

Sample Performance Assessment

Content Area: Music

Grade Level: Second (2)

Instructional Unit Sample: Stories Through Music

Colorado Academic Standard(s): MU09-GR.2-S.1-GLE.1; MU09-GR.2-S.1-GLE.2; MU09-GR.2-S.2-GLE.1; MU09-GR.2-S.2-GLE.2; MU09-GR.2-S.3-GLE.1; MU09-GR.2-S.3-GLE.2; MU09-GR.2-S.3-GLE.3; MU09-GR.2-S.3-GLE.4; MU09-GR.2-S.4-GLE.1; MU09-GR.2-S.4-GLE.2; MU09-GR.2-S.4-GLE.3

Concepts and skills students' master:

- Ways to use tone colors to highlight moods, characters, and situations to fit specific stories (MU09-GR.2-S.3-GLE.3)
- How music expresses moods (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.2) and (MU09-GR.2-S.3-GLE.3)
- Creative movement conveys the meaning (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.3-GLE.2-EO.a) and (MU09-GR.2-S.4-GLE.2, 3)
- The meaning of improvisation (MU09-GR.2-S.2-GLE.1)
- Collaboration is essential in performing music (MU09-GR.2-S.4-GLE.1,2)
- Perform a student created musical composition (MU09-GR.2-S.1-GLE.1,2)
- Create a musical composition (MU09-GR.2-S.2-GLE.1,2)
- Identify/describe musical elements within the context of a story (MU09-GR.2-S.3-GLE.1,2,3,4) and (MU09-GR.2-S.4-GLE.2,3)
- Demonstrate musical elements within the context of performing a story (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.4-GLE.1,2,3)
- Show appropriate audience behavior while listening to peer performances (MU09-GR.2-S.4-GLE.1,3)

Unit Description

This unit, [Stories Though Music](#), is an exploration of mood/setting/character in a story through music. Throughout the duration of the unit, students go from being the listener to the performer and creator of improvised sounds and movement through music. The students will experiment with using sounds to replicate/represent characters, emotions, conflict, etc. of literary works. The unit culminates in asking the students to become musical storytellers choosing musical sounds to represent the characters of a given story.

Performance Assessment Description

You are musical storytellers interested in helping your peers understand that music can tell a story through choices of musical sounds. You have been asked to share your knowledge with your peers and represent the characters in a story in a performance for your school. Your goal is to help the students at your school understand that characters in stories have distinct characteristics that demonstrate particular moods or emotions and music provides a nice way to make those characteristics audible. In your sound character development, you will consider the elements of music (tempo, dynamics, tone color, etc.) when choosing the musical sound to represent your character/mood.



Students will create a musical sound to represent a character in a story with considerations for musical elements (tempo, dynamics, tone color, etc.). They will be able to verbally explain the relationship between the character and the musical representation. With the students, you will choose a text for the performance, with the students offering the “soundtrack.”

Performance options may include:

- Informance
- Class performance
- Parent night
- School assembly

RUBRIC: STORIES THROUGH MUSIC

| | Above Mastery | Mastery of Grade Level Standards | Approaching Mastery | Novice | |
|---|--|---|---|--|---------------|
| <u>Scoring Criteria</u> | 4 | 3 | 2 | 1 | Weight |
| Sound represents character/mood | Student creates recurring motive or theme. Student adapts story (adding another character, scene, dialogue, alternate ending, etc.). | Music reflects character or mood using appropriate: <ul style="list-style-type: none"> ➤ Tempo ➤ Dynamics ➤ Tone color | It is difficult for the audience to make the connection between the character and the music | Music does not reflect character or mood | 40% |
| Explanation of connection of sound and character | Student explains rationale by applying grade level musical vocabulary | Student can clearly explain the connections between the music they created and the character or mood | Student attempts explanation, but reasoning is flawed | Student has little or no reasoning for musical connections | 50% |
| Work Collaboratively | Student acts as a leader guiding the group while taking into account all members' suggestions | Student offers suggestions and works collaboratively to solve problems in a group setting | Student offers suggestions, but does not take suggestions well | Student does not cooperate with the group | 10% |
| | | | | TOTAL | 100% |



Performance Assessment Development Template

| Who is developing this performance assessment? | |
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| Name: Colorado Content Collaborative in Music | Position/Affiliation: Colorado Content Collaborative in Music |

| I. CONTENT STANDARDS | |
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| Content Area: Music | |
| Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website) | MU09-GR.2-S.1-GLE.1 MU09-GR.2-S.1-GLE.2 MU09-GR.2-S.2-GLE.1 MU09-GR.2-S.2-GLE.2 MU09-GR.2-S.3-GLE.1 MU09-GR.2-S.3-GLE.2 MU09-GR.2-S.3-GLE.3 MU09-GR.2-S.3-GLE.4 MU09-GR.2-S.4-GLE.1 MU09-GR.2-S.4-GLE.2 MU09-GR.2-S.4-GLE.3 |
| Grade Level(s) | Grade 2 |
| Indicate the intended Depth of Knowledge (DOK) for this performance assessment. | <input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4 |
| What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application." | Music from various mass media use changes in piano/forte, crescendo/decrescendo, and smooth/connected to convey a desired message. (Relaxation is identified with a soft, smooth musical line; excitement is identified with a loud, accented musical line.) Video clip examples of how tone color is associated with characters in movies, cartoons, etc., help to illustrate what is meant by tone color. |



