

Sample Performance Assessment

Content Area: Music

Grade Level: High School

Instructional Unit Sample: The Music in You

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

Concepts and skills students' master:

- Different sets of criteria for evaluating music aesthetically and making music choices. (MU09-HSPP-S.4-GLE.2,3)
- How the process of music-making promotes self-discovery both musically and personally. (MU09-HSPP-S.1-GLE.1-EO.d,e,f) and (MU09-HSPP-S.2-GLE.1,2,3)
- Various notation systems for understanding the nature of different kinds of music. (MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3)
- Notation systems communicate the elements of music for the purposes of interpretation (MU09-HSPP-S.1-GLE.1; MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3)
- Defend their music choices based on cultural or personal values and beliefs, orally or in writing. (MU09-HSPP-S.4-GLE.2,3)
- Write about music to communicate with a wider audience and for the purpose of self-reflection. (MU09-HSPP-S.4-GLE.3)
- Define structural systems within music (pitch relationships and rhythm) in order to enhance our ability to perform. (MU09-HSPP-S.3-GLE.1,3)
- Perform a variety of music individually and/or within an ensemble. (MU09-HSPP-S.1-GLE.1,2,3)
- Write, improvise, and arrange music to suit the interests of the individual performer or the ensemble (MU09-HSPP-S.2-GLE.1,2,3)
- Demonstrate practice habits that improve personal and ensemble performance (MU09-HSPP-S.1-GLE.1,2,3,4) and (MU09-HSPP-S.3-GLE.1,3)

Unit Description

In this unit, [The Music in You](#), students will investigate the process of selection, preparation and performing music of various cultures and genres and how it influences our personal musical growth. Students will use evaluative tools to identify and react to musical and expressive elements. This unit will culminate in a final concert showcasing music of a variety of cultures and genres for the school and/or community.

Performance Assessment Description

You are a special event planner. You have been asked to organize a performance to showcase music of a variety of cultures and genres for your school and community. You and your peers will learn a variety of musical selections (both traditional and multi-cultural) to demonstrate at a public performance. Your selections will include large group and small group performances with some aspects of the music



purposefully interpreted by the performers in the ensembles. Program notes outlining the learning experience will be shared with the audience during the performance.

Students will analyze, synthesize, and describe how the performance preparation process influences and develops their personal musical preference and perspective. These analyses will consist of evaluations that include cultural awareness of the selected musical pieces, especially in regards to performance authenticity. Students will compare and contrast specific stylistic attributes and rehearsal techniques across various styles of music. Students will present artifacts (written description, programs notes, written analysis, poster, presentation (i.e. PowerPoint or Prezi), etc.) to demonstrate their understanding of how performance preparation can influence musical preference and perspectives. Insights gained from these analyses may be included throughout the performance.



RUBRIC: THE MUSIC IN YOU

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Selection	Student selects pieces from a variety of cultures and genres that are connected by a unifying theme	Student selects pieces from a variety of cultures and genres that include traditional and multi-cultural works	Student selects pieces but they lack variety of style	Student selects pieces that are all from the same culture or genre	15%
Preparation	Student leads the ensemble in including specific stylistic attributes and rehearsal techniques	Student takes individual responsibility for the success of the ensemble by including specific stylistic attributes and rehearsal techniques in accord with the particular style or genre	Student takes individual responsibility, however there is misunderstanding of specific attributes and rehearsal techniques	Student does not take individual responsibility	30%
Performance	Student enhances performance with application of mastery criteria by offering suggestions and giving appropriate rationale	Student performs accurately by applying: <ul style="list-style-type: none"> • alternative dynamic contrasts • articulations • tone coloring • vowel shapes • ornamentations • phrasing 	Student performs but omits one or two of the mastery criteria	Student performs but omits three or more of the mastery criteria	20%



Artifacts (Program Notes)	Student presents artifacts that includes an analysis of the unification of all elements and how they impact the performance	Student presents artifacts that demonstrate <ul style="list-style-type: none"> • understanding of how performance preparation can influence musical preference and perspectives • cultural awareness of the selected pieces • performance authenticity 	Student presents artifacts that omit one or two of the mastery criteria	Student presents artifacts that omit all the mastery criteria	20%
Reflection	Student reflects on all aspects of the performance and offers suggestions for improvement	Student reflects on selection, preparation and performance of pieces and takes into account surveys, feedback, and/or video/audio recordings	Student reflects on selection, preparation and performance of pieces, but does not take into account surveys, feedback or video/audio recordings	Student reflection omits steps of the concert process and feedback	15%
				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-HSPP-S.1-GLE.1, MU09-HSPP-S.1-GLE.2, MU09-HSPP-S.1-GLE.3, MU09-HSPP-S.1-GLE.4 MU09-HSPP-S.2-GLE.1, MU09-HSPP-S.2-GLE.2, MU09-HSPP-S.2-GLE.3 MU09-HSPP-S.3-GLE.1, MU09-HSPP-S.3-GLE.2, MU09-HSPP-S.3-GLE.3 MU09-HSPP-S.4-GLE.1, MU09-HSPP-S.4-GLE.2, MU09-HSPP-S.4-GLE.3, MU09-HSPP-S.4-GLE.4
Grade Level(s)	High School
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."	Synthesizing several expressive musical elements into one performance gives listeners a rich, memorable, and unique experience. Using musical elements helps to interpret the message of the composer



Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
The Music in You	You are a special event planner. You have been asked to organize a performance to showcase music of a variety of cultures and genres for your school and community. You and your peers will learn a variety of musical selections (both traditional and multi-cultural) to demonstrate at a public performance. Your selections will include large group and small group performances with some aspects of the music purposefully interpreted by the performers in the ensembles. Program notes outlining the learning experience will be shared with the audience during the performance.

II. Claims, Skills, Knowledge & Evidence	
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... Preparing for a performance brings about change in musical preference and perspective.
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"> ➤ Defend their music choices based on cultural or personal values and beliefs, orally or in writing. (MU09-HSPP-S.4-GLE.2,3) ➤ Write about music to communicate with a wider audience and for the purpose of self-reflection. (MU09-HSPP-S.4-GLE.3) ➤ Define structural systems within music (pitch relationships and rhythm) in order to enhance our ability to perform. (MU09-HSPP-S.3-GLE.1,3) ➤ Perform a variety of music individually and/or within an ensemble. (MU09-HSPP-S.1-GLE.1,2,3) ➤ Write, improvise, and arrange music to suit the interests of the individual performer or the ensemble (MU09-HSPP-S.2-GLE.1,2,3) ➤ Demonstrate practice habits that improve personal and ensemble performance (MU09-HSPP-S.1-GLE.1,2,3,4) and (MU09-HSPP-S.3-GLE.1,3)



<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"> ➤ Different sets of criteria for evaluating music aesthetically and making music choices. (MU09-HSPP-S.4-GLE.2,3) ➤ How the process of music-making promotes self-discovery both musically and personally. (MU09-HSPP-S.1-GLE.1-EO.d,e,f) and (MU09-HSPP-S.2-GLE.1,2,3) ➤ Various notation systems for understanding the nature of different kinds of music. (MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3) ➤ Notation systems communicate the elements of music for the purposes of interpretation (MU09-HSP-S.1-GLE.1; MU09-HSPP-S.1-GLE.2-EO.b) and (MU09-HSPP-S.3-GLE.1,3)
<p>Evidence. What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p>Student will show evidence of skills and knowledge by...</p> <p>Students will analyze, synthesize, and describe how the performance preparation process influences and develops their personal musical preference and perspective. These analyses will consist of evaluations that include cultural awareness of the selected musical pieces, especially in regards to performance authenticity. Students will compare and contrast specific stylistic attributes and rehearsal techniques across various styles of music. Students will present artifacts (written description, programs notes, written analysis, poster, presentation (i.e. PowerPoint or Prezi), etc.) to demonstrate their understanding of how performance preparation can influence musical preference and perspectives. Insights gained from these analyses may be included throughout the performance.</p>

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.

1. Select a variety of music that represents different styles and genres
2. Prepare selected music for performance
3. Create an artifact that explains your understanding of the pieces you selected and how they are to be performed
4. Perform pieces
5. Reflect on the entire process



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 be organizing, preparing and performing several diverse pieces. You will also include program notes and a reflection.

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.

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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 give you pieces to choose from for your performance.

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.).

You will check in with your teacher after each step of the process.

Provide any other relevant information for the students' instructions.

Your teacher will let you know if you will be working on your own, in a small group, or in a large group. You will need to bring your instrument or voice.



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 educator will provide different pieces for the students to choose from and resources to aid in preparing these pieces.

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

Students should bring their instrument or voice.

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

There are no restrictions on materials.

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).

During the preparation of the pieces, the educator should make notes about the student's progress and/or mark scores on that area of the rubric.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

The educator needs to collect artifacts (program notes) from the student.

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 will collect the artifacts.

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.).

The educator may select pieces at a variety of ability level so they are accessible by all learners. The artifacts can presented in a variety of ways including:

- Individual presentations and performance
- Small group presentations and performance
- www.classtools.net/FB/home-page (Fakebook)
- <https://louisville.edu/writingcenter/resources-for-writers/handouts/types-of-writing> (Written Critiques)
- [http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers&rs](http://www.pinterest.com/search/pins/?q=compare%20contrast%20graphic%20organizers&rs=rs) (Compare/ Contrast)
- <http://www.howtothings.com/how-to-organize-a-debate> (Debate)

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.

