

Example Assessment

Instrumental Performance

This is an example classroom assessment created by Illinois educators as part of the Illinois State Board of Education (ISBE) Local Assessment Support (LAS) Project. ISBE encourages educators to modify example assessments to meet the needs of their individual educational context. Please note that the authors have provided suggestions for grade level use, applicable standards, data use, as well as possible accommodations, modifications, or alternative assessments. These suggestions are not inclusive of all possible uses and applications of this assessment.

This assessment serves as a possible example of a classroom assessment and its use is not required.

More information concerning the LAS project may be found here:

www.isbe.net/assessment/htmls/balanced-asmt.htm

Content: Band

Grade Level: Grades 5-12

Purpose

The purpose of this assessment is to provide evidence of student learning that will inform teaching practices and provide meaningful feedback to students. Students will demonstrate their ability to perform a selected musical excerpt.

Standards

National Core Arts Standards:

- MU: Pr6.1.8: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

Data Use

This assessment may be used to monitor students ability to perform music on a chosen musical instrument with technical accuracy and appropriate stylistic expression.

Accommodations, Modifications, and Alternate Assessments

Students may be provided with different musical excerpts that are appropriate for their identified performance level. The teacher may also provide appropriate supports to students during the assessment process, and students may record their performance outside of class.

Materials

- Musical Excerpts
- Instrumental Performance Rubric

Directions

1. Students will perform the required musical excerpt in class or record their performance at home and turn the recording in to the teacher.
2. The teacher will evaluate each student's performance using the identified rubric (see *Additional Materials*), and provide specific feedback to students concerning how they may improve their performance.

Note: Students may also use the rubric to engage in self- and peer-evaluation. In addition, the teacher and student may choose to focus on specific criteria each time the rubric is used. Additional criteria may be developed for percussionists.

Additional Materials

Instrumental Performance Rubric

	Beginning	Developing	Proficient	Advanced
Tonality				
What I Can Hear... <ul style="list-style-type: none"> • Note Accuracy • Intonation • Tone Quality 	<ul style="list-style-type: none"> • Few notes were performed accurately • Student is still developing the ability to adjust intonation • Student is still developing the ability to control tone quality 	<ul style="list-style-type: none"> • Most notes were performed accurately • Student is still developing the ability to adjust intonation • Student inconsistently performs with a clear and controlled tone quality 	<ul style="list-style-type: none"> • All notes were performed accurately • Accurate intonation in most ranges and registers • Consistently performs with a clear and controlled tone quality 	<ul style="list-style-type: none"> • All notes were performed accurately • Accurate intonation in all ranges and registers • Always performs with a clear and controlled tone quality
What I Can See... <ul style="list-style-type: none"> • Posture/Hand Position • Embouchure • Breath Support 	<ul style="list-style-type: none"> • Performs with incorrect posture, hand position, and instrument positioning • Student is still developing the ability to demonstrate the correct embouchure • Student is still developing the ability to demonstrate a controlled breath stream 	<ul style="list-style-type: none"> • Occasionally performs with correct posture, hand position, and instrument positioning • Inconsistently demonstrates the correct embouchure • Inconsistently demonstrates a controlled breath stream 	<ul style="list-style-type: none"> • Consistently performs with correct posture, hand position, and instrument positioning • Consistently demonstrates the correct embouchure • Consistently demonstrates a controlled breath stream 	<ul style="list-style-type: none"> • Always performs with correct posture, hand position, and instrument positioning • Always demonstrates the correct embouchure • Always demonstrates a controlled breath stream
Meter/Interpretation				
What I Can Hear... <ul style="list-style-type: none"> • Rhythm Accuracy • Articulation • Dynamics, Phrasing, Style 	<ul style="list-style-type: none"> • Few rhythms were performed accurately • Articulation was inconsistent and inaccurate • Student is still developing the ability to perform with accurate dynamics, phrasing, and stylistic interpretation 	<ul style="list-style-type: none"> • Most rhythms were performed accurately • Articulation was inconsistent or inaccurate • Inconsistently performs with accurate dynamics, phrasing, and stylistic interpretation 	<ul style="list-style-type: none"> • All rhythms were performed accurately • Articulation was regularly consistent and accurate • Consistently performs with accurate dynamics, phrasing, and stylistic interpretation 	<ul style="list-style-type: none"> • All rhythms were performed accurately • Articulation was consistent and accurate • Always performs with accurate dynamics, phrasing, and stylistic interpretation
Specific Feedback and Ideas for Improvement:				