

OR

☐

4 Mode

Major

OR

Minor

5 Form

☐

OR

☐

6 Instrumentation

Two instruments I heard were a _____ and a _____.

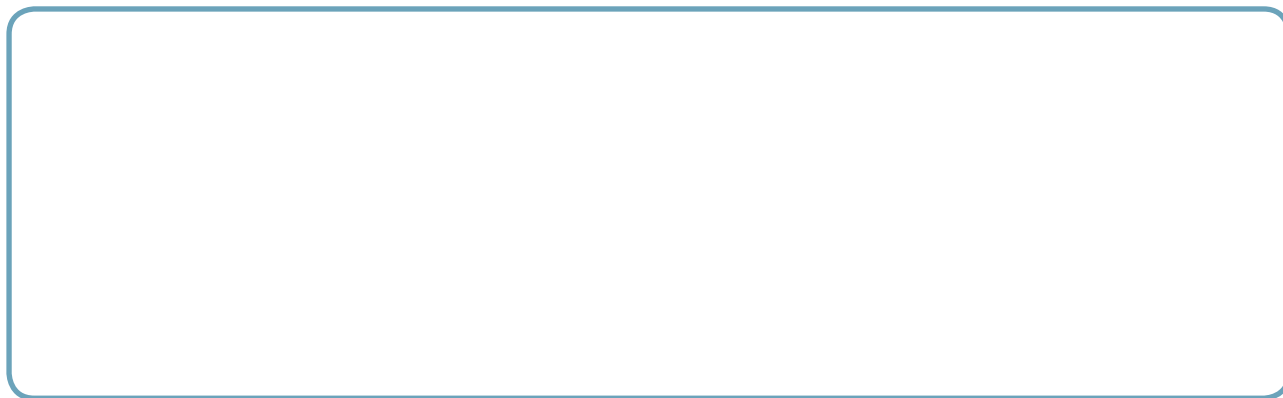
Pitch / Rhythm and Meter

Name: _____ Date: _____ Class: _____

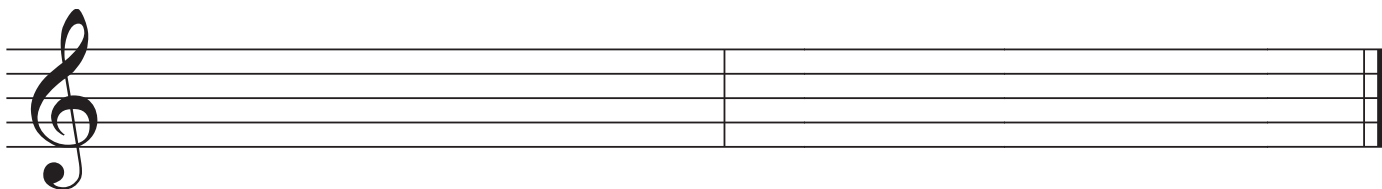
Transcribing a Melody

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.



