

(Diagnostic Test) Assessment for Performing on Instruments

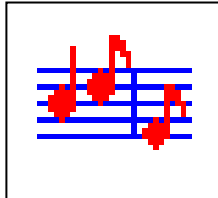


Table of Contents

Item	Page Number
Diagnostic Test Instructions.....	2-4
Rhythm/Melodic Sheet for Diagnostic	5
Rhythm Card Sheet for Diagnostic.....	6
Rubric.	7
Student Score Sheet.....	8

Assessment Title: Diagnostic Test for Performing on Instruments

Assessment Form: Diagnostic

Type of Assessment: Performance Assessment, Day 1

Duration: Each student will take this test for approximately 2-4 minutes

Standard (s) Assessed: MU.A.2.1.1, MU.A.2.1.2, MA.D.1.1.1.K.1

Description of Assessment Activity: Each student will repeat a series of rhythmic and melodic patterns by rote, as well as, identify basic dynamic and tempo fluctuations when performed by the teacher on an instrument. Students must also identify written musical patterns played by the teacher. The test will be scored with the assistance of a rubric.

Teacher Directions:

(Note: Before beginning this test, photocopy page 6 for each of your students and cut each sheet on the lines provided. Each student will have four slips of paper as a result, each with its own unique pattern. Each student will also need a pair of rhythm sticks and a bell instrument with a mallet. For assessment, copy page 8 for each student. Students will not write on the assessment sheet; this sheet is for the teacher's observations.)

1. Teach students the proper method of using rhythm sticks, and a bell instrument with a mallet. This test **focuses** on pattern **recognition** and **execution**, **not** on playing technique. Remind the students that this test will **not** be scored in the grade book. State that this activity will enable the teacher to help them in the next couple of days.
2. Perform pattern #1 found on page 5 of this diagnostic test with a pair of rhythm sticks. Use this pattern as a reference for the first student. After the first student, make up your own simple 4 beat patters using quarter notes, half notes, and whole notes. This will enable for each student to receive a new pattern.
3. Have each student perform the pattern with his or her own pair of rhythm sticks.
4. Use the rubric to assign an evaluation result # for each student (note this result on student score sheet).
5. Perform pattern #2 found on page 5 of this diagnostic test with a set of bells. Use this pattern as a reference for the first student. After the first student, make up your own simple 4 beat patters using quarter notes, half notes, and whole notes. The melodic pattern you choose should contain 1-3 pitches at most. This will enable each student to receive a new pattern.
6. Have each student perform the pattern with his or her own set of bells.

7. Use the rubric to assign an evaluation result # for each student (note this result on student score sheet).
8. Perform an ascending 1 octave C scale on the bells while starting **soft** and gradually getting **louder**. Teacher should perform this scale at a moderate **tempo**.
9. Ask the class to identify what occurred to the notes that were played. Students should respond along the lines of "the notes got louder." Discuss as a class briefly.
10. Ask each student to begin on low "C" on his or her bells and to start softly and get louder as the notes ascend.
11. Use the score sheet to check off whether the student was able, or not able, to perform the notes getting louder on the bells.
12. Perform an ascending 1 octave C scale on the bells while starting **slow** and gradually getting **faster**. Teacher should perform this scale at a moderate **volume**.
13. Ask the class to identify what occurred to the notes that were played. Students should respond along the lines of "the notes got faster." Discuss as a class briefly.
14. Ask each student to begin on low "C" on his or her bells and to start slowly and get faster as the notes ascend.
15. Use the score sheet to check off whether the student was able, or not able, to perform the notes getting faster on the bells.
16. Pass out the four slips of paper cut out from page 6, as stated in the directions before beginning the test. Each student should have four unique slips.
17. Explain to the students that music is in many ways like math. Ask the students to look at their slips and to identify something they also see in math. (Students should respond: numbers).
18. Ask the students what is a pattern? (Students should answer along the lines of: something that repeats). Discuss this concept as a class for 1-2 minutes.
19. Choose a rhythm pattern from page 6. Ask the students to listen as you play **one** of the patterns using your rhythm sticks over and over. Instruct them that they should try to find the pattern that you are playing using their pattern slips and to hold it up in the air once they identify it.

20. After playing the pattern 4-5 times, tell the students that they must make their final decision at this moment, and to keep their slip up in the air.
21. Use the score sheet to check off whether the student was able, or not able, to identify the pattern that you played.
22. Choose another rhythm pattern from page 6. Ask the students to listen as you play a **second** pattern using your rhythm sticks over and over. Instruct them that they should try to find the pattern that you are playing using their pattern slips and to hold it up in the air once they identify it.
23. After playing the pattern 4-5 times, tell the students that they must make their final decision at this moment, and to keep their slip up in the air.
24. Use the score sheet to check off whether the student was able, or not able, to identify the pattern that you played.

