

## New York State Student Learning Objective: **Music 5<sup>th</sup> Grade**

All SLOs MUST include the following basic components:

<b>Population</b>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>One section of 5<sup>th</sup> Grade General Music, 14 students.</p>
<b>Learning Content</b>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>Describe music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. (Standard 3b)</p> <p>Students will read simple standard notation in performance. (Standard 1c)</p>
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012-2013 School year</p>
<b>Evidence</b>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline assessment: Students will be asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythm syllables. The excerpts will include whole, half note, quarter, eighth, sixteenth notes, rests in 2/4, 3/4 and 4/4 meters. Students will listen to two short works of music and will identify form of the work and write a description of what they hear. See attached rubric.</p> <p>Summative Assessment: The student is asked to sight-read the rhythm of three varied, unfamiliar excerpts of music by clapping or using rhythmic syllables. The excerpts include whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8. Students will listen to two short works of music and identify the form of the work and describe how pitch, rhythm, melody, harmony, dynamics and texture are used in the work. See attached rubric.</p>
<b>Baseline</b>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p>80% of students received a 6 out of 9 on the critical listening baseline assessment. 80% of students received a 9 out of 12 on the rhythm reading baseline assessment.</p>

<b>Target(s)</b>	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>80% of students will score 15 points or higher on the summative assessment (out of a total of 20 points).</p>																			
<b>HEDI Scoring</b>	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>See ranges below.</p>																			
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1
99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %
<b>Rationale</b>	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p> <p>The fifth grade general music curriculum at my school continues to develop music reading and performing skills, especially rhythm. Students in fifth grade general music also begin a music history curriculum with emphasis on music listening and identifying how the elements of music are used in the different eras of music history. The learning content contains NYS music standards that address the two main curricular focus areas of fifth grade general music. The rhythm reading baseline assessment task is a performance task from fourth grade general music. The critical listening baseline assessment assesses students' abilities to listen and describe music before the formal elements of music training has begun. The summative assessment tasks assess students' abilities to read and perform the rhythms students should know by the end of fifth grade according to our curriculum and assess students' abilities to identify elements of music during a listening task and also describe how the elements are connected to the particular musical works. The target represents 80% of students achieving a proficient level according to the task rubrics on each of the tasks.</p>																			

**Critical Listening Rubric- Baseline**

Level	Description
3	The student describes at least two elements of music by name. Student identifies the form of the work.
2	The student is able to provide an accurate description of at least two musical elements without naming them and identifies the form.  Or  The student is able to provide accurate description of the use of two or more musical elements by naming them but does not identify the form.
1	Refers to 1-2 musical elements by name but does not identify the form  Or  Student describes 1-2 musical elements without naming them but identifies the form.
0 No Response	Response is illegible  Or  Student does not describe any musical elements or identify the form  Or  No Response

### Critical Listening Rubric- Summative

Level	Description
4 Advanced	Refers to three or more musical elements with accurate, descriptive and supportive evidence along with relevant connections to the musical excerpt (style, genre). Student identifies form of piece.
3 Proficient	The student is able to provide an accurate description of the use of at least two elements with supportive evidence along with relevant connections to the musical excerpts. Student identifies the form of the work.  OR The student is able to provide a description of at least two musical elements, one with accurate and supportive evidence along with relevant connections to the musical excerpt and the other(s) without descriptive or supportive evidence or relevant connections to the musical excerpt. Student identifies the form of the work.
2 Intermediate	The student is able to provide an accurate description of only one musical element with supportive evidence or relevant connections to the musical excerpt and identifies the form  Or The student is able to provide accurate description of the use of two or more musical elements without supportive evidence or relevant connections to the musical excerpts and does not identify the form.
1 Basic	Refers to only one musical element without descriptive or supportive evidence or relevant connections to the musical excerpts.
0 No Response	Response is illegible Or Response does not meet any of the above criteria Or Response is inappropriate to topic Or No Response

### Rhythm Reading Performance Evaluation

Level	Description
4 Advanced	Reads rhythm correctly and maintains a steady beat
3 Proficient	Reads all rhythms correctly but does not maintain steady beat (1 hesitation) Or Demonstrated rhythmic accuracy with no more than one error and maintained steady beat
2 Intermediate	Reads all rhythms correctly but hesitated more than one time Or Made 2-3 rhythmic errors but maintained steady beat
1 Basic	Made more than 3 rhythmic errors and did not maintain steady beat
0	No Response