
Reading Assessment Task: Music Performance

Trait Assessed:

- 1-Reading the Lines for Recognition
- 2-Reading Inside the Lines for Meaning**
- 3-Reading Between the Lines for Application
- 4-Reacting Beyond the Lines for Creation

Method of Assessment:

- Paper and Pencil**
- Performance**
- Personal Communication

Attributes Assessed:

- Connects prior knowledge to singing
- Asks questions about music selection before singing
- Reflects on own reading process

District/State Standards Assessed:

Level Assessed: K-3 3-6 **6-12**

Context—**Cumulative Task Description:**

- Students learn to perform a new piece of music.
- Students complete the KWHL chart to demonstrate prior knowledge, ask questions, and to plan for learning. By internalizing the KWHL process, students will become independent thinkers when learning a new piece of music.
- Students collaborate with others to identify areas of strength and opportunities for improvement. Each student completes a Collaborative Reflection form which focuses on three areas: individual, section, and ensemble. Collaboration takes place as students work with their section and the ensemble to decide on strengths and opportunities for growth.

Instructional Strategy:

- KWHL (p. 186)
- Collaborative Reflection

Teacher Responsibility: “Ongoing Instructional Activities”

- Teach the KWHL strategy and practice using as a class before completing individually. This practice should occur with each new piece of music. Teachers may need to facilitate multiple ensemble KWHLs until students can accomplish independently.
- Review student questions (W) and plan (H). Plan instruction accordingly.
- When students have reached a level of proficiency, such as a performance, teach them to evaluate their progress and what they learned by completing the L portion of the KWHL. Provide students with opportunities to show evidence of new knowledge and skills.
- Facilitate Collaborative Reflection to focus on strengths and opportunities for growth. This can take place at any time the teacher feels reflection would be useful, i.e. a successful rehearsal, a challenging rehearsal, or a performance.

Role of the Reader—

- Practice and participate in completing the KWHL as a member of the ensemble until able to complete independently.
- Monitor progress as outlined in the plan (H). When learning occurs, have evidence in order to demonstrate new knowledge and skills.
- Complete the Collaborative Reflection form. Listen and reflect individually, as a member of a section, and as a member of the ensemble to identify strengths and opportunities for growth.

Text Features—

Narrative

Informative

- Suggested Resource: Any new piece of music that combines prior knowledge with new concepts.

Scoring Guide: Trait 2 - Before Singing: Prior Knowledge and Questions

After Singing: Self-Assessment

KWHL

Name _____

Title of Music _____

	K	W	H	L
	What do I already know about . . .	What do I need to learn about . . .	How will I learn this? (Source, Practice Plan)	How did learning take place? (Evidence)
Rhythms Do I know how to perform all the rhythms?				
Pitches Do I know all the pitches, intervals, and/or fingerings?				
Tempo What is the tempo? Are there any changes?				
Terms and Symbols What do the terms and symbols tell me to do?				
Style What is the style? How will I perform the style?				
Form Are there any repeating sections? Are there any repeat signs, D.C., D.S.?				

Collaborative Reflection

Name _____

Title of Music _____

Date _____

	Strengths	Opportunities for Growth
Individual		
Section		
Ensemble		



Trait 2 - Reading Inside the Lines for Meaning

	Emerging Musician	Developing Musician	Engaging Musician	Expanding Musician
<p>Before Singing</p> <ul style="list-style-type: none"> • Purpose • Predictions • Prior Knowledge • Questions 	<ul style="list-style-type: none"> • Works with others to establish purpose of song • Makes vague predictions • Needs assistance in order to build appropriate prior knowledge • Asks broad questions about music not specific to the piece 	<ul style="list-style-type: none"> • Establishes purpose of song independently when reminded • Needs assistance in making specific predictions • Activates prior knowledge when prompted • Asks specific questions about music when prompted 	<ul style="list-style-type: none"> • Establishes purpose of song independently • Establishes meaningful predictions before singing • Connects prior knowledge with singing selection • Asks specific questions about music to help in understanding 	<ul style="list-style-type: none"> • Establishes purposes of song & can suggest other purposes • Uses prior knowledge to establish insightful predictions to make sightsinging more successful • Asks specific questions and uses information to make immediate improvement
<p>During Singing</p> <ul style="list-style-type: none"> • Interplay of parts • Predictions • Adjusts tempo • Fix-it strategies • Expression • Intonation 	<ul style="list-style-type: none"> • Rarely listens to other parts (SATB) while singing • Checks predictions when reminded • Sings everything at the same tempo • Has knowledge of fix-it strategies • Sings without expression • Awareness of intonation is not apparent 	<ul style="list-style-type: none"> • Occasionally listens to other parts during singing to hear interplay • Interprets song to match established predictions • Is aware of different singing tempos but may forget to make adjustments • Applies fix-it strategies with increasing success • Attempts to use expression • Hears poor intonation but has difficulty adjusting 	<ul style="list-style-type: none"> • Understands the interplay of parts by listening to all parts while singing • Monitors accuracy of established predictions • Adjusts tempo for song • Monitors accuracy and deliberately uses appropriate fix-it strategies • Uses appropriate expression • Hears poor intonation and can adjust 	<ul style="list-style-type: none"> • Understands the interplay of parts and adjusts singing to create balance automatically • Monitors and adjusts established predictions • Scans ahead, adjusts tempo to enhance interpretation • Embeds fix-it strategies in the reading process and anticipates their use • Adds own expressive interpretation • Listens for intonation and automatically adjusts
<p>After Singing</p> <ul style="list-style-type: none"> • Clarification • Self-assessment 	<ul style="list-style-type: none"> • Searches song randomly to clarify understanding • Has a general sense of self as a singer but cannot assess specific strengths and weaknesses 	<ul style="list-style-type: none"> • Scans entire song to clarify unknown parts • Self-assesses with accuracy when given a specific focus 	<ul style="list-style-type: none"> • Searches logical passages to clarify unknown parts • Reflects on own strengths and weaknesses as a singer and works on them 	<ul style="list-style-type: none"> • Visualizes and locates passages to clarify unknown parts • Seeks constructive feedback from others and integrates it when performing