

Appendix A

Assessment

Assessment Using Activity Centres

Children may be assessed while working in small independent groups (four-five) at activity centers. They may work on a variety of games or activities with which they are very familiar. The teacher chooses a leader for each group who will organize the activity. A period of time should be given for the group to complete its task, and then, on a signal from the teacher, each group rotates to a new center. One of these groups may be led by the teacher who can assess a small number of children and see where strengths and weaknesses occur. The teacher can also give help where weaknesses are noticed.

Children enjoy working in small groups. Group work is used frequently in their classrooms for activities such as shared reading and peer editing.

Activities may include playing rhythm bingo, deriving solfa, writing a rhythm pattern or melodic pattern (dictation) performed by the leader, completing a worksheet, completing an assigned activity in conjunction with a web site, performing melodic or rhythmic patterns from flashcards, or playing an ostinato.

Sample Elementary Assessment Checklist by Organizer

Rhythm/Metre

- Move to, perform beat
- Conduct metre
- Interpret/create movement appropriate to beat and rhythm
- Echo rhythm patterns
- Read/perform from notation
- Aurally identify patterns and notate (dictation)
- Write patterns
- Improvise answers to questions
- Create body percussion
- Create ostinato, phrase (s)
- Use note names

Melody/Pitch

- Echo melodic patterns
- Sing in solfa from notation
- Aurally identify patterns and notate
- Write in F, C, and G doh
- Improvise answers to questions
- Create ostinato, phrase (s)
- Identify absolute note names
- Play on recorder
- Sing with expression

Harmony

- Perform ostinato
- Sing/maintain part
- Perform part in rhythmic exercise
- Sing chord root(s)
- Aurally identify chord roots
- Create ostinato/accompaniment

Form

- Aurally identify contrasting and repeating (forms)
- Write/diagram form
- Create with movement
- Improvise answers to question phrases
- Create a form (aab, ABA etc.)
- Use terms

Expression

- Perform with appropriate dynamics, tempi and/or articulation
- Aurally identify tempo, dynamics, articulation
- Create movement reflecting moods and feelings
- Identify orchestral instruments
- Create soundscapes with appropriate expressive devices
- Write terms and signs
- Dramatize/interpret musical selections

Contexts

- Perform selections representing varied cultures, time periods and musicians/cultures
- Reflect/respond to selections representing varied cultures, time periods and musicians/cultures
- Create (i.e., ostinati, body percussion, melody, movement, accompaniments) appropriate for the context - culture, occasion, time period

All Organizers

- Respond to and reflect on their own work or the work of others when performing, listening, and creating
- Perform, listen to, and create varied musical examples (includes songs, games, dances, and musical selections) reflecting their own and other time periods, cultures, musicians/composers (Contexts)

Sample Assessment Checklist by Activity

Singing

- Echo sing melodic patterns
- Sing solfa from hand signs/tone ladders
- Read/sing from notation in F, C, and G
- Sing expressively
- Improvise answers to melodic questions
- Maintain part (ostinato, round, part song)
- Sing chord root(s)
- Sing selections of varied cultures, time periods and styles

Playing Instruments

- Play beat/metre
- Echo rhythm patterns
- Read/play rhythm patterns from notation
- Improvise rhythmic answers to questions
- Improvise melodic answers to questions
- Play ostinati and accompaniments
- Play melodies on recorder

Speaking

- Perform poems/chants using expressive devices
- Perform ostinato
- Create ostinato
- Perform rounds/canons
- Perform poems/chants demonstrating form
- Create a B section

Moving

- Move appropriately to beat/metre/rhythm
- Conduct metre
- Perform body percussion
- Create movement to reflect mood and feeling (expressive devices)
- Create/perform movement demonstrating form
- Perform games and dances from their own and other cultures and time periods

Writing/Constructing

- Write rhythmic notation (time signatures, bars lines, rhythms)
- Write melodies in F, C, G
- Write expressive markings and terms/signs
- Write note names

Listening/Aurally Identifying

- Aurally identify metre and rhythms
- Aurally identify melodic patterns
- Aurally identify chord roots
- Aurally identify contrast and repetition (forms)
- Aurally identify expressive devices
- Aurally identify instruments
- Aurally identify voices
- Respond/reflect when performing, listening, and creating

Creating/Improvising

- Improvise answers to rhythmic questions
- Improvise answers to melodic questions
- Create ostinati
- Create phrases demonstrating form
- Create movement demonstrating form
- Create movement reflecting feelings and expression in music
- Create soundscapes/compositions using varied sound sources and expressive devices
- Create (ostinati, body percussion, melodies, movement, accompaniments) reflecting the culture, time period and/or musicians
- Dramatize/interpret musical selections

All Activities

- Respond to and reflect on their own work or the work of others when performing, listening, and creating
- Perform, listen/respond, and create varied musical examples (includes songs, games, dances, and musical selections) reflecting their own and other time periods, cultures, musicians/composers

