

# Sample Performance Assessment

**Content Area:** Music

**Grade Level:** Seven (7)

**Instructional Unit Sample:** It's About Time – The Power of Folk Music

**Colorado Academic Standard(s):** MU09-GR.7-S.1-GLE.1; MU09-GR.7-S.1-GLE.2; MU09-GR.7-S.1-GLE.3; MU09-GR.7-S.2-GLE.1; MU09-GR.7-S.2-GLE.2; MU09-GR.7-S.3-GLE.1; MU09-GR.7-S.3-GLE.3; MU09-GR.7-S.4-GLE.1; MU09-GR.7-S.4-GLE.2

**Concepts and skills students' master:**

- Folk music often preserves life-changing events in history (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)
- Historical events that triggered composition of folk music (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.4-GLE.1,2)
- Folk music has served as a medium for public outcry (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)
- Composers use folk music to express their values and beliefs (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2) Perform folk music accurately and expressively (MU09-GR.7-S.1-GLE.1,3)
- Sight read melodies of folk music (MU09-GR.7-S.1-GLE.2,3)
- Create a folk melody based on ideas discussed in class (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3)
- Improvise new verses to traditional folk music (MU09-GR.7-S.2-GLE.2)
- Transcribe a melody from traditional folk music (MU09-GR.7-S.3-GLE.1,2,3)

## Unit Description

This unit, [It's About Time – The Power of Folk Music](#), is an exploration of American folk compositions and how musical artists utilize expressions of circumstance to influence change. During the duration of the unit, students will consider the use of social justice themes in folk music, in both traditional and popular forms and how these songs influence culture and document the tension/conflict in historical and cultural events. Across the unit students will critically analyze the context and purposes of patriotic songs, folk songs, anti-war songs etc. The unit culminates in asking the students to create an original song about a social issue or cause they feel passionate about.

Students have the option to create lyrics to a given folk tune or to create their own melody, therefore there are two rubrics, one for each option.

## Performance Assessment Description

Students will write original lyrics or a melody based on a social justice theme or cause researched and chosen by students that they feel passionate about. Lyrics should include a minimum of 2 verses and a chorus. Lyrics should express the circumstances and should aim to influence positive change of those circumstances. Students will map their lyrics into measured phrases and will notate the rhythm of the chorus.



## **Prompt for the Students**

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You are a folk songwriter who has been asked to compose a theme song for a documentary on a social justice issue that affects one of the cultures you belong to--cultural group, age group, or ethnic group.

The “documentary” is scheduled to air on a cable network for young adults and, therefore, your composition must be tailored to your age demographics



## RUBRIC: IT'S ABOUT TIME - THE POWER OF FOLK MUSIC

<i>Rubric for Creating Lyrics</i>	<b>Above Mastery</b>	<b>Mastery of Grade Level Standards</b>	<b>Approaching Mastery</b>	<b>Novice</b>	
<b>Scoring Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Weight</b>
<b>Lyrics - Form</b>	Lyrics contain 3 verses or more	Lyrics contain 2 verses and a chorus	Lyrics contain 1 verse and a chorus	Lyrics contain a verse or a chorus, but not both	35%
<b>Lyrics - Content</b>	Lyrics express a specific social justice theme and displays evidence of positive change	Lyrics express a specific social justice theme	Lyrics do not clearly state a social justice theme	A social justice theme is not evident	35%
<b>Notation</b>	Lyrics are mapped into measured phrases of the verse (syllables align with the melodic rhythm) and notate the rhythm of the chorus	Lyrics are mapped into measured phrases of the verse (syllables align with the melodic rhythm)	Some of the lyrics are mapped into measured phrases of the verse	The lyrics are not mapped	20%
<b>Performance Demonstration</b>	In addition to Mastery of Grade Level Standards extensions were provided such as visual ads, additional instruments etc.	Performed with fluency, showing evidence of a planning process <ul style="list-style-type: none"> <li>➤ Composition journal with various drafts of project</li> <li>➤ Well-rehearsed</li> </ul>	Performance was choppy and phrases were in complete	Student was not prepared for the performance	10%
				<b>Total</b>	100%



