

O'Keefe Assessment Portfolio

CHECKLISTS

DAILY BAND CHECKLIST

Learning Target: Middle school band students will demonstrate the ability to assume responsibility with the daily expectations of band class.

Explanation of Activity: Students will be graded daily based on their preparedness for class and other assumed responsibilities of being in band through a comprehensive checklist.

Criteria:

5 points per criteria:

Student Preparedness:

Instrument_____

Instrument accessories (i.e. reeds)_____

Music_____

Folder_____

Pencil_____

Performance Expectations:

Posture_____

Breath_____

Holds the instrument correctly_____

Correct hand position_____

Effort:

Proper conduct_____

Focused_____

Follows directions_____

Shows signs of improvement_____

TOTAL POINTS _____/65

ARRANGING PROJECT CHECKLIST

Learning Target: High school band students will demonstrate understanding of transposition by arranging a piece of music for saxophone quartet.

Explanation: Students will be asked to arrange the piece “Amazing Grace” for saxophone quartet, and must include the following criteria.

Criteria:

5 points per criteria

Uses the melody for Amazing Grace _____

Correct transposition of separate parts _____

Dynamics _____

Tempo or style marking _____

Articulation markings _____

Breath marks to indicate phrasing _____

Is at least 16 measures long _____

TOTAL ___ / 35

BEGINNING IMPROVISATION CHECKLIST

Learning Target: Students will be able to demonstrate the beginning skills needed to form an improvised jazz solo.

Explanation of Activity: Students will perform an improvised solo over a simple 12 bar blues progression, with the goal of including the following criteria to guide them in these beginning steps:

Criteria:

5 points per criteria

Exactly 12 bars long _____

Incorporates a “question and answer” motif _____

Dynamics _____

Phrasing _____

Appropriate style _____

Utilizes a ii-V-I lick _____

TOTAL: ___/30

RATING SCALES

SINGING RATING SCALE

Learning Target: 1st grade students will demonstrate the ability to match and perform the correct pitches when singing a familiar song.

Explanation of Activity: Students will perform “The Button and the Key,” and the solo singers will be assessed on their ability to match the pitch of the call from the group in their solo response.

Criteria:

3 - Above Standard	Accurately sang all notes correctly with beautiful singing voice (i.e. head voice, completely in tune)
2 - Standard	Sang at least half of the notes correctly with an appropriate singing voice (i.e. head voice, somewhat in tune)
1 - Not at Standard	Sang less than half of the notes correctly with an unsatisfactory singing voice (i.e. chest voice, out of tune, etc)

RHYTHM FLASHCARD RATING SCALE

Learning Target: 5th Grade students will demonstrate the ability to perform familiar rhythmic concepts accurately with a steady pulse.

Explanation of Activity: Students will individually perform two measures of familiar rhythms pulled from a deck of flashcards. These rhythms include ta, ta-di, takadimi, ta-dimi, taka-di, and rest.

Criteria:

4 - Above Standard	The student performed five or more rhythms correctly with a steady pulse.
3 - Standard	The student performed at least four beats of rhythms correctly with a steady pulse.
2 - Approaching Standard	The student performed at least 3 beats of rhythms correctly without a steady pulse.
1 - Not at Standard	The student performed two or less beats of rhythms correctly without a steady pulse.

SOLFEGE COMPETENCY RATING SCALE

Learning Target: 5th grade students will demonstrate ability to accurately use solfege and hand signs when singing short solos.

Explanation of Activity: Students will echo sing a five note solo using Do, re, mi, fa, sol, la, ti, or high do solfege, along with the correct hand signs.

Criteria:

4 - Above Standard	Accurately sang all of the pitches, used the correct solfege, and used the correct hand signs.
3.5	Accurately sang all of the pitches, used the correct solfege, and some of the correct hand signs
3 - Standard	Accurately sang at least 3 of the pitches, used at least some of the correct solfege, or some of the correct hand signs
2.5	Accurately sang 2-3 of the pitches, struggled with using the correct solfege, and struggled with using the correct hand signs
2 - Approaching Standard	Sang less than two of the correct pitches. Did not use the correct solfege, and struggled with the correct hand signs (or vice verse)
1.5	Did not sing any of the correct pitches. Did not use the correct solfege, and struggled with the correct hand signs (or vice verse)
1 - Not at Standard	Did not sing the correct pitches. Did not use correct solfege. Did not use correct hand signs.

