

(Summative Test) Assessment for Performing on Instruments

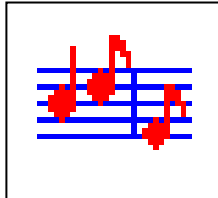


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Assessment Title: Summative Test for Performing on Instruments

Assessment Form: Summative

Type of Assessment: Performance Assessment, Day 10

Duration: Each student will take this test for approximately 4-6 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: Requires students to repeat multiple patterns played by the teacher with appropriate technique on varying rhythmic/melodic instruments. Students must also identify written musical patterns played by the teacher. Tempo and dynamic performance will be assessed. 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 should also have a set of maracas, woodblock with a mallet, bell instrument with a mallet, and a pianica. 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. Review the proper method of using maracas, woodblock with mallet, bell instrument with a mallet, and a pianica. This test **focuses** on pattern **recognition, execution, and on playing technique**. Remind the students that this test **will** be scored in the **grade book**. State that this activity will gather all the information they have learned from this mini unit.
2. Perform pattern #1 found on page 5 of this diagnostic test with a pair of maracas. 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 maracas.
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 woodblock and a mallet. 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.

6. Have each student perform the pattern with his or her own woodblock and a mallet.
7. Use the rubric to assign an evaluation result # for each student (note this result on student score sheet).
8. Perform pattern #3 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 for each student to receive a new pattern.
9. Have each student perform the pattern with his or her own set of bells.
10. Use the rubric to assign an evaluation result # for each student (note this result on student score sheet).
11. Perform pattern #4 found on page 5 of this diagnostic test with a pianica. 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 for each student to receive a new pattern.
12. Have each student perform the pattern with his or her pianica.
13. Use the rubric to assign an evaluation result # for each student (note this result on student score sheet).
14. Ask each student with his/her hands to clap softly and get louder. Do not inform the student whether or not he/she performed the concept correctly thereby not giving the answer away.
15. Note on the summative score sheet whether or not the student was able to perform a crescendo with his/her clapping.
16. Ask each student with his/her hands to clap slowly and get faster. Do not inform the student whether or not he/she performed the concept correctly thereby not giving the answer away.
17. Note on the summative score sheet whether or not the student was able to perform an accelerando with his/her clapping.

18. 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. Inform the students that for this test they will need to separate the slips into two pairs: one pair having counts (rhythmic identification), and one pair having letters (melodic identification).
19. Review ideas and similarities of math and music. Remind to the students that just in the same way they use blocks and different objects to find patterns in math, notes can be mixed together to form patterns as well.
20. 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. Remind them that they will need to choose from the pair of slips that have #s on them.
21. 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.
22. Use the score sheet to check off whether the student was able, or not able, to identify the pattern that you played.
23. Choose a melodic pattern from page 6. Ask the students to listen as you play a **second** pattern using your bells 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. Remind them that they will need to choose from the pair of slips that have letters on them.
24. 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.
25. 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.

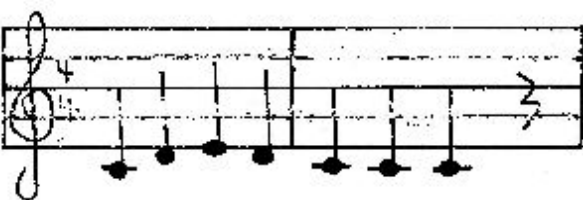
Scoring Method and Criteria:

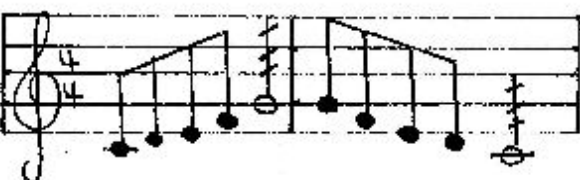
Use the attached rubric and individual student score sheets.

Performing on Instruments Summative Test
Teacher Reference Sheet

1. *ff* 

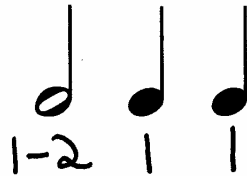
2. *f* 

3. 

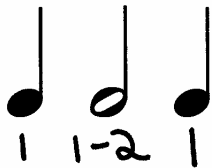
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Performing on Instruments Summative Test
(Student Pattern Sheet)

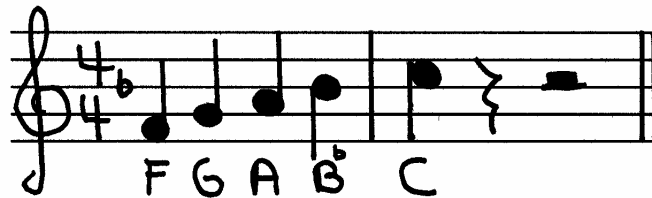
1.



2.



3.



4.



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

- A. Use this rubric for the rhythm pattern part of the test (maracas, woodblock). 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, and demonstrates proper playing technique.
2	Student performs the rhythm pattern with few errors, has slight fluctuations in the steady beat, and/or few playing technique inaccuracies.
1	Student performs the rhythm pattern with many errors, has severe difficulty maintaining the steady beat, and or demonstrates poor playing technique.

- B. Use this rubric for the melodic pattern part of the test (bells, pianicas). 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/melodic mistakes, while maintaining a steady tempo, and demonstrates proper playing technique.
2	Student performs the melodic pattern with few errors, has slight fluctuations in the steady beat, and/or few playing technique inaccuracies.
1	Student performs the melodic pattern with many errors, has severe difficulty maintaining the steady beat, and or demonstrates poor playing technique.

Summative 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) Maracas _____
- B. Rhythm Pattern Performance (Refer to the rubric for reference) Woodblock _____
- C. Melodic Pattern Performance (Refer to the rubric for reference) Bells _____

D. Melodic Pattern Performance (Refer to the rubric for reference) Pianica _____

- E. 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 claps while increasing the dynamic level

_____ Student is not able to clap with an increase in dynamic level

- F. 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 claps while increasing the tempo

_____ Student is not able to clap with an increase in tempo

- G. Rhythm Pattern Recognition (Check one. Correct identification earns the student one extra point to their overall score.)

_____ identified _____ not identified

- H. Melodic Pattern Recognition (Check one. Correct identification earns the student one extra point to their overall score.)

_____ identified _____ not identified

Final Score: _____ (Add all the scores together.
16-15=A, 14-13=B, 12=C, 11-10=D, 9 or lower =F.)