<b>Rubric for Creating Melody</b>	<b>Above Mastery</b>	<b>Mastery of Grade Level Standards</b>	<b>Approaching Mastery</b>	<b>Novice</b>	
<b>Scoring Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Weight</b>
<b>Melody - Form</b>	Melody contains additional verses	Melody contains 2 verses and a chorus	Melody contains 1 verse and a chorus	Melody contain a verse or a chorus, but not both	35%
<b>Melodic Notation</b>	Student can provide an explanation of pitch and rhythmic choices to support their social injustice theme	Melody and lyrics are notated into measures for the verse and chorus (syllables align with the melodic rhythm)	Some of the melody is notated into measures	The melody is not notated	30%
<b>Lyrics - Content</b>	Social justice theme displays evidence of positive change	Lyrics express a specific social justice theme	Lyrics do not clearly state a social justice theme	A social justice them is not evident	25%
<b>Performance Demonstration</b>	In addition to Mastery of Grade Level Standards extensions were provided such as visual ads, additional instruments etc.	Performed with fluency, showing evidence of a planning process <ul style="list-style-type: none"> <li>➤ Composition journal with various drafts of project</li> <li>➤ Well-rehearsed</li> <li>➤ Provided well constructed responses in self-reflection sheet</li> </ul>	Performance was choppy and phrases were in complete <ul style="list-style-type: none"> <li>➤ Incomplete composition journal with various drafts of project</li> <li>➤ minimally rehearsed</li> <li>➤ Provided minimal responses in self-reflection sheet</li> </ul>	Student was not prepared for the performance <ul style="list-style-type: none"> <li>➤ Did not provide a composition journal</li> <li>➤ Was not rehearsed</li> <li>➤ Did not provide a self reflection</li> </ul>	10%
				<b>TOTAL</b>	100%



## Student Self Reflection

### Lyrics

How do the lyrics reflect your social justice theme?

Lyric examples reflecting your theme

How does the mapping of your lyrics reflect your social justice theme?

Mapping examples of your lyrics reflecting your theme

### Melody

How do the pitch choices you made for your melody reflect your social justice theme?

Pitch choice examples that reflect your theme

How do the rhythmic choices you made for your melody reflect your social justice theme?

Rhythmic choice examples that reflect your them



## Performance Assessment Development Template

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

I. CONTENT STANDARDS	
<b>Content Area: Music</b>	
<b>Colorado Academic Standards</b> Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. <a href="#">Colorado Academic Standards Online</a> (hold CTRL and click to visit the website)	MU09-GR.7-S.1-GLE.1 MU09-GR.7-S.1-GLE.2 MU09-GR.7-S.1-GLE.3 MU09-GR.7-S.2-GLE.1 MU09-GR.7-S.2-GLE.2 MU09-GR.7-S.3-GLE.1 MU09-GR.7-S.3-GLE.3 MU09-GR.7-S.4-GLE.1 MU09-GR.7-S.4-GLE.2
Grade Level(s)	Grade 7
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
<b>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."</b>	<ul style="list-style-type: none"> <li>➤ Culturally significant music is most easily recognized through the most prominent modality used (Eastern versus Western music).</li> <li>➤ Playing and singing in minor modalities increase effectiveness to communicate diverse musical messages.</li> </ul>
<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b>  <b>It's About Time – the Power of Folk Music</b>	<b>Brief Description of the Task</b>  Students will write original lyrics or a melody based on a social justice theme or cause researched and chosen by students that they feel passionate about.



