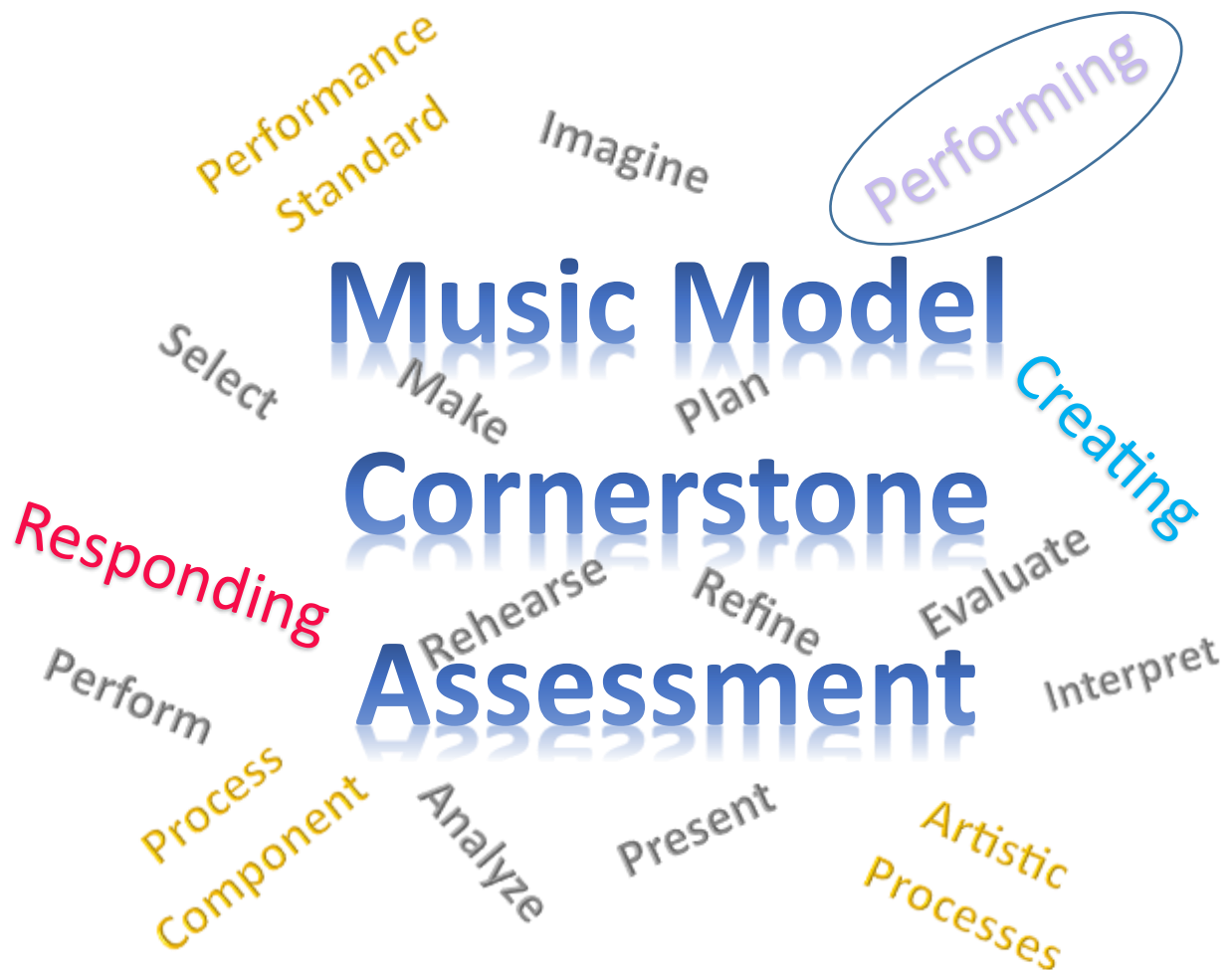




National Association
for Music Education



Artistic Process: Performing
Accomplished / Advanced
Ensembles

Anchor Standards / Enduring Understandings / Essential Questions

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 performers select repertoire?
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?

Intent of the Model Cornerstone Assessments

Model Cornerstone Assessments (MCAs) in music assessment frameworks to be used by music teachers within their school's curriculum to measure student attainment of process components defined by performance standards in the National Core Music Standards. They focus on one or more Artistic Process (i.e., Creating, Performing, or Responding) and designed as a series of curriculum-embedded assessment tasks, each of which measures students' ability to carry out one or more process components. The MCAs can be used as formative and summative indications of learning, but do not indicate quality of teaching or effectiveness of a school's music program.

