



National Association
for Music Education

Music Model Cornerstone Assessment

Artistic Process: Performing
Traditional and Emerging Ensembles

INTRODUCTION

Intent of the Model Cornerstone Assessments

Model Cornerstone Assessments (MCAs) in music are tasks that provide formative and summative means to measure student achievement of performance standards in the National Core Music Standards. Each MCA focuses primarily on one Artistic Process (i.e., Creating, Performing, or Responding), and is designed as a series of curriculum-embedded assessment tasks, each of which measures students' ability to carry out one or more process components.

Because these MCAs are still in development, for this pilot it is important for music teachers to follow all written guidelines so researchers can:

- evaluate and refine those guidelines;
- identify the extent to which the content and context of each assessment can be integrated into individual teachers' curriculum; and ultimately
- compare achievement levels in the student work generated during piloting.

Although each MCA is designed so that it can be administered within one instructional sequence or unit, teachers may choose to spread the component parts of one MCA across multiple units or projects. Student work produced by these MCAs will be selected as benchmarks to illustrate the level of achievement envisioned in the National Core Music Standards.

Common Anchor #4:	Select varied musical works to present based on interest, knowledge, technical skill, and context.
Enduring Understandings	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question(s)	How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?
Common Anchor #5:	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
Enduring Understanding	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s)	How do musicians improve the quality of their creative work?
Common Anchor #6:	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
Enduring Understanding	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Essential Question(s)	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Using the MCA document

MCAs are presented at key grades and each strand for each of the three artistic process. This document is available in a .pdf format with links for easy navigation within the document and to external links for .doc versions of worksheets. The next page provides the assessment description with each bubble being a link to a detailed description of the assessment.

General description of the Assessment Task

This MCA includes assessment tasks specific for each proficiency level of students. In some ensembles it may be appropriate to administer multiple tasks implemented based on individual achievement levels of students.

Novice	<i>Beginning or an equivalent to 2 years of study in an ensemble in addition to general music</i>
Intermediate	<i>Middle level or an equivalent to 4 years of study in an ensemble in addition to general music</i>
Proficient	<i>One or more years of high school study</i>
Accomplished	<i>Proficiency exceeding average performance proficiency for high school study</i>
Advanced	<i>Preparing for collegiate study in music</i>

Students will select piece(s) to rehearse for a performance, documenting analysis, rehearsal, and refinement process. This MCA does not specify a particular notational or non-notational based performance medium and does not assess ability to sight-read. The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solo.

Estimated time for Teaching and Assessment

Individual teachers can determine the length of time required to complete the assessment, but Assessment Strategy 1 could occur in one class period, Assessment Strategy 2 must allow students sufficient preparation for performance, and Assessment Strategy 3 could occur within one class period.

Overview of Ensemble Cornerstone Assessment

Click on the link to jump to a full description of the assessment task.

Novice

(Beginning or an equivalent to 2 years of study in an ensemble in addition to general music)

[Novice Level Assessment Task](#)

Select a program of varied repertoire for a performance context, then prepare and **perform one** solo/ensemble piece based on technical skills.
Music difficulty: Grade 1-2 (Easy-Medium Easy)

Intermediate

(Middle level or an equivalent to 4 years of study in an ensemble in addition to general music)

[Intermediate Level Assessment Task](#)

Select a program of varied repertoire for a performance context, then analyze, prepare and perform **one piece** or sections of music that are challenging for from ensemble music, or formal solo or chamber ensemble based on technical skills, and designated performance context.
Music difficulty: Grade 2-3 (Medium Easy)

Proficient

(One or more years of high school study)

[Proficient Level Assessment Task](#)

Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest and appropriate for a selected performance context. Then analyze, prepare and perform **one piece** demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance context.
Music difficulty: Grade 3-3½ (Medium)

Accomplished

(Proficiency exceeding average performance proficiency for high school study)

[Accomplished Level Assessment Task](#)

Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest. Then analyze, prepare and perform **all three pieces** demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance contexts. Develop and apply appropriate rehearsal strategies to address the technical and expressive challenges of the music and present it in performance.
Music difficult to include at least one of Grade 4 (Medium Difficult)

Advanced

(Preparing for collegiate study in music)

