



MUSIC ASSESSMENT FOR CATHOLIC SCHOOLS OF THE WICHITA DIOCESE

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Music Assessment for Catholic Schools of the Diocese of Wichita

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Music Assessment for the Catholic Diocese of Wichita, Kansas Overview

The standards movement has altered the landscape of education substantially by bringing assessment to the center of the stage and giving it high visibility. When the curriculum is based on activities students engage in, meaningful assessment is often impossible. When the curriculum is based on standards students are expected to meet, assessment becomes possible. But standards do more than make assessment possible: they make it necessary.

It's important to grade on behavior and participation, but it has defined the music classroom for too long. Teachers need to focus more on concrete grading such as performance (in class, group, individual, concerts, etc.), writing, and reading. At the elementary level it is difficult because students are still discovering beat, rhythm, their singing voices, and music as a creative art form. However, when introducing singing, reading, and writing, we should create rubrics to show parents what skills we are developing instead of just 'Wow, the concert was so cute this year!' Behavior and participation should be no more than 30% of the final grade, and the other 70% should be based on playing, singing, reading, writing, and movement activity rubrics." Standards-based assessment provides useful information for students and parents—which learning goals have been attained, which need additional work, and how to measure improvement.

The assessment strategies are designed for use with individuals rather than groups, except where a standard specifically refers to groups. ***They are also designed to be used by the most experienced to the most inexperienced music teachers and even those who are volunteers with limited musical knowledge.*** Some of the strategies can be modified so as to be usable with groups when necessary. Most strategies that require singing or playing instruments must be administered individually, though strategies requiring written responses may often be administered in groups. Some standards at some grade levels will not be formally assessed and reported. The assessment strategies for these standards are included in this document as a resource for the music teacher.

It's easy to assume that because a concept has been taught, students understand. How do you know if students grasp what is presented? How do you justify grades when parents question them? This enables the music teacher to explain how the classroom activities are related to the state's performing arts standards. If documentation is not occurring, then there is, most likely, the possibility for criticism from parents and administrators regarding accountability for what the students are learning and for how they are being graded. This also allows for more objective grading. The elements that are being taught in the music classroom are concrete with observable criteria that the students must meet and students are being held accountable for learning and meeting standards.

Included in this music assessment tool are the State Music Standards, an explanation of those standards, and proficiency levels for the standards at grades 2, 4, 6 and 8. The proficiency levels are to be electronically recorded on the Diocesan Music Assessment Recording form. This sheet will be turned in to the Catholic School Office by the end of the school year to report student achievement on common assessments in the area of music. All assessments strategies included on the reporting form are to be implemented by all diocesan music teachers. The calculation of a student's overall proficiency level is automatically calculated on the electronic template. This Guide to the Diocesan Music Assessments and the Diocesan Music Assessment Recording Form are available on the Diocesan Catholic School Web page.

MUSIC STANDARDS: K-8

Standard 1: Singing, alone and with others, a varied repertoire of music.

K-4: Performance Assessment based on benchmarks below:

Benchmark 1: The student sings independently, on pitch, and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo [beat].

Benchmark 2: The student sings expressively, with appropriate dynamics, phrasing, and interpretation.

Benchmark 3: The student sings from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Benchmark 4: The student sings ostinati, partner songs, and rounds.

Benchmark 5: The student sings in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

5-8: Performance Assessment based on benchmarks below:

Benchmark 1: The student sings accurately and with good breath control throughout her/his singing range, alone and in small and large ensembles

Benchmark 2: The student sings with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.

Benchmark 3: The student sings music representing diverse genres and cultures, with expression appropriate for the work being performed.

Benchmark 4: The student sings music written in two and three parts.

Benchmark 5: The student sings with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory (choral ensemble).

Standard 2: Performing on instruments, alone & w/others, a varied repertoire of music.

K-4: Performance Assessment based on Benchmarks below:

Benchmark 1: The student performs on pitch, and in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo [beat]

Benchmark 2: The student performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Benchmark 3: The student performs expressively a varied repertoire of music representing diverse genres and styles.

Benchmark 4: The student echoes short rhythmic and melodic patterns.

Benchmark 5: The student performs in groups, while blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Benchmark 6: The student performs independent instrumental parts while other students sing or play contrasting parts.

5-8: Performance Assessment based on benchmarks below:

Benchmark 1: The student performs accurately and independently on at least one instrument, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Benchmark 2: The student performs with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Benchmark 3: The student performs music representing diverse genres and cultures, with expression appropriate for the work being performed.