Although each MCA is designed so that it can be administered within an instructional sequence or unit, teachers may choose to spread the component parts of one MCA across multiple units or projects. Student work produced by the national pilot is available on the NAFME website that illustrates the level of achievement envisioned in the National Core Music Standards.

Using the MCA document

MCAs are presented as a framework upon which each program integrate into their current curriculum. An example is provided that demonstrates the integration of curricular content. These examples are the specific tasks presented in the national pilot and may be used as it if the program so desires. Each MCA is available in a .pdf format with links for easy navigation within the document with 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.

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. You will need to supplement this assessment with your program's skill-based assessment measure (rubric). The task can be implemented with chamber ensembles, section rehearsals of larger ensembles, or students preparing solo. 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.

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 difficulty 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)

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 facilitates a discussion with the select students for this MCA about selecting three contrasting pieces to be analyzed, interpreted, rehearsed, recorded, and evaluated. These may be music studied in the ensemble, solo works, honor ensemble, or even audition etudes. The music should be at the medium difficult levels and new to the student. This provides opportunities for them to identify and address technical and expressive performance challenges over a designated number of rehearsals.

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

Preparation for Assessment

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

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – 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 works 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 asks students to self-record their performance of the selections and self-evaluate on the [Performance Evaluation](#) form.

3. Present – The teacher collects the independently recorded student performances, **Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheets** for Accomplished and the **Performance Evaluation for Accomplished** forms. (*It is advisable for the students to perform their selections in class if time permits*)

The teacher scores the worksheet and evaluates the performance providing feedback to guide improvement on the performing process.

Ensemble Model Cornerstone Assessment: Advanced Level

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.

1. Select – The teacher asks students to independently select pieces for a 15 to 20 minute recital that include technically/musically challenges and 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 describes specific areas of challenge and goals for improvement. The teacher scored and provided feedback using the [Selecting Music Scoring Device \(Advanced level\)](#).

Preparation for Assessment

The teacher assists students in scheduling the performance considering sufficient plan/rehearsal time. It is best to plan a recital when the greatest number of family and friends can attend.

2. Analyze, Interpret, Rehearse, Evaluate, & Refine – The teacher provides 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 them of performance expectations. The students 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 assistd students to record their performance. The students self-assess using the performance Evaluation for Advanced.

3. Present – The students perform the prepared music and attempt to expressively connect with the audience. Students complete the [Performance Evaluation for Advanced](#). The teacher collects and scores the completed **Analyze, Interpret, Rehearse, Evaluate, & Refine Worksheet for Advanced** and the **Performance Evaluation for Advanced** forms providing feedback as appropriate.

Selecting Music Worksheet for Accomplished and Advanced: *Complete for each piece performed*

Accomplished: Select three contrasting pieces or sections of music that include technical/musical challenges.

Advanced: 15-20 minute recital) from various genres and styles/different cultures/historical periods that include technical/musical challenges.

Name: _____

Date: _____

Name of Piece:	Composer/Arranger:	
1a) Describe the reason for selection and the connection to purpose and context of performance: <i>(submit typed on separate document)</i>		
Measure #s	1b) Specific technical challenges and expressive demands in this segment that demonstrate your performance proficiency	1c) Performance improvements goal(s) indicating the specific area in the structure
For ADVANCED Level: <i>(submit typed on separate document)</i>		
1d) Describe what you have learned about the Historical/Cultural context that influenced your decisions for this piece.		
1e) Show the formal structure within the composition including compositional features of each segment.		

Music Selection Scoring Device: Accomplished

Student Name: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Select - Selects work(s) to perform based on interest, knowledge, ability and context.					
1a) Selection of pieces for varied programs	Repertoire were slightly varied with some evidence of intentional connection of the performance setting.	Repertoire were clearly varied and supported with thoughtful consideration to purpose and connection of the performance setting.	Creative and insightful decisions were clear in repertoire selection demonstrating thoughtful consideration of purpose and connection to the performance setting.	Creative and insightful decisions were clear in repertoire selection demonstrating the ability to consider the audience response beyond its purpose and connection to the performance setting.	MU:Pr4.1.E.IIa <i>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.</i>
1b) Awareness of Technical Challenges and Expressive Demands	Identified multiple relevant challenges generally related to the technical skills and expressive qualities needed to perform the music.	Provided detailed descriptions of multiple challenges specifically related to the technical skills and expressive qualities needed to perform the music.	Demonstrated forethought and advanced insight through descriptions of multiple challenges related to specific technical skills and expressive qualities needed to perform the music.	Demonstrated forethought and advanced insight through extremely specific descriptions of multiple challenges related to the technical skills and expressive qualities needed to perform the music.	
1c) Improvement Goals.	Improvement goals were clearly cited with a general connection to the musical structure.	Improvement goals were clearly cited with specific reference to their place in the musical structure.	Improvement goals were clearly cited demonstrating insightfully depth of understanding of the musical structure.	Improvement goals were clearly cited demonstrating insightfully depth of understanding of the musical structure with comparison beyond the specific piece.	