[Advanced Level: Assessment Task](#)

Select, analyze, interpret, prepare, and perform a **15-20 minute recital** (solo and/or small ensemble) of varied repertoire (e.g., genres, styles, cultural contexts, historical periods, compositional elements) appropriate for a selected performance context and based on performer interest. Students will research and evaluate the theoretical and structural characteristics of the music and explain the criteria used to make their musical choices.
Music difficulty to include at least one of Grade 5-6 (Medium Difficult - Professional)

Novice Level Standards

(Beginning or an equivalent to 2 years of study in an ensemble in addition to general music)

MU:Pr4.1.E.5a Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context**, and the **technical skill** of the individual or **ensemble**.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances** in rehearsal.

MU:Pr4.3.E.5a Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.

MU:Pr5.3.E.5a Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.

MU:Pr6.1.E.5a Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.

MU:Pr6.1.E.5b Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.

Overview of tasks: Select a program of varied repertoire for a performance context, then prepare and perform one solo/ensemble piece based on technical skills.

Music difficulty: Grade 1-2 (Easy-Medium Easy)

Preparation for Assessment

The teacher will facilitate discussions about considerations in selecting and programming contrasting music appropriate for technical skills of performer(s) and performance context.

1. Select – The teacher will ask students to select a contrasting program (at least three works) from available music resources (e.g., method or solo books, ensemble piece introduced in class but not rehearsed) that reflects the performer's highest level of performance ability. Students will complete the [Selecting Music Worksheet for Novice](#) ([click here for .doc version](#)). The teacher will score the worksheet using the appropriate [Selecting Music Scoring Device \(novice level\)](#).

Preparation for Assessment

The teacher will model appropriate performance technique, expressive skills, and rehearsal strategies while referring to the expectations of the [Practice Log for Novice](#) ([click here for .doc version](#)). The teacher will also distribute the [Performance Evaluation for Novice](#) and clarify performance expectations.

2. Analyze, Interpret Rehearse, Evaluate, Refine - The teacher will assist the students in selecting one piece to rehearse and provide them with the [Practice Log for Novice](#) asking them to complete it individually. Following independent or group practice, the students will perform their selection for another student from class (may occur in or outside of the class period), with each providing feedback to the other using the [Peer Feedback Form for Novice](#) ([click here for .doc version](#)). Applying helpful feedback, each student will continue rehearsing until they feel their performance is ready for assessment.

Preparation for Assessment

The teacher will have students either self-record their performance of the piece or the teacher will record a performance in-class or individually. Students will listen to the recording and self-evaluate using the [Performance Evaluation](#) form. ([Performance Evaluation Option](#))

3. Present – The teacher will collect the recorded student performances, **Practice Log for Novice**, **Peer Feedback Form**, and the student-evaluated **Performance Evaluation for Novice** form.

The teacher will score the worksheets and final performance with the appropriate rubrics. *(teachers should also evaluate skills using appropriate measures)*

Ensemble Model Cornerstone Assessment: Intermediate Level

Intermediate Level Standards

(Middle level or an equivalent to 4 years of study in an ensemble in addition to general music)

MU:Pr4.1.E.8a Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skill** of the individual and **ensemble**.

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the **setting** and formal characteristics of **musical works** contribute to understanding the **context** of the music in prepared or improvised **performances**.

MU:Pr4.3.E.8a Demonstrate understanding and application of **expressive qualities** in a varied **repertoire** of music through prepared and improvised **performances**.

MU:Pr5.3.E.8a Develop strategies to address **technical challenges** in a varied **repertoire** of music and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

MU:Pr6.1.E.8a Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures** and **styles**.

MU:Pr6.1.E.5b Demonstrate an understanding of the **context** of the music through prepared and improvised **performances**.

Overview of tasks: Select a program of varied repertoire for a performance context, then prepare and perform two contrasting pieces or sections of music that are challenging for from ensemble music, or formal solo or chamber ensemble based on technical skills, and designated performance context.

Music difficulty: Grade 2-3 (Medium Easy-Medium)

Preparation for Assessment

The teacher will facilitate a discussion with the class about various performance contexts and selecting music that will be analyzed, interpreted, rehearsed, recorded, and evaluated by students over the coming weeks. Students need to understand basic aspects formal design in music and how to identify technical and expressive challenges when selecting music.