Student Directions:

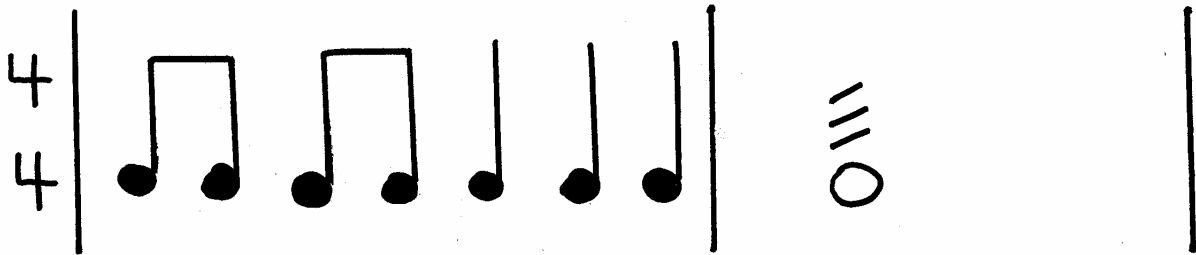
This activity is teacher lead. Students are to follow the directions of the teacher closely.

Scoring Method and Criteria:

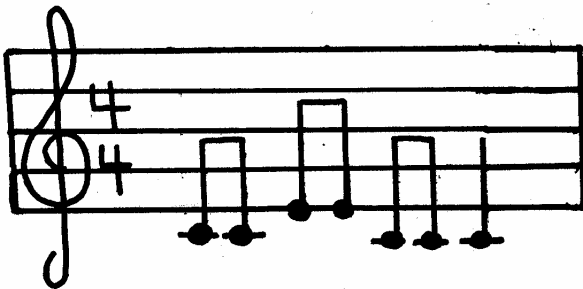
Use the attached rubric and individual student score sheets.

Performing on Instruments Diagnostic Test
(Teacher Reference Sheet)

1.



2.



Performing on Instruments Diagnostic Test
(Student pattern sheet)

A.

○
1-2-3-4

B.

♪ ♪
1-2 1-2

C.

♪ ♪ ♪ ♪
1 1 1 1

D.

♪ ♪ ♪
1 1 1-2

Rubric Guide for Student's Performance (Performing on Instruments Mini-Unit Plan) Diagnostic Test

- A. Use this rubric for the rhythm pattern playing part of the test (rhythm sticks). On the Student Score Sheet, place the result of this part of the test using this guide:

<u>Student Score</u>	<u>Description</u>
3	Student is able to listen and perform the rhythm pattern without any rhythmic mistakes, while maintaining a steady tempo.
2	Student performs the rhythm pattern with few errors with slight fluctuations in the steady beat.
1	Student performs the rhythm pattern with many errors and/or is having severe difficulty maintaining the steady beat.

- B. Use this rubric for the melodic pattern playing part of the test (bells). On the Student Score Sheet, place the result of this part of the test using this guide:

<u>Student Score</u>	<u>Description</u>
3	Student is able to listen and perform the melodic pattern without any rhythmic and/or melodic mistakes, while maintaining a steady tempo.
2	Student performs the melodic pattern with few errors with slight fluctuations in the steady beat.
1	Student performs the melodic pattern with many errors and/or is having severe difficulty maintaining the steady beat.

Diagnostic Student Score Sheet Performing on Instruments Mini-Unit Plan

Name of Student: _____

Homeroom Teacher: _____

Grade Level: _____

- A. Rhythm Pattern Performance (Refer to the rubric for reference) _____
- B. Melodic Pattern Performance (Refer to the rubric for reference) _____
- C. Dynamic contrast performance. Student receives 1 point added to the final score if performed correctly. (Place a check to the applicable statement in the space provided):

_____ Student performs the scale while increasing the dynamic level

_____ Student is not able to perform the scale with an increase in dynamic level

- D. Tempo contrast performance. Student receives 1 point added to the final score if performed correctly. (Place a check to the applicable statement in the space provided):

_____ Student performs the scale while increasing the tempo

_____ Student is not able to perform the scale with an increase in tempo

- E. Pattern recognition. Student receives 1 point added to the final score for each pattern if identified correctly. (Place a check to the applicable statement in the space provided):

Pattern one: _____ identified _____ not identified

Pattern two: _____ identified _____ not identified

Final Score: _____ (Add all the scores together. 6-10 Passing, 1-5 Needs reinforcement)