Benchmark 4: The student plays by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Benchmark 5: The student who participates in an instrumental ensemble or class; performs with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Standard 3: Improvising melodies, variations, and accompaniments

K-4: Performance Assessment based on Benchmarks below:

Benchmark 1: The student improvises “answers” in the same style to given rhythmic and melodic phrases.

Benchmark 2: The student improvises simple rhythmic and melodic ostinati accompaniments.

Benchmark 3: The student improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.

Benchmark 4: The student improvises short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

5-8: Performance Assessment based on benchmarks below:

Benchmark 1: The student improvises simple harmonic accompaniments.

Benchmark 2: The student improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Benchmark 3: The student improvises short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Standard 4: Composing and arranging music within specified guidelines

K-4: Written Assessment based on benchmarks below:

Benchmark 1: The student creates and arranges music to accompany readings or dramatizations.

Benchmark 2: The student creates and arranges short songs and instrumental pieces within specified guidelines.

Benchmark 3: The student uses a variety of sound sources when composing.

5-8: Written Assessment based on benchmarks below:

Benchmark 1: The student composes short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Benchmark 2: The student arranges simple pieces for voices or instruments other than those for which the pieces were written.

Benchmark 3: The student uses a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Standard 5: Reading and notating music

K-4 Written Assessment based on benchmarks below:

Benchmark 1: The student reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Benchmark 2: The student uses a system (that is, syllable, number, or letters) to read simple pitch notation in the treble clef in major keys.

Benchmark 3: The student identifies symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing.

Benchmark 4: The student uses standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Standard 5: Reading and notating music

5-8: Written Assessment based on benchmarks below:

Benchmark 1: The student reads whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 4/4, 6/8, 3/4, 3/8, and alla breve meter signatures.

Benchmark 2: The student reads at sight simple melodies in both the treble and bass clefs.

Benchmark 3: The student identifies and defines standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression [interpretation].

Benchmark 4: The student uses standard notation to record [notate] their musical ideas and the musical ideas of others.

Benchmark 5: The student who participates in a choral or instrumental ensemble or class: sight-reads, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Standard 6: Listening to, analyzing, and describing music

K-4 Written Assessment based on benchmarks below:

Benchmark 1: The student identifies simple music forms when presented aurally.

Benchmark 2: The student demonstrates perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures.

Benchmark 3: The student uses appropriate terminology in explaining music, music notation, music instruments, voices, and music performances.

Benchmark 4: The student identifies the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children's voices and male and female adult voices.

Benchmark 5: The student responds through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

5-8 Written Assessment based on benchmarks below:

Benchmark 1: The student describes specific music events in a given aural example, using appropriate terminology.

Benchmark 2: The student analyzes the uses of elements of music in aural examples representing diverse genres and cultures.

Benchmark 3: The student demonstrates knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in her/his analysis of music.

Standard 7: Evaluating music and music performance

K-4 Written Assessment based on benchmarks below:

Benchmark 1: The student devises criteria for evaluating performances and compositions.

Benchmark 2: The student explains, using appropriate music terminology, her/his personal preferences for specific musical works and styles.

5-8 Written Assessment based on benchmarks below:

Benchmark 1: The student develops criteria for evaluating the quality and effectiveness of music performances and compositions and applies the criteria in their personal listening and performing.

Benchmark 2: The student evaluates the quality and effectiveness of her/his and others' performances, compositions, arrangements, and improvisations by applying specific criteria.

Standard 8: Understanding relationships between music, the other arts, and disciplines

K-4 Written Assessment based on benchmarks below:

Benchmark 1: The student identifies similarities and differences in the meanings of common terms used in the various arts.

Benchmark 2: The student identifies ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

5-8 Written Assessment based on benchmarks below:

Benchmark 1: The student compares, in two or more arts, how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

Benchmark 2: The student describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Standard 9: Understanding music in relation to history and culture

K-4 Written Assessment based on benchmarks below:

Benchmark 1: The student identifies by genre or style aural examples of music from various historical periods and cultures.

Benchmark 2: The student describes in simple terms how elements of music are used in music examples from various cultures of the world.

Benchmark 3: The student identifies various uses of music in her/his daily experiences and describes characteristics that make certain music suitable for each use.

Benchmark 4: The student identifies and describes roles of musicians in various music settings and cultures.

Benchmark 5: The student demonstrates audience behavior appropriate for the context and style of music performed.

5-8 Written Assessment based on benchmarks below:

Benchmark 1: The student describes distinguishing characteristics [elements] of representative music genres and styles from a variety of cultures.

Benchmark 2: The student classifies by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristics) musical works and explain the characteristics [elements] that cause each work to be considered exemplary.

Benchmark 3: The student compares, in several cultures of the world, functions music serves, roles of musicians, and conditions under which it is typically performed.