1. Select – The teacher will ask students to select a contrasting program (at least three pieces) from available music resources (e.g., method or solo books, ensemble piece introduced in class but not rehearsed) that present technical and expressive challenges. Students will complete the [Select worksheet for Intermediate](#) ([click here for .doc version](#)). The teacher will score using the [Select Scoring Device \(intermediate level\)](#).

Preparation for Assessment

The teacher will model appropriate performance technique, expressive skills, and rehearsal strategies while referring to the expectations of the [Practice Log for Intermediate](#). ([click here for .doc version](#)) The teacher will also distribute the [Performance Evaluation for Intermediate](#) and clarify performance expectations.

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – Students will select one piece for assessment and complete the [Practice Log for Intermediate](#) and work individually to prepare the piece for performance. Following independent or group practice, the students will record their performance (if possible) and perform their selection for another student from class (may occur in or outside of the class period), with each providing feedback to the other using the [Peer Feedback Worksheet for Intermediate](#) ([click here for .doc version](#)). Using helpful feedback and listening to the recorded performance, students will continue rehearsing until they feel their performance is

Preparation for Assessment

The teacher will have students either self-record their performance of the piece or the teacher will record a performance in-class or individually. Students will listen to the recording and self-evaluate using the [Performance Evaluation](#) form.

3. Present – The teacher will collect the recorded student performances, [Practice Log for Intermediate](#), [Peer Evaluation Worksheet for Intermediate](#), and the student-evaluated [Performance Evaluation for Intermediate](#). The teacher will score the worksheets and final performance with the appropriate rubrics. (teachers should also evaluate skills using appropriate measures)

Ensemble Model Cornerstone Assessment: Proficient

Proficient Level Standards

(One or more years of high school study)

MU:Pr4.1.E.1a Explain the **criteria** used to select a varied **repertoire** to study based on an understanding of **theoretical** and **structural** characteristics of the music, the **technical skill** of the individual or **ensemble**, and the **purpose** or **context** of the **performance**.

MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** impact and inform prepared or improvised **performances**.

MU:Pr4.3.E.1a Demonstrate an understanding of **context** in a varied **repertoire** of music through prepared and improvised **performances**.

MU:Pr5.3.E.1a Develop strategies to address **expressive** challenges in a varied **repertoire** of music, and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

MU:Pr6.1.E.1a Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures**, **styles**, and **genres**.

MU:Pr6.1.E.1b Demonstrate an understanding of **expressive intent** by connecting with an audience through prepared and improvised **performances**.

Overview of assessment tasks: Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest; then prepare and perform one piece demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance contexts..

Music difficulty: Grade 3-3½ (Medium)

Preparation for Assessment

Discuss considerations for selecting three contrasting pieces (e.g., solo, ensemble, honor auditions) explaining expectations of analysis, interpretation, rehearsal, recording, and evaluation. The music should be new to the students and include opportunities for technical and expressive performance over a designated number of rehearsals.

1. Select – Ask students to independently select three contrasting pieces that include technically/musically challenging pieces from their ensemble, solo, or chamber music. Using the [Select worksheet for Proficient \(click here for .doc version\)](#), each student will describe the specific areas of challenge and improvement goals. The teacher will score and provide feedback using the [Select Scoring Device \(proficient level\)](#).

Preparation for Assessment

The teacher will model proper performance technique, expressive option, and rehearsal strategies while referring to the expectations of this assessments strategy.

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – Each student works independently and/or in sectionals to practice the evaluation piece and completes the [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Proficient \(click here for .doc version\)](#). Then the students record their performance (if possible) to be used for self-evaluation, as well as performs their selection for another student from class with each providing feedback to the other using the [Peer Feedback Form for Proficient \(click here for .doc version\)](#), may occur in or outside of the class period). Using feedback and listening to the recorded performance, students complete the feedback form and continue

Preparation for Assessment

When the students feel prepared or by the set due date, the students self-record their final performance of the selection and self-evaluate on the [Performance Evaluation](#) form.