Music Selection Scoring Device: Advanced

Student Name: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Performance Standard
Select - Selects work(s) to perform based on interest, knowledge, ability and context.				
1a) Selection of pieces for varied programs	Repertoire were clearly varied and supported with thoughtful consideration to purpose and connection of the performance setting.	Creative and insightful decisions were clear in repertoire selection demonstrating thoughtful consideration of purpose and connection to the performance setting.	Creative and insightful decisions were clear in repertoire selection demonstrating the ability to consider the audience response beyond its purpose and connection to the performance setting.	MU:Pr4.1.E.IIIa Develop and apply criteria to select <i>varied programs</i> 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 .
1b) Awareness of Technical Challenges and Expressive Demands	Identified multiple relevant challenges generally related to the technical skills and expressive qualities needed to perform the music.	Provided detailed descriptions of multiple challenges specifically related to the technical skills and expressive qualities needed to perform the music.	Demonstrated forethought and advanced insight through descriptions of multiple challenges related to specific technical skills and expressive qualities needed to perform the music.	
1c) Improvement Goals	Improvement goals were clearly cited with specific reference to their place in the musical structure.	Improvement goals were clearly cited demonstrating insightfully depth of understanding of the musical structure.	Improvement goals were clearly cited demonstrating insightfully depth of understanding of the musical structure with comparison beyond the specific piece.	
1d) Historical/Cultural Context	Identified minimal historical/cultural background generally related to the pieces.	Identified a variety of relevant historical/cultural background without directly relating to the pieces and/or context.	Provided detailed descriptions of a variety of historical/cultural background related to the pieces to inform context.	
1e) Awareness of the Formal Structure in each piece and relationship to specific segments.	Provided a general recognition of formal structure without direct connections to each piece.	Demonstrated an understanding of the formal structure without evidence of relationship of structural components.	Demonstrated a clear and thorough understanding of the formal structure of each piece and relationship of structural components.	

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

Select specific measures (segments) from your musical pieces that exhibit technical/expressive challenges and respond to the prompts below. Provide measure numbers and describe using appropriate musical vocabulary.
(submit word processed document for each piece.)

Name of Piece:

Composer/Arranger:

1. **Analyze:** Prior to rehearsals identify specific technical/expressive challenges

2. **Interpret:** As you rehearse, describe specific areas that you discover in the composition where you feel the composer/arranger intended you as performer to connect with the audience for and expressive experience and what you 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.

Rehearsal Worksheet: Analyze, Interpret, Rehearse, Evaluate, and Refine (Advanced)

Student Name: _____

Select specific measures (segments) from your musical pieces that exhibit technical/expressive challenges.
(submit word processed document 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) Compositional features and devices used by the composer/arranger that are important for your consideration (e.g., repetition, variety, tension, range).
- d) 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.

Rehearsal Scoring Device: Accomplished

Student Name: _____ Piece rehearsed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Analyze - Analyze the structure and context of varied musical works and their implications for performance. Interpret - Develop personal interpretations that consider creators' intent. Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.					
1) Analysis	Appropriately identified some general compositional devices and structural aspects within the piece, and inferred how knowing this guides preparation for performance without providing specific reference.	Comprehensively identified and described specific compositional and structural devices within the piece and how they guided preparation for performance.	Insightfully described how compositional and structural devices within the piece may inform preparation and impact performance.	Demonstrated depth of understanding as to how compositional and structural devices within the piece may inform preparation and impact 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 .
2) Interpretation	Appropriately interpreted a few expressive qualities used in the piece while neglecting others.	Demonstrated clear understanding of how expressive qualities are interpreted through performance.	Demonstrated insightful interpretation of style, genre, and context of expressive qualities and the connection to necessary technical skills.	Exhibited in-depth interpretation of expressive qualities and the connection to necessary technical skills.	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.
3) Rehearsal Plan	Developed appropriate, but incomplete strategies to address previously identified technical challenges and expressive qualities in the piece.	Developed comprehensive, but general strategies to address previously identified technical challenges and expressive qualities in the piece.	Developed in-depth strategies to address individual and ensemble technical challenges providing insight into expressive qualities of performance.	Demonstrated insightful consideration of technical challenges and expressive qualities appropriately applied in the rehearsal strategies.	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.
3) Evaluate/Refine	Self-evaluated performance and developed general, but not comprehensive strategies for rehearsal.	Appropriately self-evaluated performance and developed reasonable strategies for rehearsal.	Insightfully self-evaluated performance and developed advanced strategies for rehearsal.	Demonstrated enhanced depth of evaluation skills in the refinement process.	