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| Summary. Provide a brief summary describing the task in the boxes below. | |
| Performance Task Name | Brief Description of the Task |
| Stories Through Music | This unit is an exploration of mood/setting/character in a story through music. Throughout the duration of the unit, students go from being the listener to the performer and creator of improvised sounds and movement through music. The students will experiment with using sounds to replicate/represent characters, emotions, conflict, etc. of literary works. The unit culminates in asking the students to become musical storytellers choosing musical sounds to represent the characters of a given story. |

| II. Claims, Skills, Knowledge & Evidence | |
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| Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i> | Successful completion of this task would indicate... <ul style="list-style-type: none"> ➤ Different styles inspire the creation of compositional moods. |
| Skills. <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i> | Student should be able to... <ul style="list-style-type: none"> ➤ Perform a student created musical composition (MU09-GR.2-S.1-GLE.1,2) ➤ Create a musical composition (MU09-GR.2-S.2-GLE.1,2) ➤ Identify/describe musical elements within the context of a story (MU09-GR.2-S.3-GLE.1,2,3,4) and (MU09-GR.2-S.4-GLE.2,3) ➤ Demonstrate musical elements within the context of performing a story (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.4-GLE.1,2,3) ➤ Show appropriate audience behavior while listening to peer performances (MU09-GR.2-S.4-GLE.1,3) |
| Knowledge. <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</i> | Student should know/understand... <ul style="list-style-type: none"> ➤ Ways to use tone colors to highlight moods, characters, and situations to fit specific stories (MU09-GR.2-S.3-GLE.3) ➤ How music expresses moods (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.2) and (MU09-GR.2-S.3-GLE.3) ➤ Creative movement conveys the meaning (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.3-GLE.1-EO.b, c) and (MU09-GR.2-S.3-GLE.2-EO.a) and (MU09-GR.2-S.4-GLE.2, 3) ➤ The meaning of improvisation (MU09-GR.2-S.2-GLE.1) ➤ Collaboration is essential in performing music (MU09-GR.2-S.4-GLE.1,2) |



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| <p>Evidence. <i>What can the student do/produce to show evidence of the above knowledge and skills?</i></p> | <p>Students will create a musical sound to represent a character in a story with considerations for musical elements (tempo, dynamics, tone color, etc.). They will be able to verbally explain the relationship between the character and the musical representation. With the students, you will choose a text for the performance, with the students offering the “soundtrack.”</p> <p>Performance options may include:</p> <ul style="list-style-type: none"> ➤ Informance ➤ Class performance ➤ Parent night ➤ School assembly |
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III.A. PERFORMANCE TASKS: Instructions to the Student

Think about the performance assessment process from a student’s perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

- Your teacher will select a story and assign you (or your group) a character or mood.
- Create music to go with your character or mood
- Explain how your music relates to the character or mood

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

You will create music that expresses a specific character or mood.

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

You are musical storytellers interested in helping your peers understand that music can tell a story through choices of musical sounds. You have been asked to share your knowledge with your peers and represent the characters in a story in a performance for your school. Your goal is to help the students at your school understand that characters in stories have distinct characteristics that demonstrate particular moods or emotions and music provides a nice way to make those characteristics audible. In your sound character development, you will consider the elements of music (tempo, dynamics, tone color, etc.) when choosing the musical sound to represent your character/mood.

Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

Your teacher will choose a story and assign you a character or mood to express in music. Your teacher will also give you instruments to use for your music. Paper will be available to write down musical ideas and/or explanations of your choices.



Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

N/A

Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

Check in with your teacher after each step.

Provide any other relevant information for the students' instructions.

N/A

III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

Due to the fact that students may be working together and differentiating their products based on interest, it is suggested that the teacher has materials and resources available and space to foster collaboration.

What materials should be provided to students? Be as specific as possible.

The teacher should provide the book, instruments, and paper and pencils to the students.

What materials should the student bring to the performance assessment session? Be as specific as possible.

N/A

What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?

There are no material restrictions.



Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.

This assessment is not timed. The teacher should determine how much work time is allowed.

Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

The educator is not required to video/audio record the students, but they may choose to do so using equipment that is available.

During the Performance Assessment Session

How should the educator respond to students' questions?

The educator can answer questions about the process and the task, but not give answers about the content of the performance task.

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

The educator should be available to answer questions and help foster positive collaboration (problem-solving).

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

The educator can collect any papers that students have created.

What information should the educator give the student at the end of the performance assessment session?

An evaluation based on the rubric

Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator? How should the workstation be cleaned?

N/A



Other relevant information for the *educator's* instructions:

N/A

**III.C. PERFORMANCE TASKS:
Other Considerations**

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

The educator can video/audio record the musical performances or assess them live.

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

N/A

**III.D. PERFORMANCE TASKS:
Accommodations**

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

For the explanation part, students may work together, teacher may provide visual supports, teacher may act as scribe, or students may use sentence frame starters.

IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

Evaluators must be a trained music educator.



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