3. Present – The teacher will collect the independently recorded student performances, **Analyze, Interpret, Rehearse, Evaluate, and Refine Worksheet for Proficient**, the **Performance Evaluation** and the **Peer Feedback Form for Proficient**. *(It is advisable for the students to perform their selections in class if time permits)*

The teacher will score the worksheets and evaluate the performance providing feedback to guide improvement on the performing process. *(teachers should also evaluate skills using appropriate measures)*

Ensemble Model Cornerstone Assessment: Accomplished Level

Accomplished Level Standards

(Proficiency exceeding average performance
proficiency for high school study)

MU:Pr4.1.E.IIa Develop and apply **criteria** to select a varied **repertoire** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and **expressive challenges in the music**, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** may impact and inform prepared and improvised **performances**.

MU:Pr4.3.E.IIa Demonstrate how understanding the **style, genre**, and **context** of a varied **repertoire** of music influences prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.

MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and **ensemble** challenges in a varied **repertoire** of music, and evaluate their success.

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of **expressive qualities** of the music in prepared and improvised **performances** of a varied **repertoire** representing diverse **cultures, styles, genres**, and **historical periods**.

MU:Pr6.1.E.IIb Demonstrate an understanding of **intent** as a means for connecting with an audience through prepared and improvised **performances**.

Overview of the tasks: Select a program of varied repertoire for a performance including three contrasting (e.g., genres, styles, cultural contexts, historical periods, compositional elements) musical pieces from ensemble music, formal solo or chamber ensemble based on performer interest. Then prepare and perform all three pieces demonstrating understanding of structural characteristics, proficiency of advanced technical and expressive skills, and comprehension of appropriateness for the performance contexts. Develop and apply appropriate rehearsal strategies to address the technical and expressive challenges of the music and present it in performance.

Music difficulty: Grade 4 (Medium Difficult)

Preparation
for
Assessment

The teacher will facilitate a discussion with the class about options for selecting three contrasting pieces that will be analyzed, interpreted, rehearsed, recorded, and evaluated by students over the coming weeks. These may be honor ensemble or other auditional pieces, as well as music studied in the ensemble. The music should be new to the students and include opportunities for them to identify and address technical and expressive performance challenges over a designated number of rehearsals.

1. Select – The teacher will ask students to independently select two contrasting pieces or sections of music that include technically/musically challenging from their ensemble, solo, or chamber music Using the [Selecting Music Worksheet for Accomplished](#) ([click here for .doc version](#)), each student will describe the specific areas of challenge and improvement goals for each piece. The teacher will score and provide feedback using the [Selecting Music Scoring Device \(Accomplished level\)](#).

Preparation
for
Assessment

The teacher will model proper performance technique, expressive option, and rehearsal strategies while referring to the expectations of this assessments strategy.

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – After the teacher provides the [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Accomplished](#) ([click here for .doc version](#)) for each piece and the [Performance Evaluation for Accomplished](#) so students are aware of the performance expectations, each student will work independently and/or in sectionals to practice the selections in order to complete the worksheets. The teacher may ask students to provide feedback to each other (*not assessed*).

Preparation
for
Assessment

When the students feel prepared or by the set due date, the teacher will have students self-record their performance of the selections and self-evaluate on the [Performance Evaluation](#) form.

3. Present – The teacher will collect the independently recorded student performances, [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet](#) for Accomplished and the [Performance Evaluation for Accomplished](#) form. (*It is advisable for the students to perform their selections in class if time permits*) The teacher will score the worksheet and evaluate the performance providing feedback to guide improvement on the performing process. (*teachers should also evaluate skills using appropriate measures*)

Advanced Level Standards

(Preparing for collegiate study in music)

MU:Pr4.1.E.IIIa Develop and apply **criteria** to select **varied programs** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

MU:Pr4.2.E.IIIa *Examine, evaluate, and critique,* using music reading skills where appropriate, how the **structure** and **context** impact and inform prepared and improvised **performances**.

MU:Pr4.3.E.IIIa Demonstrate how understanding the **style, genre,** and **context** of a varied **repertoire** of music *informs* prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.

MU:Pr5.3.E.IIIa Develop, apply, and **refine** appropriate rehearsal strategies to address individual and **ensemble** challenges in a varied **repertoire** of music.