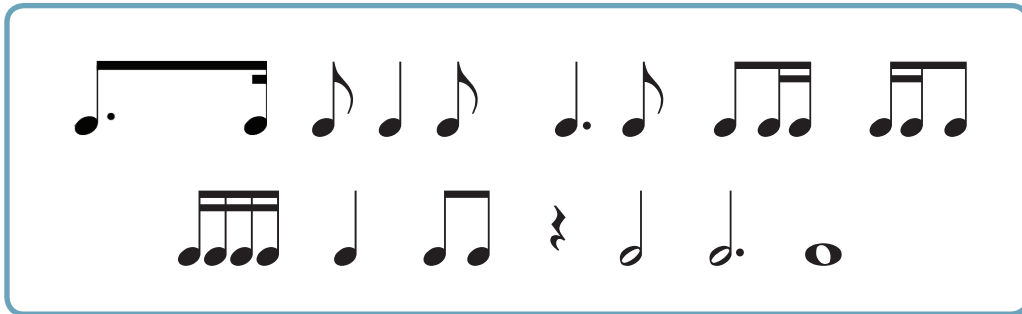
Pitch / Rhythm and Meter

Name: _____ Date: _____ Class: _____

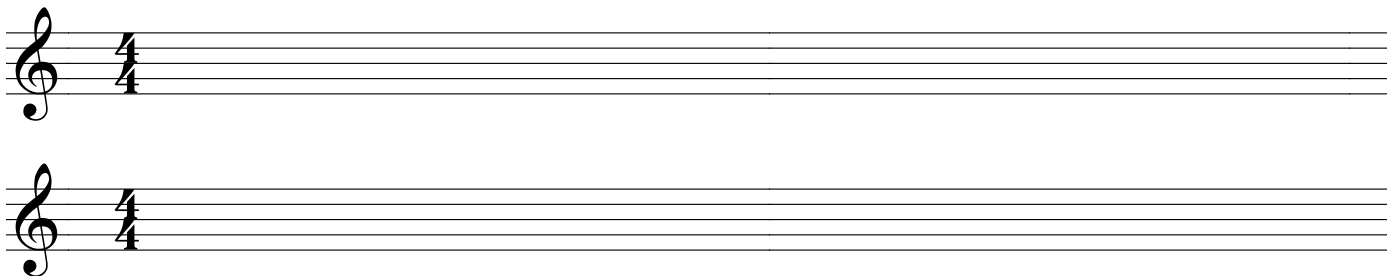
Composing in 4/4

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

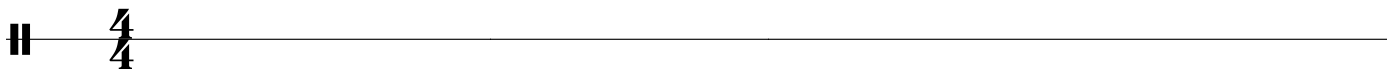
- ☐ On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- ☐ On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- ☐ Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- ☐ Draw in bar lines and a double bar line, and check your musical math.
- ☐ **Optional:** Add lyrics to your melody.



Melody



Ostinato



Pitch / Rhythm and Meter

Name: _____ Date: _____ Class: _____

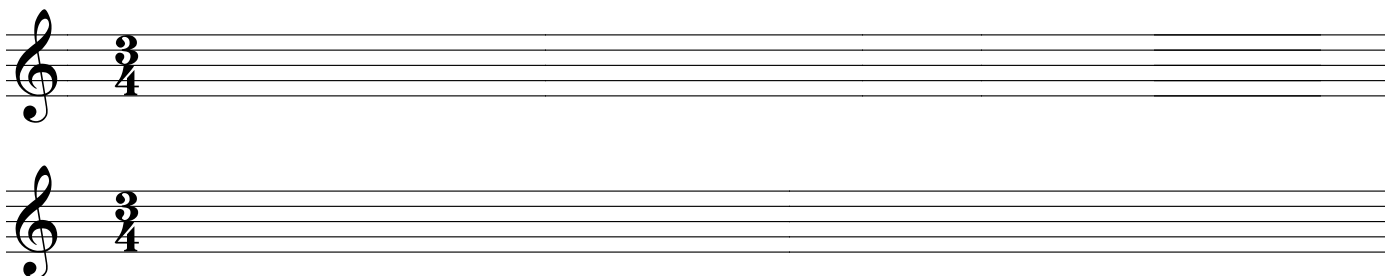
Composing in 3/4

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

- ☐ On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- ☐ On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- ☐ Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- ☐ Draw in bar lines and a double bar line, and check your musical math.
- ☐ **Optional:** Add lyrics to your melody.



Melody



Ostinato



Pitch / Rhythm and Meter

Name: _____ Date: _____ Class: _____

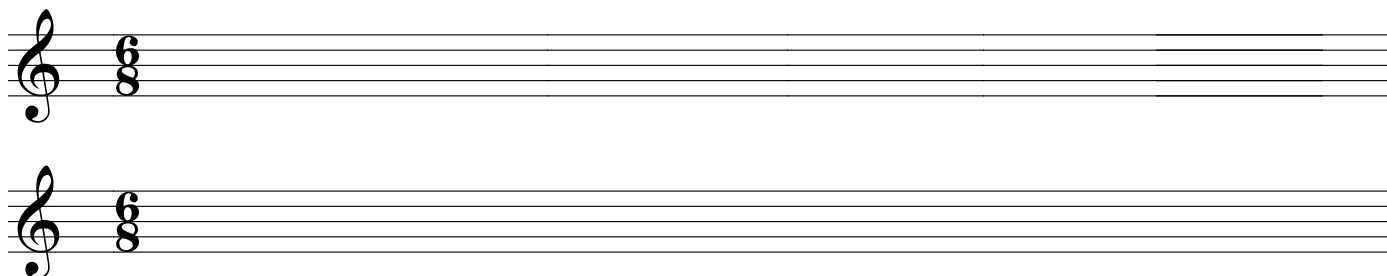
Composing in 6/8

Compose your own four-measure melody and rhythmic ostinato, using this checklist:

- ☐ On the first line of your score, create a four-measure melody using a variety of pitches and rhythms.
- ☐ On the second line, create a two-measure rhythmic ostinato to accompany your melody.
- ☐ Use a variety of rhythms in your melody and ostinato (look at the box below for ideas).
- ☐ Draw in bar lines and a double bar line, and check your musical math.
- ☐ **Optional:** Add lyrics to your melody.



Melody



Ostinato