RUBRICS

THIRD GRADE RECORDER RUBRIC

Learning Target: Third grade students will demonstrate competency on the recorder by playing a familiar song individually.

Explanation of Activity: Students will be asked to perform Hot Cross Buns on the recorder and given the following rubric ahead of time to be aware of what they will be graded on.

Criteria for assessment: The student's total score will be calculated based on their scores for each category, which will then be translated into a number grade reflecting their abilities.

	Below Expectations (1 point)	Near Expectations (2 points)	Meets Expectations (3 points)	Above Expectations (4 points)
Hand and Finger Placement	Hands are not in the correct placement-- (ex: left hand on bottom, right hand on top.) Fingers are not properly aligned over each tone hole.	Hands are not in the correct placement, but fingers are properly aligned over each tone hole (or vice versa).	Hands are in the correct placement. Fingers are sometimes correctly aligned over tone holes.	Hands are in the correct placement. Fingers are correctly aligned over each tone hole.
Note Accuracy	Many wrong notes either in identification or in correct placement of fingers for each note.	Three or more mistakes with note identification or correct placement of fingers for each note.	Two mistakes or less with note identification or correct placement of fingers for each note.	No mistakes in note identification or in correct placement of fingers for each note.
Rhythmic Accuracy	No steady rhythms. Many pauses. Notes and/or rests were not held for their full value. No steady pulse while playing.	Rhythm somewhat steady but there were three or more pauses. Three or more notes and/or rests were not held for their full value. Some sense of steady pulse while playing, but it is inaccurate.	Two mistakes or less in pauses or note/rest duration-- some notes and/or rests were not held for their full value. Mostly accurate steady pulse while playing.	No mistakes in rhythm. All notes and/or rests were held for their full value. Correct steady pulse while playing.
Airstream Control and Tone	Constant over blowing creating squealing tones or under blowing creating wavering tones. Not sealing off tone holes	Three mistakes or more in breath control or sealing tone holes. Some squealing or wavering tones. Tone is somewhat	Two mistakes or less in breath control or sealing tone holes. Good breath control with very few squeaks or wavering. Tone is	No mistakes in breath control and sealing tone holes. No squeals, wavering or whistling. Tone is very resonant and

	creating "whistle" tones. Tone is not resonant and clear.	resonant and clear.	mostly resonate and mostly clear.	clear.
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MIDDLE SCHOOL SIGHT READING RUBRIC

Learning Target: Middle school students will individually demonstrate music literacy skills and proficiency on their primary instrument by sight reading a piece of music.

Explanation of Activity: Middle school band students will be assessed individually. They will receive a copy of the sheet music and be given a minute to look it over. They will be given a tempo before the minute starts and after it ends, right before they are ready to perform.

Criteria for assessment:

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Sound Quality	Does not demonstrate characteristic tone quality on their instrument. Intonation is weak and lacks any control.	Demonstrates good tone quality some of the time. Somewhat in tune, with control of intonation some of the time.	Demonstrates good tone quality most of the time. Excellent control of intonation most of the time.	Demonstrates tone that is well-focused, full, open, resonant, consistent, and characteristic of their instrument. Excellent control of pitch and accurate intonation.
Technique	Pulse, tempo, and rhythmic accuracy is inconsistent and weak. Articulation is rarely good.	Pulse tempo, and rhythmic accuracy good some of the time. Good Articulation some of the time.	Pulse, tempo, and rhythmic accuracy are excellent most of the time. Very good articulation most of the time.	Superb control of pulse, tempo and rhythmic patterns. Outstanding articulation at all times.
Musicality	Weak phrasing. Little to no use of dynamics. No attention given to musical style.	Good phrasing sometimes. Narrow dynamic range and control. Some attention given to musical style.	Good phrasing most of the time. Excellent dynamic control at times. Mostly attentive to musical style.	Excellent phrasing. Superior dynamic control. Extremely attentive to musical style.
Rhythmic Accuracy	Almost the entire sight-read was wrong. 0-39% accuracy.	Many mistakes were made. Most rhythms were incorrect. 40-59% accuracy.	Some mistakes made, but overall rhythms were close to correct. 60-79% accuracy.	Little to no mistakes made during the sight-read performance. More than 80% accuracy.
Note Accuracy	Almost the entire sight-read performance was wrong. 0-39% accuracy.	Many mistakes were made. Most notes were incorrect. 40-59% accuracy.	Some mistakes made, but overall notes were close to correct. 60-79% accuracy.	Little to no mistakes made during the sight-read performance. More than 80% accuracy.