MU:Cr6.1.E.IIIa Demonstrate an *understanding and mastery of* the technical demands and **expressive qualities** of the music *through prepared and improvised performances* of a varied **repertoire** representing diverse **cultures, styles, genres,** and **historical periods** in multiple types of **ensembles**.

MU:Pr6.1.E.IIIb *Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through* prepared and improvised **performances**.

Overview of tasks: Select, analyze, interpret, prepare, and perform a 15-20 minute recital (solo and/or small ensemble) of music from various genres, styles, cultures, or historical periods and appropriate for a selected performance context. Students will research and evaluate the theoretical and structural characteristics of the music and explain the criteria used to make their musical choices.

Music difficulty: At least one piece Grade 4-6 (Medium Difficult - Professional)

Preparation for Assessment	Discuss with these select students how to plan and schedule a recital of the solo/ensemble music they have learned over their musical training. Clarify that all music performed will be analyzed, interpreted, rehearsed, recorded, and evaluated. The music should include at least one new piece at the grade 4-6 difficulty level.
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1. Select – The teacher will ask students to independently select pieces for a 15 to 20 minute recital that include technically/musically challenging and from various genres, styles, cultures, or historical periods from their ensemble, solo, or chamber music Using the [Selecting Music Worksheet for Advanced](#) ([click here for .doc version](#)), each student will describe the specific areas of challenge and improvement goals. The teacher will score and provide feedback using the [Selecting Music](#)

Preparation for Assessment	The teacher will assist students in scheduling the performance with sufficient plan/rehearsal time. It is best to plan a recital when the greatest number of family and friends can attend.
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2. Analyze, Interpret, Rehearse, Evaluate, & Refine – The teacher will provide the students with the [Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Advanced](#) ([click here for .doc version](#)) and the [Performance Evaluation for Advanced](#) to inform students of performance expectations. The students will work independently (solos) and/or in groups or sections (ensembles) to complete the worksheet. The teacher may ask students to provide feedback to each other (*not assessed*).

Preparation for Assessment	When the students feel prepared or by the set performance date, the teacher will assist students to record their performance. The students will self-assess using the performance Evaluation for Advanced.
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3. Present – The students will perform the prepared music and attempt to connect with the audience. Students will complete the [Performance Evaluation for Advanced](#). The teacher will score the completed **Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Advanced** and the **Performance Evaluation for Advanced** forms providing feedback as appropriate. (*teachers should also evaluate skills using appropriate measures*)

Selecting Music Worksheet for Novice

Name: _____

Date: _____

Describe the setting or event for which you choose these pieces:				
	Title of piece and composer if known	Describe what makes each of these pieces unique	Describe what part of each piece demonstrate the skills below	
			Technical Skills	Expressive Skills
1.				
2.				
3.				

Selecting Music Worksheet for Intermediate

Name: _____ Date: _____

Describe the setting, performance context or event for which you choose these pieces:			
Title of piece and composer if known	Describe what part of each piece demonstrate the skills below		
	Technical Challenges	Expressive Qualities	Observation of Musical Form
1.			
2.			
3.			

Selecting Music Worksheet for Proficient through Advanced

Proficient and Accomplished: Select three contrasting pieces or sections of music (**Advanced:** 15-20 minute recital) from various genres and styles/different cultures/historical periods that include technical/musical challenges.

Name: _____

Date: _____

Complete the following for each piece for all levels

Name of Piece:	Composer/Arranger:	
Measure #s	Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	Performance improvements goal(s)
For ACCOMPLISHED and ADVANCED Levels: Describe your interpretation of the composer's overall expressive intent for the piece and the experience desired for your audience.		
For ADVANCED Level:		
Describe what you have learned about the Historical/Cultural context that influenced your decisions for this piece.		
Show the formal structure within the composition including compositional features of each segment.		

Selecting Music Scoring Device (for assessment task 1. Select)

You may choose one or multiple task levels (Novice through Advanced) as appropriate for students in your ensemble.
Choose task level(s) where a majority of your students will score **Meeting Standard**.