<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<b>Claims.</b> <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>	<b>Successful completion of this task would indicate...</b>  Folk music compositions utilize expressions of circumstances to influence change.
<b>Skills.</b> <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>	<b>Student should be able to...</b>  <ul style="list-style-type: none"> <li>➤ Perform folk music accurately and expressively (MU09-GR.7-S.1-GLE.1,3)</li> <li>➤ Sight read melodies of folk music (MU09-GR.7-S.1-GLE.2,3)</li> <li>➤ Create a folk melody based on ideas discussed in class (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3)</li> <li>➤ Improvise new verses to traditional folk music (MU09-GR.7-S.2-GLE.2)</li> <li>➤ Transcribe a melody from traditional folk music (MU09-GR.7-S.3-GLE.1,2,3)</li> </ul>
<b>Knowledge.</b> <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>	<b>Student should know/understand...</b>  <ul style="list-style-type: none"> <li>➤ Folk music often preserves life-changing events in history (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)</li> <li>➤ Historical events that triggered composition of folk music (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.4-GLE.1,2)</li> <li>➤ Folk music has served as a medium for public outcry (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)</li> <li>➤ Composers use folk music to express their values and beliefs (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)</li> </ul>
<b>Evidence.</b> <i>What can the student do/produce to show evidence of the above knowledge and skills?</i>	<b>Student will show evidence of skills and knowledge by...</b>  Students will write original lyrics or a melody based on a social justice theme or cause researched and chosen by students that they feel passionate about. Lyrics should include a minimum of 2 verses and a chorus. Lyrics should express the circumstances and should aim to influence positive change of those circumstances. Students will map their lyrics into measured phrases and will notate the rhythm of the chorus.



**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.***

You are a folk songwriter who has been asked to compose a theme song for a documentary on a social justice issue that affects one of the cultures you belong to--cultural group, age group, or ethnic group. The “documentary” is scheduled to air on a cable network for young adults and, therefore, your composition must be tailored to your age demographic. The lyrics need express a specific social justice theme. The lyrics should contain 2 verses and a chorus, and be mapped into measured phrases of the verse (syllables align with the melodic rhythm), the chorus must be notated.

The piece needs to be Performed with fluency, showing evidence of a planning process with a Composition journal showing various drafts of project, and Well rehearsed.  
Students will need to complete a self reflection.

***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 will need to select a folk or protest song and create new lyrics to align with the rhythm of the melody (or create their own melody).

Students will need to use a composition journal, they will need to practice and rehearse their song. They will need to perform their social justice song and they will need to write a self reflection on their purpose/goal of this piece.

***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.***

Nothing additional needed – although you may want to have amplification for the performers and projection capabilities for those students who bring in visual aids





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

Staff paper, list of folk and protest songs and music for those songs  
Rubrics and possibly have recording capabilities, for grading at a later time.

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

A copy of their song, their self reflection, and any additional visual aids or props needed

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

Lyrics needed to be approved by teacher.

***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.***

Time is determined by length of the composition and number of verses, no time keeping needed

***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.***

Video/audio recording equipment needs to have quality audio capabilities and enough storage space for all students to be recorded

### **During the Performance Assessment Session**

***How should the educator respond to students' questions?***

For this performance assessment, the setting should be released to provide to most comfortable setting for the student. Students not performing need to be quiet and respectful of the student being assessed.

***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.)?***

If scoring during class, score immediately – if recording the assessment, immediate scoring will not necessary.

Score all students the same way (recording of some, may give those students an unfair advantage, if the teacher listens to their performance more than once).



### Upon Completion of the Performance Assessment

***What does the educator need to collect from the student?***

The self-reflection and the written composition

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

- Feedback on their social justice theme and how well they conveyed their
- This message or theme. A copy of the rubric would be good feedback for the student.

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

Students need to set up and tear down for their performance

**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.)***

Flip camera, Ipad, other recording devices

***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.***

Staff paper, composition journal



### 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 complete this performance task in a variety of ways such as:

- Read (as spoken word poetry), sing, play a recording of, and/or play their compositions live for the class or other audience.
- Set lyrics to a simple rote melody.
- Set lyrics to a rote melody, accompanied by a simple chord progression using at least 3 different chords.
- Choose an existing folk song and write 2 additional verses.
- Write an instrumental melody (no lyrics) and will write or verbally explain how their composition influences change

### 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.***

Certified music teacher



### **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.

