**Music Selection Scoring Device**

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| Achievement Category | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standard** |
| **Select**  Selects work(s) to perform based on interest, knowledge, context, and ability. |
| **Personal interest** | Description provided no definitive description of how personal interest influenced selection.\* | Description was included but unclear as to the influence that personal interest had on music selection. | Description clearly identified the influence of personal interest on the selection of the performance piece. |  | **MU:Pr4.1.5a Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as *their personal and others’* **technical skill**.  |
| **Knowledge about piece** | Knowledge of piece was not included in the description of influence for music selection.\* | Knowledge of the piece was described, but it was unclear as to the influence it had on selection. | Clearly communicated how knowledge of piece influenced selection of the performance piece.  |  |
| **Appropriateness for performance context** | Appropriateness for the performance context and its influence on selection was not described or was unclear. | Appropriateness for the performance context was described, but unclear as to the influence it had on selection. | Appropriateness for the performance context was clearly described as to the influence it had on selection. | Appropriateness for the performance context was insightful as to the influence it had on selection beyond grade-level expectations.\* |
| **Consideration of personal performance ability** | Provided limited or no description of personal personal performance ability. | Personal performance ability was described, but it was unclear as to the influence it had on selection. | Provided reasonable description of how the selected music fit the student’s ability. | Provided specific and insightful description of how the selected music fit the student’s ability. |

*(Note from the pilot: the levels are not intended to be equally represented in response. Those makred with \* were seldom used)*

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**Analyze Scoring Device**

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| **Achievement Cateogry** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standard** |
| **Analyze and Interpret** Analyze, and interpret artistic work for presentation. |
| **Analyze** | Minimally identified a few elements of music, markings, and difficulties with inaccuracies. | Identified an accurate, but limited list of elements of music, markings, and difficulties. | Identified a thorough list of elements of music, markings, and difficulties. | Identified insightful list of elements, markings, and difficulties beyond expectations.\* | **MU:Pr4.2.5a**  **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, **form**,and ***harmony***) in music selected for **performance**.**MU:Pr4.2.5b** When analyzing selected music, read and perform using **standard notation**.5th GRADEGENERALMUSICPERFORMING |
| **Context** | Context of the music was not described or without insight into social, cultural, and historical areas.  | Identified accurate but limited insight into the social, cultural, and historical context of the music. | Identified appropriate insight into the social, cultural, and historical context of the music. | Identified insightful and detailed descriptions of the social, cultural, and historical context of the music.\* | **MU:Pr4.2.5c** Explain how **context** (such as **social**, **cultural**, and ***historical***) informs **performances**.**MU:Pr4.3.5a Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and ***articulation/style***). |

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**Rehearse and Refine Scoring Device**

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| **Achievement Category** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standard** |
| **Rehearse and Refine** Develop and refine artistic techniques, and work for presentation. |
| Consideration of Teacher-Provided Criteria and Peer-Feedback | Rarely recognized teacher-provided criteria and lacked responsiveness to feedback from peers that resulted in minimal self-evaluation of accuracy and effectiveness. | Generally recognized teacher-provided criteria and feedback from peers with limited self-evaluation of accuracy and effectiveness. | Thoughtfully considered teacher-provided criteria and feedback from peers in self-evaluation of accuracy and effectiveness. | Provided insightful consideration of teacher-provided criteria and intuitive response to feedback from peers in self-evaluation of accuracy and effectiveness. | **MU:Pr5.1.5a** Apply **teacher-provided** and ***established* criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**. |
| Use of accuracy and expressive qualities feedback to refine performance. | Was unable to independently develop effective strategies for improvement. | Identified appropriate but limited strategies for improvement.  | Identified appropriate strategies for improvement meeting grade-level expectations. | Insightful identified effective and appropriate strategies for improvement. | **MU:Pr5.1.5b MU:Pr5.1.5b** Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, *and show improvement over time.* |

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**Performance Scoring Device**

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| **Achievement Category** | Level 1Emerging  | Level 2Approaches Criterion  | **Level 3****Meets Criterion** | Level 4Exceeds Criterion | **Performance** **Standard** |
| **Perform** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. |
| **Technical abilities** | Demonstrated limited appropriate technic in the performance.  | Periodically demonstrated periodic accurate performance technic but was not with consistency. | Consistently demonstrated technically accurate performance appropriate for the grade level. | Demonstrated technically accurate performance beyond expectations for the grade level. | **MU:Pr6.1.5a Perform** music, alone or with others, with **expression**, technical accuracy, *and* appropriate **Interpretation**.  |
| **Quality of** **Interpretation** | Demonstrated no expressive interpretation through performance.\* | Demonstrated limited expressive interpretation, but is inconsistent through performance. | Consistently demonstrated appropriate expressive interpretation through performance. | Demonstrated advanced and creative expressive interpretation through performance. |
| **Performance decorum** | Demonstrated inappropriate decorum (e.g., posture, hand position, eye contact) or none at all.\* | Demonstrated periodic but not consistent decorum (e.g., posture, hand position, eye contact). | Consistently demonstrated appropriate decorum (e.g., posture, hand position, eye contact). | Demonstrated advanced level decorum (e.g., posture, hand position, eye contact). | **MU:Pr6.1.5b Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, and ***style*** . |

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