

Sample Performance Assessment

Content Area: Music

Grade Level: Fourth (4)

Instructional Unit Sample: Music Tells Our Story

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

Concepts and skills students' master:

- Appropriate music terminology (MU09-GR.4-S.3-GLE.1,2,4) and (MU09-GR.4-S.4-GLE. 1-EO.a)
- Examples of musical and nonmusical attributes that form personal preference (MU09-GR.4-S.3-GLE.1,2) and (MU09-GR.4-S.4-GLE. 1-EO.a,c)
- The names of instruments of the music of Colorado (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 1, 2)
- Colorado historical periods and musical styles (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.b)
- Local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.b,c)
- Verbally explain musical preferences using music terminology (MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE. 1-EO.a)
- Verbally explain and/or perform the musical and nonmusical attributes in individual music preference (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE.1,2)
- Aurally identify music from various periods in history (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE. 3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.a)
- Demonstrate respect for and perform diverse local and regional music (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a)
- Identify and perform prominent Colorado styles and musicians (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.b)
- Create and perform melodies in the style of local and regional music (MU09-GR.4-S.1-GLE.1,2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.4-GLE.2-EO.b)
- Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.c)

Unit Description

This 4th grade unit, [Music Tells Our Story](#), focuses on the musical connections to Colorado History, including stylistic influences – past and present – with connections to modern musical trends in Colorado. Across the unit's duration, students will consider ways music is related to Colorado and analyze the various musical styles, traditions, genres, and instrumentation related to Colorado music. Throughout this unit, students will demonstrate their understanding by creating and selecting materials that will culminate with a 4th grade presentation or performance.



Performance Assessment Description

You are an historian who will tell the story of Colorado's musical heritage (culture, traditions, values) to an audience at your next performance (informance, parent night, class/school community sharing). You will develop engaging and informative musical materials (e.g., songs, instrumental pieces, movement pieces) that will be presented during the concert (or in-class presentation).

The product is designed as a whole group assessment. Students will choose an era, cultural time period, community in Colorado and will explain the musical influence or result of the influence to Colorado's musical heritage. Specific details such as instruments used, traditions in which the music was performed, preferences of the time period, style of music utilized should be included. Additional products to accompany the performance (informance, parent night, class/school community sharing) may include:

- Concert Program (written presentations)
- Video Vignettes
- Power Points (or other software presentations - <http://prezi.com/>)
- Posters
- A Script for Presentation (written presentation)
- Smartboard/Promethean charts
- Perform concert as a historical Colorado character in costume



RUBRIC: MUSIC TELLS OUR STORY

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Understanding of Colorado Musical History	Student includes the mastery elements and compares and contrasts with other music	Student accurately conveys their understanding of: <ul style="list-style-type: none"> ➤ instruments ➤ style ➤ performers ➤ context 	Student omits one or two of the mastery elements or presents inaccuracies in one or two elements	Student omits three or more of the mastery elements or has three or more inaccuracies	30%
Cultural Impacts	Student includes the mastery elements and compares and contrasts with other music	Student accurately conveys their understanding of: <ul style="list-style-type: none"> ➤ cultural significance ➤ musical influence 	Student presents one or two inaccuracies in the mastery elements	Student omits a mastery element	30%
Musical Materials	Student performs a selection that includes original elements (improvisation, piggy back song, additional verses, etc.)	Student accurately performs a song, dance, or instrumental piece	Student performs musical selection with some errors, but the integrity of the performance remained intact	Student performs musical selection with many errors that negatively impacted the integrity of the performance	30%
Effective Presentation Skills	Facial expressions and body language adds to presentation.	Student conveys information with: <ul style="list-style-type: none"> ➤ Eye contact ➤ Vocal projection ➤ Fluency ➤ Clarity 	Student omits one or two of the mastery elements	Student omits three or more of the mastery elements	10%
				TOTAL	100%



Performance Assessment Development Template

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

I. CONTENT STANDARDS	
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.4-S.1-GLE.1 MU09-GR.4-S.1-GLE.2 MU09-GR.4-S.1-GLE.3 MU09-GR.4-S.2-GLE.2 MU09-GR.4-S.3-GLE.1 MU09-GR.4-S.3-GLE.3 MU09-GR.4-S.4-GLE.1 MU09-GR.4-S.4-GLE.2
Grade Level(s)	Grade 4
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input 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."	Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly performed, and provides a comparison to other states in the West.
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Music Tells Our Story	<p>You are an historian who will tell the story of Colorado's musical heritage (culture, traditions, values) to an audience at your next performance (informance, parent night, class/school community sharing). You will develop engaging and informative musical materials (e.g., songs, instrumental pieces, movement pieces) that will be presented during the concert (or in-class presentation).</p> <p>The product is designed as a whole group assessment. Students will choose an era, cultural time period, community in Colorado and will explain the musical influence or result of the influence to Colorado's musical heritage. Specific details such as instruments</p>