K-5 BEHAVIOR RUBRIC

Learning Target: Students in K-5 will demonstrate proper conduct needed to support appropriate behavior in their general music class.

Explanation of Activity: Students will be graded on their behavior each term in the following categories.

Criteria for assessment:

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Respect for Others	Students has trouble respecting others' space. Usually bothers others while they are working or participating.	Student sometimes has trouble respecting others' space. Sometimes bothers others while they are working or participating.	Student usually respects other's space. Rarely bothers others while they are working or participating.	Student always respects other's space. Never bothers others while working or participating.
Cooperation	Student does not get along well with others. Has said or done unkind things more than once frequently. Does not cooperate in group work/partner activities.	Student has had difficulty getting along with others, sometimes says or does unkind things. Has difficulty cooperating in group work/partner activities.	Student usually gets along well with others. Usually uses polite words with others and helps when needed. Usually cooperates in group work/partner activities.	Student always gets along well with others. Uses polite words with others and helps when needed. Always cooperates in group work/partner activities.
Conduct	Student has major difficulty controlling the volume of his/her voice and continually speaks out and talks at the inappropriate time, usually interrupting others.	Student has difficulty controlling the volume of his/her voice and forgets when is an appropriate time to talk. Student sometimes has trouble with interrupting others.	Student usually uses appropriate voice volume and usually talks at appropriate times. Does not usually interrupt others.	Student always uses appropriate voice volume and talks at appropriate times. Does not interrupt others.
Following Directions	Student continuously has difficulty following directions without the help of others.	Student has to be reminded of directions before he/she can begin.	Student follows directions, but occasionally takes a while to get started.	Student follows all directions immediately, and never has to be reminded of the directions.

HIGH SCHOOL SELF-REFLECTION RUBRIC

Learning Target: High school students will be able to thoughtfully reflect back on their own performances and demonstrate the potential to incorporate new ideas into performance to grow as a musician.

Explanation of Activity: After each playing test or performance, students will be asked to write a one-page self-reflection on how they did, and what they need to do in order to improve.

Criteria for assessment:

	Beginning (1 point)	Developing (2 points)	Competent (3 points)	Exemplary (4 points)
Reflective Thinking	The reflection does not move beyond a description of the musical performance.	Student struggles to come up with points for improvement to their performance. There is no plan of implementation.	Student comes up with some points for improvement to their performance. There is somewhat of a plan for implementation.	Student comes up with abstract points for improvement to their performance. There is an expressive plan for implementation.
Analysis	The reflection does not move beyond a description of the musical performance.	The reflection attempts to analyze the musical performances but the value of the learning to the student is vague and/or unclear.	The reflection is a decent analysis of the musical performance and the value of the derived learning to his or her playing.	The reflection is an in-depth analysis of the musical performance and the value of the derived learning to his or her playing.
Awareness	Student doesn't not demonstrate awareness of how they performed in their reflection.	Student struggles to demonstrate awareness of how they performed in their reflection. There was very little description given to specifics about the performance.	Student demonstrates some awareness of how they performed in their reflection. There was some description given to specifics about the performance.	Student demonstrates complete awareness of how they performed in their reflection. They were very descriptive and gave specifics about the performance.