Sample Assessment Checklist Grade 3

1. Performs and participates in music/games of various cultures and time periods
2. Performs/moves to beat
3. Reads rhythm patterns
4. Aurally identifies rhythms and writes/constructs (dictation)
5. Improvises rhythmic answers to rhythmic questions
6. Creates rhythm ostinato/phrase
7. Sings alone and in tune
8. Sings melodic patterns in solfa from notation
9. Aurally identifies patterns in solfa
10. Writes in F, C, G
11. Creates melodic ostinato/phrase
12. Improvises melodic answers to melodic questions
13. Performs melodic ostinato
14. Sings chord root (s)
15. Sings part in part song/canon with a smaller group
16. Creates movement to show form
17. Identifies contrasting and repeating
18. Moves expressively to show feelings/mood
19. Identifies expressive devices
20. Identifies instruments according to families
21. Writes response/reflection to music of various times and places (including their own)
22. Uses musical terminology

Sample Assessment Checklist Grade 1

r.p. - rhythm pattern
m.p. - melodic pattern

[illegible]

Sample Assessment Checklist Grade 1

(continued)

[illegible]

Sample Rubric

Outcome	1	2	3	4
Sings while performing a simple ostinato	difficulty playing the ostinato	plays alone or with small group with three-four errors	plays alone or with small group with one-two errors	plays ostinato accurately alone or with a small group
Sings expressively showing understanding of the thoughts and feelings expressed in the text	cannot express the feelings in the music	can relate the thoughts and feelings with prompting	effective phrasing and timbre conveys meaning	uses phrasing, dynamics and timbre expressively and effectively portrays the meaning of the music, very musical
Aurally recognizes like and unlike phrases and diagrams using <i>a</i> and <i>b</i>	struggles to demonstrate	makes some significant errors	can demonstrate with no significant errors	can demonstrate with no errors
Demonstrates expressive qualities through movement	has difficulty expressing through movement	accomplishes some movement with the group	uses movement that is appropriate	fluency using movement that is appropriate and expressive
Maintains part while singing a simple round	attempts but has difficulty	sings with some difficulty	sings correctly with 1-2 errors	sings with no errors and with assurance

Sample Rubric

Grade 1 - Music Outcomes

Outcome	Rarely	Usually/Sometimes	Consistently
Sings <i>s m</i> patterns in tune	Unable to approximate intervals accurately	Sings intervals with inconsistent accuracy but within a limited range	Sings intervals accurately
Sings <i>l s m</i> songs in tune	Unable to approximate intervals accurately	Sings intervals with inconsistent accuracy	Sings pitch and performs intervals accurately
Performs beat	Unable to perform beat	Performs beat inconsistently and varies tempo	Performs beat accurately
Performs rhythm patterns from notation	Unable to demonstrate	Performs with inconsistent accuracy	Performs rhythm patterns accurately

Sample Assessment Using Above Rubric

Name	Sings <i>s m</i> songs	Sings <i>l s m</i> songs	Performs beat	Performs R.P.
Mary Brown	C	C	C	U/S
Tom Thumb	U/S	U/S	C	C
Jack Spratt	U/S	U/S	C	R

Sample Recorder Rubric

Musical Elements	Needs Improvement	>>>>	Average	>>>>	Excellent
	1	2	3	4	5
Beat	no sense of beat	usually erratic	somewhat erratic	usually secure	secure
Rhythm	inaccurate	seldom accurate	some accurate, repeated errors	usually accurate	accurate
Note Accuracy	no accuracy	frequent inaccurate notes	fairly consistent,	usually consistent	consistent
Phrasing/Fluency	no sense of phrasing or musicality	rarely consistent or musical	fairly consistent, somewhat musical	usually consistent and musical	always consistent and musical
Tone	no consistency, not clear, centered	often not consistent, clear, centered	fairly consistent, clear, centered	usually consistent, clear, centered	consistent, clear, centered

Sample Reflection Questions (Group Project)

The teacher should spend a few minutes discussing how to assess a performance and how to provide positive, constructive feed back. Using an example, the teacher should guide the class, using questioning and discussion.

Sample questions:

- Is there a sense of ensemble?
- Is everyone keeping a steady beat?
- Is everyone singing together?
- Was the choice of instruments effective?
- How would you suggest it could be improved?

Frequent questioning and discussion by the teacher during class activities, engages students to think and analyse their own musical choices and the choices of others.

Sample Reflection/Assessment Questions

1. What is something I learned in today's class?
2. How do I feel about my performance?
3. What is one thing that I have improved upon this year (term, month) in music class?
4. What is something that I feel I'm really good at?
5. What is something that I need to improve?
6. What needs to be improved in my(the) performance?
7. Were dynamics used effectively?
8. Was the choice of tempo effective?
9. Was the choice of instruments effective?
10. What would you suggest about the choice of instruments?
11. How do you think the use of dynamics could be improved?
12. Were the singers sounding "together"?
13. What is something you liked about the performance?
14. Could you hear all the parts?
15. What is something you liked about your group?
16. What was something you learned during this activity?
17. What is something that you really enjoyed during this activity?
18. What is something that you found difficult during this activity?

Note: The sample questions may be posted in the classroom for all students to see (see Reproducibles - Reflection Questions). The teacher may refer to one of the questions after an activity. Frequent reference and discussion of the questions will make reflection and response an accepted part of the lesson.