	<p>used, traditions in which the music was performed, preferences of the time period, style of music utilized should be included. Additional products to accompany the performance (informance, parent night, class/school community sharing) may include:</p> <ul style="list-style-type: none"> ➤ Concert Program (written presentations) ➤ Video Vignettes ➤ Power Points (or other software presentations - http://prezi.com/) ➤ Posters ➤ A Script for Presentation (written presentation) ➤ Smartboard/Promethean charts ➤ Perform concert as a historical Colorado character in costume
--	---

II. Claims, Skills, Knowledge & Evidence	
<p>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></p>	<p>Successful completion of this task would indicate...</p> <ul style="list-style-type: none"> ➤ Musical styles reflect the culture, traditions and values of a community.
<p>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></p>	<p>Student should be able to...</p> <ul style="list-style-type: none"> ➤ Verbally explain musical preferences using music terminology (MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) ➤ Verbally explain and/or perform the musical and nonmusical attributes in individual music preference (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE.1,2) ➤ Aurally identify music from various periods in history (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.a) ➤ Demonstrate respect for and perform diverse local and regional music (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a) ➤ Identify and perform prominent Colorado styles and musicians (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.b) ➤ Create and perform melodies in the style of local and regional music (MU09-GR.4-S.1-GLE.1,2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.4-GLE.2-EO.b) ➤ Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.c)



<p>Knowledge. 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.</p>	<p>Student should know/understand...</p> <ul style="list-style-type: none"> ➤ Appropriate music terminology (MU09-GR.4-S.3-GLE.1,2,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) ➤ Examples of musical and nonmusical attributes that form personal preference (MU09-GR.4-S.3-GLE.1,2) and (MU09-GR.4-S.4-GLE. 1-EO.a,c) ➤ The names of instruments of the music of Colorado (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 1, 2) ➤ Colorado historical periods and musical styles (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.b) ➤ Local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.b.c)
<p>Evidence. What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p>The product is designed as a whole group assessment. Students will choose an era, cultural time period, community in Colorado and will explain the musical influence or result of the influence to Colorado’s musical heritage. Specific details such as instruments used, traditions in which the music was performed, preferences of the time period, style of music utilized should be included. Additional products to accompany the performance (informance, parent night, class/school community sharing) may include:</p> <ul style="list-style-type: none"> ➤ Concert Program (written presentations) ➤ Video Vignettes ➤ Power Points (or other software presentations - http://prezi.com/) ➤ Posters ➤ A Script for Presentation (written presentation) ➤ Smartboard/Promethean charts ➤ Perform concert as a historical Colorado character in costume

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.

- Select an era/style from Colorado history that you studied in class (railroads, Native Americans, mines, cowboys, etc.)
- Select a song, dance, or instrumental piece from your era/style to perform
- Rehearse song/dance/piece for performance.
- Select a way to demonstrate your knowledge about the piece you selected (poster, PowerPoint, script, video, etc.).
- Include information about the instruments, style, performers, and context of your piece.
- Additionally, include the cultural significance and musical influence of your piece.
- Rehearse your explanation (poster, PowerPoint, script, video, etc.) to present to an audience.



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 perform a piece from Colorado history and explain the context and importance of the piece.

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 an historian who will tell the story of Colorado’s musical heritage (culture, traditions, values) to an audience at your next performance (informance, parent night, class/school community sharing). You will develop engaging and informative musical materials (e.g., songs, instrumental pieces, movement pieces) that will be presented during the concert (or in-class presentation).

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

You may use resources from the “Music Tells Our Story” unit to complete this performance assessment. Resources may include songs, dances, instrumental pieces and/or background information. Your teacher will tell you what resources are available to complete your chosen project (poster, video, script, etc.)

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.).

Students should check in with their teacher after each step.

Provide any other relevant information for the students’ instructions.

Students are encouraged to ask questions, if needed. Students may work together in pairs or cooperative groups.



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 may provide materials for the suggested product differentiations as they are available (poster board, instruments, video recording equipment, paper for script writing, computers for presentations, etc.).

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

None

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

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 needs to collect a performance product from each student/group.

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. The educator can collect the products explaining history and impacts.

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.).

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.