Musical Proficiency Levels							
Scoring Levels (Emerging – Exceeding)	Novice		Intermediate	Proficient	Accomplished	Advanced	
	Approaching Standard	Meeting Standard	Exceeding Standard				
	Emerging	Approaching Standard	Meeting Standard	Exceeding Standard			
		Emerging	Approaching Standard	Meeting Standard	Exceeding Standard	Exceeding Standard	
			Emerging		Approaching Standard	Meeting Standard	
				Emerging			
Select Selects work(s) to perform based on interest, knowledge, ability and context.	Selected a performance piece without consideration of personal technical skills.	Selected a performance piece generally identifying technical skills.	Selected performance pieces based on specific technical skills.	Appropriately used varied criteria to select repertoire with consideration of technical characteristics of the music that challenge the performer’s proficiency.	Clearly and in great detail located, identified, and described technical challenges in each piece that reflects personal performance proficiency.	Examined and evaluated technical challenges within each piece, using music reading skills where appropriate, identifying the structure and compositional features.	
	Demonstrated little awareness of expressive aspects within melody, rhythm, and dynamics.	Demonstrated awareness of expressive aspects within melody, rhythm, and dynamics.	Identified locations of specific expressive characteristics that exhibit performance proficiency.	Clearly described specific expressive challenges reflecting personal performance proficiency.	Appropriately used varied criteria including the composer’s expressive intent to select repertoire with consideration of expressive characteristics within the music that challenge the performer’s proficiency.	Appropriately used varied criteria to select repertoire including the composer’s expressive intent and historical/cultural context that demonstrate expressive characteristics that challenge the performer’s proficiency.	
Vocabulary Uses appropriate terminology.			Used limited music vocabulary correctly.	Used standard music vocabulary appropriate to experience.	Used standard music vocabulary extensively.	Used advanced level of music vocabulary.	

Practice Log for Novice and Intermediate Student Name: _____

Musical Selection/Section to be Rehearsed:*Select specific measures (segments) from your musical piece which are a performance challenge.***1. Analyze***What is going on in the music?**(e.g., melody, harmony, compositional devices, texture...)**What parts of the music are difficult for me to perform?**(e.g., rhythm, notes, phrase marks, breathing, dynamics...)***2. Interpret***How can I express the composer's intent and how I feel the music?**(e.g., dynamic contrast, phrasing/text painting, tempo variety, tonal manipulation...)***3. Rehearse***How do learn the music and address musical problems to achieve an accurate and expressive performance?**(e.g., rhythmic accuracy, diction, meaning of text, defining terms, technical and expressive skills...)***4. Evaluate & Refine***Do I perform this selection more accurately/expressively than I did when I began? Can I make more improvements?**Analyze:**Interpret:**Rehearsal Plan: goals/strategies/processes for improvement across rehearsals**Evaluate and Refine: Checking results – How have I improved and what can I do better?*

Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet
(Proficient)

Student Name: _____

Select specific measures (segments) from your musical piece that exhibit technical/expressive challenges.

Name of Piece:

Composer/Arranger:

1. Analyze: Using appropriate musical vocabulary, identify specific examples with measure numbers of:

a) Technical challenges (e.g., pitch/rhythm reading, tone production, range, diction).

b) Expressive elements and interpretive ideas that will be important for rehearsal and performance (e.g., dynamics, articulation, rhythm, harmony, melody, tonality, tone color, form, nuance, phrasing, texture).

2. Rehearse, Evaluate, and Refine: *Describe your specific rehearsal plan to achieve your previously-mentioned musical goals, then following each rehearsal identify the extent to which you achieved these goals and revisions made to ultimately reach an effective performance.*

Analyze, Interpret, Rehearse, Evaluate, and Refine Worksheet **Student Name:** _____
(Accomplished, Advanced)

Select specific measures (segments) from your musical pieces that exhibit technical/expressive challenges.
(Copy this form as needed for each piece.)

