

## Example Assessment Steady Beat

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](http://www.isbe.net/assessment/htmls/balanced-asmt.htm)

**Content:** General Music

**Grade Level:** Grade 1

### **Purpose**

The purpose of this assessment is to provide evidence of student learning that will inform teaching practices. Students will demonstrate their ability to keep a steady beat at slow, medium, and fast tempos using body percussion. The assessment is designed to be administered in small groups and may take approximately 10-15 minutes dependent on the size of the class.

### **Standards**

- 25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).

### **Data Use**

Teachers may use this assessment to monitor students ability to keep a steady beat at varying tempos and inform instructional practice. This assessment may also be used to determine whether students are ready to transfer steady beat skills to playing classroom instruments.

### **Accommodations, Modifications, and Alternate Assessments**

Physical accommodations may be made for students who are not able to clap or perform other types of body percussion. For example, students may blink their eyes, march in place, tap their toes, node their heads, or other appropriate movements.

## Materials

- A piano for the teacher to play music with slow, medium, and fast tempos. If a piano is not available, the teacher may use recorded music with slow, medium, and fast tempos.

## Directions

1. Start by warming up the class with a whole-group steady beat activity by clapping or using other forms of body percussion to a “boom-chick” accompaniment to appropriate tempi (e.g., slow, medium, and fast).
2. Small groups of students are then asked to demonstrate keeping a steady beat to appropriate tempi for approximately 32 beats (i.e., eight measures of common time).

Note: Students who are waiting for their turn can practice keeping steady beats on their knees by using their finger tips and performing them quietly.

3. Identify each student’s performance as beginning, developing, or accomplished to track student learning over time. Criteria for each performance level are listed below:
  - **Beginning:** A steady beat is performed inconsistently and does not reflect example tempos.
  - **Developing:** A steady beat is performed consistently and sometimes reflects example tempos.
  - **Accomplished:** A steady beat is performed consistently and accurately reflects example tempos.