Rehearsal Scoring Device: Advanced

Student Name: _____

Piece rehearsed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Performance Standards
Analyze - Analyze the structure and context of varied musical works and their implications for performance. Interpret - Develop personal interpretations that consider creators' intent. Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.				
1) Analysis	Comprehensively identified and described specific compositional and structural devices within the piece and how they guided preparation for performance.	Insightfully described how compositional and structural devices within the piece may inform preparation and impact performance.	Demonstrated depth of understanding as to how compositional and structural devices within the piece may inform preparation and impact 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 .
2) Interpretation	Demonstrated clear understanding of how expressive qualities are interpreted through performance.	Demonstrated insightful interpretation of style, genre, and context of expressive qualities and the connection to necessary technical skills.	Exhibited in-depth interpretation of expressive qualities and the connection to necessary technical skills.	MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music <i>informs</i> prepared and improvised performances as well as performers' technical skill to connect with the audience.
3) Rehearsal Plan	Developed comprehensive, but general strategies to address previously identified technical challenges and expressive qualities in the piece.	Developed in-depth strategies to address individual and ensemble technical challenges providing insight into expressive qualities of performance.	Demonstrated insightful consideration of technical challenges and expressive qualities appropriately applied in the rehearsal strategies.	MU:Pr5.3.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
3) Evaluate/Refine	Appropriately self-evaluated performance and developed reasonable strategies for rehearsal.	Insightfully self-evaluated performance and developed advanced strategies for rehearsal.	Demonstrated enhanced depth of evaluation skills in the refinement process.	

Performance Evaluation: Accomplished

Student Name: _____

Piece performed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Level 4 Exceeds Criterion	Performance Standard
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.					
Tone Production	Exhibited incidental challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production throughout.	Exhibited clear and mature tone production throughout.	Exhibited nuance in manipulating tone quality for expressive purposes while maintaining clear and mature tone production throughout.	<p>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.</p> <p>MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p>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.</p>
Rhythm and Pulse Accuracy	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse.	Performed all rhythms accurately with a consistent and steady pulse with appropriate expressive enhancements.	Demonstrated personal rhythmic interpretation appropriate for style, genre, and/or historical period.	
Pitch and Intonation Accuracy (score only for pitched instruments and vocal performance)	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. (e.g., extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	Exhibited creative, yet appropriate decisions of expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	
Expressive Qualities/Stylistic Interpretation	Demonstrated appropriate expressive qualities representative of stylistic/composer intent with minimal nuance.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited highly mature manipulation of expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	

Teacher Feedback offered on the back of this sheet:

Performance Evaluation: Advanced

Student Name: _____ Piece performed: _____

Achievement Category	Level 1 Emerging	Level 2 Approaches Criterion	Level 3 Meets Criterion	Performance Standards
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.				
Tone Production	Exhibited clear tone production throughout.	Exhibited clear and mature tone production throughout.	Exhibited nuance in manipulating tone quality for expressive purposes while maintaining clear and mature tone production throughout.	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 . 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.
Rhythm and Pulse Accuracy	Performed all rhythms accurately with a consistent and steady pulse.	Performed all rhythms accurately with a consistent and steady pulse with appropriate expressive enhancements.	Demonstrated personal rhythmic interpretation appropriate for style, genre, and/or historical period.	
Pitch and Intonation Accuracy (score only for pitched instruments and vocal performance)	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	Exhibited creative, yet appropriate decisions of expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	
Expressive Qualities/Stylistic Interpretation	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited highly mature manipulation of expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	

Teacher Feedback offered on the back of this sheet:

You will probably have to add specific skill rubrics to the performance assessment for your own scoring to address specific learning in your curricular expectations.

(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)

Resource: (sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

- pre-assess to determine levels of student prior knowledge and abilities
- determine and teach to reduce learning gaps allowing alternative forms of communicating expectations to students as needed
- create independent enrichment/enhanced work for students who show mastery
- group students to accommodate learning needs
- use provocative, complex questioning to stimulate high level thinking
- devise open-ended tasks to allow students of all ability levels to achieve success at their own levels
- tier tasks to address levels of abilities and support students within each tier,
- assure that students are given choice in tasks in order to address their learning styles, interests, etc.
- allow students to respond to tasks in alternative ways if the defined response in the MCA hinders an individual's means of demonstrating learning.

Extension Experience: Have students write in journals and/or essays reflecting on their composition experiences. Using the language of the Composition Rubric, they should include why their melody worked or didn't work, what they will do differently in their next compositions, and an assessment of their efforts on the project. A brief reminder of the Six-Trait Writing Model might be in order.