Name of Piece:

Composer/Arranger:

- 1. Analyze:** Using appropriate musical vocabulary, identify specific examples with measure numbers of:
 - a) Technical challenges (e.g., pitch/rhythm reading, tone production, range).
 - b) Expressive elements and interpretive ideas that will be important for rehearsal and performance (e.g., dynamics, articulation, rhythm, harmony, melody, tonality, tone color, form, nuance, phrasing, texture).
 - c) (for *Advanced level*) Compositional features and devices used by the composer/arranger that are important for your consideration (e.g., repetition, variety, tension, range).
 - d) (for *Advanced level*) Historical, cultural, social, and performance context of the piece that may influence decisions made for rehearsal.
- 2. Interpret:** Describe specific areas in the composition where you feel the composer/arranger intended expressive experience for the audience and what you, as a performer, should do to achieve this intent.
- 3. Rehearse, Evaluate, and Refine:** *Describe your specific rehearsal plan to achieve your previously-mentioned musical goals, then following each rehearsal identify the extent to which you achieved these goals and revisions made to ultimately reach an effective performance.*

Peer Assessment Worksheet for Novice

Performer's Name: _____

Listener's Name: _____

This section to be complete by the listener

What went well?

*Accuracy and
Expression*

**What could
improve a future
performance?**

What did you learn from the feedback and what do you think could be better?

This section to be complete by the performer

Peer Assessment Worksheet for Intermediate and Proficient**Performer's Name:** _____**Peer Evaluator's Name:** _____*Offer constructive feedback in each category: What was good? What can be improved?*

Tone Quality	
Performance Skills/Techniques	
Expression/Style	
Rhythm/Tonal Accuracy <i>(intonation if appropriate)</i>	

What did you learn from hearing the recording of your performance and the peer feedback, and what are your improvement goals?
This section to be complete by the performer

Analyze, Interpret, Rehearse, Evaluate, & Refine Scoring Device

Scoring Levels (Emerging – Exceeding)	Approaching Standard	Novice	Intermediate	Proficient	Accomplished	Advanced
	Emerging	Meeting Standard	<i>Exceeding Standard</i>			
		Approaching Standard	Meeting Standard	<i>Exceeding Standard</i>		
		Emerging	Approaching Standard	Meeting Standard	<i>Exceeding Standard</i>	
			Emerging	Approaching Standard	Meeting Standard	<i>Exceeding Standard</i>
Analyze Analyze the structure and context of varied musical works and their implications for performance.	Demonstrated little awareness of technical or expressive aspects within melody, rhythm, and dynamics.	Demonstrated awareness of technical or expressive aspects within melody, rhythm, and dynamics.	Identified locations of specific technical and expressive characteristics that exhibit performance proficiency.	Identified specific technical and expressive challenges reflecting personal performance proficiency.	Clearly and in great detail located, identified, and describes technical and expressive challenges in each piece that reflects personal performance proficiency.	Examined and evaluated technical and expressive challenges within each piece, using music reading skills where appropriate, identifying the structure and compositional features.
Interpret Develop personal interpretations that consider creators' intent.		Had difficulty identifying improvement goals.	Described appropriate improvement goals demonstrating understanding of technical/expressive characteristics.	Clearly described performance improvement goals and rehearsal plans to address technical and expressive characteristics.	Reflected composer's intent described in improvement goals and rehearsal plans that address technical and expressive characteristics.	Reflected composer's intent and historical/cultural context in stylistic decisions described in improvement goals and rehearsal plans that address technical and expressive characteristics.
Rehearse, Evaluate, Refine Use self-reflection and peer feedback to refine performance.		Rehearsal plans addressed coverage with recognition of inaccurate performance without specific reference. Evaluation lacked specificity.	Rehearsal plans addressed technical/musical challenges with non-specific strategies to address them.	Rehearsal plans identified the major technical and expressive challenges in music with developed strategies (e.g., exercises, activities, markings) to address them.	Plans and applied appropriate rehearsal strategies to address challenges and evaluate their success. Recognized ways to become more efficient and effective in rehearsal.	Demonstrated a high level of critical thinking in developing learning experiences, applying them, and refining them to address musical challenges. Recognized and contributed ways to become more efficient and effective in rehearsal.
Vocabulary Uses appropriate terminology.			Used limited music vocabulary correctly.	Used standard music vocabulary appropriate to experience.	Used standard music vocabulary extensively.	Used advanced level of music vocabulary.

Performance Evaluation

Student Name: _____ Music performed: _____
(Novice option)

The student will describe in the appropriate box why they feel their performance fits this achievement level.

	Getting there (explain). Emerging = 1	Pretty good (explain). Approaching Standard = 2	Did well (explain). Meeting Standard = 3	Really great (explain). Exceeding Standard = 4	Student Score	Teache Score
Tone Quality						
Rhythmic and Pulse Accuracy						
Pitch & Intonation Accuracy						
Phrasing						
Dynamics and Expression						

Teacher Feedback:

Performance Evaluation

Student Name: _____

Music performed: _____

(Check the level for the student being evaluated: ☐ Novice, ☐ Intermediate, ☐ Proficient)

Check the rating that best describes your performance as appropriate for performance medium and developmental level (Novice/Intermediate/Proficient).

	Emerging = 1	Approaching Standard = 2	Meeting Standard = 3	Exceeding Standard = 4	Student Score	Teacher Score
Tone Production	Presentation has tone production challenges throughout (e.g., breathy, lack of register consistency, lacking resonance). Presentation had many rhythm issues.	Presentation has some tone production challenges (e.g., breathy, lack of register consistency, lacking resonance). Presentation had some rhythm issues.	Presentation has incidental tone production challenges (e.g., breathy, lack of register consistency, lacking resonance range extremes). Presentation had incidental rhythm issues.	Presentation has tone production that is clear throughout.		
Rhythm and Pulse Accuracy				Presentation was rhythmically accurate.		
Pitch and Intonation Accuracy	Presentation has many pitch and/or intonation issues.	Presentation has some pitch and/or intonation issues.	Presentation had incidental pitch and/or intonation issues where performer fails to adjust.	Presentation was accurate and in tune throughout with adjustments made as needed.		
Phrasing to Express Formal Properties	Presentation had minimal attention to expressive phrasing.	Presentation had some attention phrasing; beginning and endings are heard.	Presentation had consistent and expressive phrasing.	Presentation had consistent phrasing with attention to nuance and sub-phrasing.		
Dynamics and Expressive Shaping of Phrases	Presentation had minimal dynamic contrast.	Presentation had as most printed dynamics.	Presentation had all printed dynamics.	Presentation had printed dynamic levels with some added dynamic contrast appropriate to the expressive style.		
Stylistic/Interpretation/Presentation	Presented music with some awareness of music context (style, time, purpose) and some technical and/or expressive issues.	Presented music demonstrating attention to music context (style, time, purpose) and incidental technical and/or expressive issues.	Presented an accurate and expressive performance that demonstrates expressive intent and connects with audience.	Presented an accurate and expressive performance of one or two pieces; demonstrates expressive intent of composer, connects with audience.		
Student Reflection: Did you achieve your performance goals? What would you do differently?		Teacher Feedback:				

Performance Evaluation

Student Name: _____ Music performed: _____
(Accomplished, Advanced)

	Approaching Standard = 2	Meeting Standard = 3	Exceeding Standard = 4	Student Reflection	Student Score	Teacher Score
Tone Production	Tone had incidental production challenges.	Tone was clear throughout.	Presentation was clear with highly developed resonance.			
Rhythmic and Pulse Accuracy	Presentation had incidental rhythm issues identifying type and location.	Presentation was rhythmically accurate.	Presentation was rhythmically accurate and enhanced with expressive nuance.			
Pitch & Intonation Accuracy	Presentation had incidental pitch and/or intonation issues where performer fails to adjust.	Presentation was accurate and in tune throughout with adjustments made as needed.	Presentation was accurate and in tune throughout with adjustments made specifically for expressive needs.			
Phrasing to Express Formal Properties	Presentation had consistent and expressive phrasing.	Presentation had consistent phrasing with attention to nuance and sub-phrasing.	Presentation had consistent phrasing with highly expressive nuance and sub-phrasing.			
Dynamics and Expressive Shaping of Phrases	Presentation had all printed dynamics.	Presentation had printed dynamic levels with some added dynamic contrast appropriate to the expressive style.	Presentation had printed dynamic levels greatly enhanced with expressive nuance.			
Stylistic/Interpretation/Presentation	Presentation an accurate and expressive performance that demonstrates expressive intent and connects with audience.	Presentation an accurate and expressive performance of one or two pieces; demonstrates expressive intent of composer, connects with audience.	Presentation an accurate and expressive performance of all pieces; demonstrates expressive intent of composer, connects with audience.			
Teacher Feedback offered on the back of this sheet:						